

Plato High Performing Florida Charter School Application Evaluation Instrument

High Performing Replication

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

The following definitions should guide the ratings:

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

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

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

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

Name of Person Completing Assessment: Dot Clark Date: November 12, 2013

Title: Director of Charter Schools and Home Education

Signature: _____

Summary: Of the nineteen sections in the Evaluation Instrument the applicant scored:

In the Educational Plan the applicant scored:

- “Meets Expectations”- 6
- “Partially Meets”- 2
- “Does Not Meet”- 0

In the Organizational Plan the applicant scored:

- “Meets Expectations”- 4
- “Partially Meets”- 1
- “Does Not Meet” – 0
- Not Applicable - 0

In the Business Plan the applicant scored:

- “Meets Expectations”- 5
- “Partially Meets”- 1
- “Does Not Meet” - 0

I. Replication

The Replication section should include a list of every high-performing charter school that is operated by the governing board submitting the application, and should include the grade levels currently served at each school. This section should also include a general description of how the proposed school is substantially similar to least one of the applicant’s high-performing schools.

Statutory References:

s. 1002.33(6)(b)3.b.; s. 1002.331

Evaluation Criteria:

A response that meets the standard will present:

- Application includes verification letter from the Commissioner of Education that applicant is a high-performing charter school.
- An education program that is substantially similar to the Clearwater Plato Academy high-performing charter school.
- Significant involvement in the operation of the proposed school by the organization or individuals involved in the operation of the replicated school.

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

Strengths	Reference
<ul style="list-style-type: none"> Application includes verification letter from Commissioner of Education that applicant is a high-performing charter school. The education program is substantially similar to at least one of the applicant's high-performing charter schools. There is evidence of significant involvement in the operation of the proposed school by the organization or individuals involved in the operation of the replicated school. 	
Concerns and Additional Questions	Reference

II. Educational Plan

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

1. Mission, Guiding Principles and Purpose

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

Statutory References:

s. 1002.33(2)(a); s. 1002.33(2)(b); s. 1002.33(2)(c); s. 1002.33(6)(a)(1); s. 1002.33(7)(a)(1)

Evaluation Criteria:

A response that meets the standard will present:

- A compelling mission statement that defines the purpose and values of the school.
- A set of priorities that are meaningful, manageable and measurable, and focused on improving student outcomes.

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

Strengths	Reference
The application presents a compelling mission statement that defines the purpose and values of the school. The mission of Plato Academy (K-8) is to assist students in achieving their fullest potential, by requiring and nurturing high academic and behavioral standards in a safe, supporting, challenging and enthusiastic environment fostered by a commitment and cooperative effort between the tetrad: student-teacher-parent, and community.	Page 1

Concerns and Additional Questions	Reference

2. Target Population and Student Body

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

Statutory Reference(s):

s. 1002.33(10)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03

Evaluation Criteria:

A response that meets the standard will present:

- An understanding of the students the charter school intends to serve.
- If the applicant proposes to target certain populations, the projected student body should align with the overall mission of the school.

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

Strengths						Reference
<ul style="list-style-type: none"> ▪ The applicant intends to serve K-8 students. Maximum enrollment was provided. See below.						
Grade	Year 1	Year 2	Year 3	Year 4	Year 5	
K-8	Up To 728	Up To 728	Up To 728	Up To 728	Up To 728	
K-8	Up To 728	Up To 728	Up To 728	Up To 728	Up To 728	
K-8	Up To 728	Up To 728	Up To 728	Up To 728	Up To 728	
K-8	Up To 728	Up To 728	Up To 728	Up To 728	Up To 728	
Total	Up To 728	Up To 728	Up To 728	Up To 728	Up To 728	

Concerns and Additional Questions	Reference
It is unclear how many students and which grade levels the school intends to phase in each year.	

3. Educational Program Design

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

Statutory Reference(s):

s. 1002.33(7)(a)(2)

Evaluation Criteria:

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

- Is clear and coherent;
- Is based on effective, research-based educational practices, teaching methods and high standards for student learning;
- Aligns with the school's mission and responds to the needs of the school's target population; and
- Presents evidence that the proposed approach will lead to improved student performance for the school's target population.

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

Strengths	Reference
<ul style="list-style-type: none"> • The education program design is clear and coherent and is based on effective, research-based educational practices, teaching methods and high standards for student learning. • Plato Academy's philosophy is to create a positive school climate and develop a student-centered learning environment with a focus on a multicultural curriculum and promote high academic achievement. • The applicant will utilize the Socratic method of questioning in association with Bloom's Taxonomy along with Aristotle's Modes of Persuasion. • The school will offer instruction in the Greek language. 	

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> The applicant states that part of the school's philosophy is to promote high academic achievement but then identifies a standard of seventy percent of the students being at grade level or above in reading. This expectation is lower than other public schools in the community. The school may want to consider switching from using Bloom's Taxonomy of Educational Objectives to Webb's Depth of Knowledge model that aligns better with FCAT 2.0 and CCSS. 	Page 27

4. Curriculum Plan

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

Statutory Reference(s):

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

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

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is consistent with the school's mission, educational philosophy and instructional approach;
- Will enable students to attain Sunshine State Standards and receive a year's worth of learning for each year enrolled; and
- Will be appropriate for all students at all levels.

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

Strengths	Reference
<ul style="list-style-type: none"> The curriculum plan that provides a clear and coherent framework for teaching and learning; and will enable students to attain Sunshine State Standards and receive a year's worth of learning for each year enrolled. Use of technology aligns to CCSS. 	

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> It is unclear if the school intends to replicate the curriculum of the high performing school by utilizing all same books and resources as Plato Clearwater since McGraw Hill series was the only materials identified. This will need to be clarified before a final charter is recommended. It is unclear what is meant by the following statement: "The Plato Academy (K-8) Core Curriculum is not documents distributed by 	Section 4

our school to the teachers, parents, and students.” This will need further clarification before a final charter is recommended.	Page 36
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5. Student Performance, Assessment and Evaluation

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- Assessment activities that are sufficiently frequent and a detailed plan to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

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

Strengths	Reference
The student promotion/progression plan is acceptable.	Pages 57-58
Assessment plan and usage to monitor progress and make adjustments to curriculum is acceptable.	Pages 58-60
Parent and student communication plan is acceptable.	Pages 60

Concerns and Additional Questions	Reference
Specific goals need to be stated quantitatively in section 5A. This will need to be addressed before a final charter is recommended.	Pages 56

6. Exceptional Students

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

Statutory Reference(s):

s. 1002.33(16)(a)(3)

Evaluation Criteria:

A response that meets the standard will present:

- Clear description of the levels of service the school will provide to students with disabilities.
- A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.

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

Strengths	Reference
<ul style="list-style-type: none">• The applicant provides a clear description of the levels of service the school will provide to students with disabilities is presented.• The applicant provides a clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment is presented.• The applicant provides a clear for evaluating the school's effectiveness in serving exceptional students, including gifted.	

Concerns and Additional Questions	Reference

7. English Language Learners

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

Statutory Reference(s):

s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of English language learner students.

- Sound plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English language learner students.

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

Strengths	Reference
<ul style="list-style-type: none"> ▪ The applicant demonstrates understanding of some state and federal requirements regarding the education of English language learner students. <ul style="list-style-type: none"> ➤ Meets requirements for: <ul style="list-style-type: none"> ○ Identification, Eligibility, and Programmatic Assessment ○ Annual English Language Proficiency Assessment for English Language Learners. ○ Extension of Services in English for Speakers of Other Languages (ESOL) Program ○ Accommodations of the Statewide Assessment Program Instruments and Procedures for ELLs ▪ The applicant demonstrates capacity to meet the school's obligations under state and federal law regarding the education of English language learner students. <ul style="list-style-type: none"> ➤ Meets requirements for: <ul style="list-style-type: none"> ○ Equal Access for ELLs to Programs Other Than ESOL ○ ESOL Staff Training Requirements ○ Translation/ Interpretation/ Bilingual Assistance 	

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> ▪ The applicant should revise the requirements for Exiting ELLs from ESOL Program to align to the state-approved district criteria. ▪ The applicant needs to provide additional information concerning the function and identify the members of the school's ESOL committee. 	

8. School Climate and Discipline

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A sound approach to classroom management and student discipline.
- Legally sound policies for student discipline, suspension, and dismissal.

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

Strengths	Reference
<ul style="list-style-type: none"> • The applicant will institute school wide discipline and behavior plans that will provide consistency to all students. • The applicant will adopt Pinellas County School's Student Code of Conduct. 	

Concerns and Additional Questions	Reference

III. Organizational Plan

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

9. Governance

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

Statutory Reference(s):

s. 1002.33(7)(a)(15); s. 1002.33(16)(b)(5)

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.
- A clear understanding and description of the governing board's responsibilities.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A sensible method for resolving disputes between parents and the school.

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

Strengths	Reference
The school will be governing by the Plato academy Non Profit Inc. The application provides a clear outline of how the school will be governed and operated. It is managed by the same board of directors and uses the same management company as the successful Plato Academy Clearwater.	Page OP 1-7

Concerns and Additional Questions	Reference

10. Management

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan aligned with the projected student enrollment.
- A sound plan for recruiting and retaining qualified and capable staff.

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

Strengths	Reference
The school plans to replicate the high performing Plato Academy Clearwater. All the required standards are included.	Page OP 7-18

Concerns and Additional Questions	Reference

11. Education Service Providers

The term "education service provider" (ESP) refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The three major types of ESPs that serve charter schools are education management organizations, comprehensive school design providers, and virtual school management organizations. The Education Service Provider

section should describe, if applicable, the contractual arrangement between the school's governing board and such a provider.

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A persuasive explanation of the reasons for contracting with an education service provider.
- A persuasive explanation of how the proposed relationship with the ESP will further the school's mission.
- A clear description of the services to be provided by the ESP.
- A clear delineation of the roles and responsibilities between the school's governing board and the ESP.
- A clearly defined performance-based relationship between the school's governing board and the ESP.

Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths			Reference
The school will contract with Superior Management Corporation which is also an Education Service Provider to the other Plato Charter Schools.			Pages OP 19-21

Concerns and Additional Questions	Reference

12. Employment

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards or a sound plan for development of policies and procedures.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Strengths	Reference
The application contains an appropriate compensation plan and includes policies and procedures that are already functioning at the other schools.	Pages OP 22-23

Concerns and Additional Questions	Reference

13. Student Recruitment and Enrollment

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference
The recruitment plan and enrollment and admissions plans presented meet the standard.	Pages OP 23-27

Concerns and Additional Questions	Reference
One issue to be clarified in the charter is the parent contract and how it may impact the students' enrollment at the school. We will clarify that a parent unable to fulfill the requested hours of volunteer work will still be able to have their child remain at the school.	Page OP 27-30

IV. Business Plan

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

14. Facilities

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A realistic plan for acquiring a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has access to the necessary resources to fund the facilities plan.

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

Strengths	Reference
The applicant has a track record of locating schools in good facilities at reasonable rentals. The plan is to give priority to a location in Pinellas that lacks a charter, fundamental or a magnet school. A budget addresses the facility cost estimates.	Pages BP 1-2
Concerns and Additional Questions	Reference

15. Transportation

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

Statutory Reference(s):

s. 1002.33(20)(c)

Evaluation Criteria:

A response that meets the standard will present:

- A transportation plan that will serve all eligible students.

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

Strengths	Reference
The applicant understands and will comply with Florida law and ensure that transportation is not a barrier to the students.	Pages BP 3-4

Concerns and Additional Questions	Reference

16. Food Service

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

Statutory Reference(s):

s. 1002.33(20)(a)(1)

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all students.

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

Strengths	Reference
The applicant understands and will comply with Federal and Florida law regarding food service programs.	Page BP 4

Concerns and Additional Questions	Reference

17. Budget

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- Budgetary projections which are consistent with all parts of the application, including the school's mission, educational program, staffing plan and facility.
- A realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school.

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

Strengths	Reference
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Concerns and Additional Questions	Reference
<p>The application fails to present budgetary projections which are consistent with all parts of the application.</p> <p>General and Administrative costs seem high; 17% of FEFP in year one. Application states on page BP-8 costs would be 10% of FEFP. Budget and narrative do not match.</p> <p>The submitted operating budget narrative on page BP-7 states 728 iPads will cost a cumulative five year total of \$254,800. Five year budget appears to have allocated \$236,600. Expenses maybe understated.</p> <p>Likewise, narrative estimated \$3,000 to outfit each new classroom with furniture. The growth from year one to year two to meet class size requirements would be 11. The submitted budget makes provisions for 10 new classrooms. The budget maybe understated \$3,000 in year two.</p> <p>Narrative states janitorial and administrative supplies are estimated to cost \$79,834 in years 4 and 5. Submitted budget has allocated \$66,528 in year 4. Budget maybe understated in year 4 by \$13,306. Budget is built with an annual teacher salary of \$43,680. No raise is budgeted during the five years. Expenses maybe understated.</p> <p>The start-up budget does not appear to include an adequate budget for utilities, phones, and electricity; grand total of \$900 for phones only. Expenses may be understated.</p> <p>Start-up budget does not appear to include budget for the rent of the facility. Expenses may be understated.</p> <p>Submitted revenue worksheets do not appear to correlate to five year budget and application in regards to expected enrollment. For example, estimated number of middle school students on revenue worksheet for year one is only 3 yet two middle school teachers are funded in budget. This inconsistency continues through year five.</p> <p>It is unclear where funds to support professional development and teacher training activities as cited on page BP-9 of application can be found in the budget.</p>	

18. Financial Management and Oversight

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school's finances will be managed. The description must include assurances that the governing board retains ultimate control over the school's finances.
- A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

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

Strengths	Reference
The application provides a very detailed and acceptable plan that allows the board to control the schools finances while using an education services provider. Safeguards are included.	Pages BP 11-27

Concerns and Additional Questions	Reference

19. Action Plan

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

Statutory Reference(s):

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

Evaluation Criteria:

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

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

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

Strengths	Reference
The applicant presented a realistic time frame to open the school for the 2013-14 school year.	

Concerns and Additional Questions	Reference