



SOMERSET KEY HIGH CHARTER SCHOOL

Stage II CSP Grant Documents

1. Eligibility Form (from Stage I Proposal)

Created: 12/07/2015

Last updated: 12/21/2015

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Eligibility Form

To be eligible to receive this grant, an applicant must meet one of the following criteria:

- Submitted a charter school application to its Sponsor (district) in 2014 or 2015; or
- Submitted a charter school application to its Sponsor earlier than 2014 and has a fully executed charter contract to open in the 2016-17 school year; or
- Opened a charter school in the 2015-16 school year and has not previously received a CSP Planning, Program Design and Implementation project award.

Applicants must also meet one of the following criteria:

- Charter application has been approved by its Sponsor; or
- 2015 Charter application is pending; or
- 2015 Charter application has been denied and applicant has a pending appeal.

Only those charter schools that are approved by their Sponsor will be eligible to receive funds under this grant.

Does the applicant meet the eligibility criteria above?

Yes



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2. Charter School Overview Form

Created: 12/07/2015
Last updated: 12/21/2015

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Florida Public Charter School Grant Program (2016-2019)

Charter School Overview Form

Full name of charter school (As listed on charter school application submitted to District):	Somerset Key High Charter School
Year Charter Application was Submitted to District:	2015
District Application was Submitted to:	BROWARD
Status of Application:	Approved
Applicant's Name: (this person will serve as the Primary contact for this application)	Lisa Arneaud
Applicant's Title:	Somerset Authorized Representative
Street address:	6340 SUNSET DRIVE
City:	Miami
Zip Code:	33143
Telephone:	954-804-7153
Email address:	larneaud@academica.org

Is the proposed charter school a Virtual Charter School?

No

Grade levels to be served:

9-12

Enrollment Projections

Please complete the following table with reasonable enrollment projections. Enter N/A is school is not planning on opening for 2014-15. If the school operates multiple sessions, please indicate maximum number of seats available for any one session.

	2015-16 Actual	2016-17 Projected	2017-18 Projected
1.	0	400	600

Will the school share any of the following with one or more other schools?

FACILITY

No

Administration

(One or more administrators)

No

Governing Board

Yes

If yes, provide the name of the non-profit governing board.

Somerset Academy, Inc.

Does the school have or plan to have a contract with a management company ?

Yes

If Yes, what company?

Academica

Is the school affiliated with a university or community college?

No

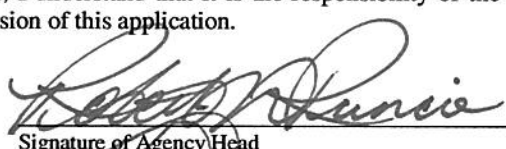
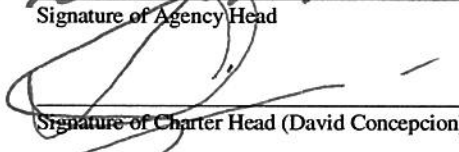


SOMERSET KEY HIGH CHARTER SCHOOL

Stage II CSP Grant Documents

3. DOE 100A Project Application Form with Original Signatures (Attachment B)

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: <h3 style="text-align: center;">Public Charter Schools Grant Program (CSP) Planning, Program Design and Implementation (2016 - 2019)</h3> TAPS NUMBER: 16C044	DOE USE ONLY Date Received Project Number (DOE Assigned)						
B) Name and Address of Eligible Applicant: <h3 style="text-align: center;">Somerset Key High Charter School c/o Somerset Academy, Inc. 6340 Sunset Drive Miami, FL 33143</h3>								
C) Total Funds Requested: <h2 style="text-align: center;">\$ 225, 000</h2> <hr style="width: 20%; margin: auto;"/> <p style="text-align: center;">DOE USE ONLY</p> Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Lisa Arneaud Fiscal Contact Name: Vanessa Mancebo </td> <td style="width: 40%;"> Telephone Numbers: (305) 669-2906 </td> </tr> <tr> <td> Mailing Address: c/o 6340 Sunset Drive Miami, FL 33143 </td> <td> E-mail Addresses: lameaud@academica.org </td> </tr> <tr> <td> Physical/Facility Address: c/o 6340 Sunset Drive Miami, FL 33143 </td> <td> DUNS number: 968049465 FEIN number: 31-1569428 </td> </tr> </table>		Contact Name: Lisa Arneaud Fiscal Contact Name: Vanessa Mancebo	Telephone Numbers: (305) 669-2906	Mailing Address: c/o 6340 Sunset Drive Miami, FL 33143	E-mail Addresses: lameaud@academica.org	Physical/Facility Address: c/o 6340 Sunset Drive Miami, FL 33143	DUNS number: 968049465 FEIN number: 31-1569428
Contact Name: Lisa Arneaud Fiscal Contact Name: Vanessa Mancebo	Telephone Numbers: (305) 669-2906							
Mailing Address: c/o 6340 Sunset Drive Miami, FL 33143	E-mail Addresses: lameaud@academica.org							
Physical/Facility Address: c/o 6340 Sunset Drive Miami, FL 33143	DUNS number: 968049465 FEIN number: 31-1569428							
CERTIFICATION								
<p>I, <u>Robert W. Runcie</u>, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>								
E)	 Signature of Agency Head	<u>Superintendent, Broward County Public Schools</u> Title						
	 Signature of Charter Head (David Concepcion)	<u>3-7-16</u> Date <u>Governing Board Chair</u> Title <u>2/24/16</u> Date						



Instructions for Completion of DOE 100A

- A. If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- B. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C. Enter the total amount of funds requested for this project.
- D. Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- E. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
 - **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**



SOMERSET KEY HIGH CHARTER SCHOOL

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4. DOE 101S Budget Narrative for first budget period
(Attachment C)

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: Somerset Key High Charter School

B) DOE Assigned Project Number: _____

C) TAPS Number: _____

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5100	643	Capitalized computer Hardware: These will be used to facilitate instruction in a technology rich environment, price includes installation. Promethean ActivPanel Equipment: Promethean ActivPanel for Each Classroom 10 sets @ \$4,800		\$ 48,000.00				
5100	643	Capitalized computer Hardware: These will be used to facilitate instruction in a technology rich environmentEquipment: ActivExpressions - 10 classrooms @ \$1200 each = \$12,000; o Station for mobile computer labs – 2 @ \$1,504= \$3,008		\$ 15,008.00				
5100	644	Non-Capitalized computer Hardware: These will be used to facilitate instruction in a technology rich environment, price includes installation.Equipment: Computers, Printers and Document Cameras Computers will be used by students in the classroom to facilitate instruction and immersion into a technology rich environment o Student Desktop PC's - 50 @ \$550=\$27,500 o Laptop computers for mobile lab – 50@ \$700=\$35,000 o Document cameras – 10 @ \$525=\$5,250 o Classroom printers – 10 @ 185=\$1,850 o Classroom teacher computer – 10 @ 798=\$7980		\$ 77,580.00				
5100	642	Non-capitalized furniture-Furniture and Fixtures: Student furniture o Student desks – 200 @ \$100		\$ 20,000.00				
5100	360	Capitalized Instructional Software Subscription: These will be used to facilitate instruction in a technology rich environment o iReady @\$7.50 x 250 students= \$1,875		\$ 1,875.00				
5100	520	Textbooks: These will be used for student instruction in the classroom Language Arts, Science, Math & Social Studies Books in each subject area for \$300 per student – 200 @ \$60,000		\$ 60,000.00				
7200	790	Indirect Cost 4.10%		\$ 2,537.00				
D) TOTAL				\$ 225,000.00				

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: _____

Signature: _____

Title: _____

Date: _____

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: _____

Signature: _____

Title: _____

Date: _____



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5. RFP Questions (from Stage I Proposal)

Created: 12/15/2015

Last updated: 12/21/2015

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1. Project Abstract or Summary

Fixed Requirement

Provide a clear and concise mission and vision statement for the proposed school. Provide a brief summary of the proposed project including general purpose, each specific school-wide goal, a brief program design, and significance.

The mission of Somerset Key Charter High School (referred to as Somerset Key High) is to provide a rigorous, college preparatory education in an environment that furthers a philosophy of respect and high expectations for all, enabling students to become confident, autonomous life-long learners and responsible, contributing members to society.

Somerset Key High is dedicated to preparing students to be college bound as well as being college ready. The educational program is in perfect concert with Somerset Key High's mission, which is to provide a college preparatory educational environment that furthers the philosophy of respect and high expectations for all, enabling students to become confident, self-directed, and responsible life-long learners. Somerset Key High's educational philosophy is grounded in the expectation of increasing learning opportunities and raising the academic achievement of all its students, through high expectations and character development. Somerset Key High's educational philosophy, values, and educational programming, are all in direct alignment with the school's mission and therefore support and facilitate fruition of the school's mission.

Somerset Key High will offer a well-rounded, dynamic educational program that will hold itself and its students accountable for meeting self-imposed goals and standards, as well as those required by the State of Florida and the Sponsor. The educational philosophy of Somerset Key High is rooted in increasing learning opportunities and raising the academic achievement of all its students. To meet this goal, the school commits to:

- Deliver increased learning opportunities for all students, by providing a challenging curriculum within a nurturing, quality learning environment;
- Design and implement a continuous improvement methodology wherein student assessment results offer opportunities for differentiated and targeted instruction tailored to students' individual needs, ensuring consistent increased student achievement outcomes;
- Expect and encourage that all students will realize their highest academic potential, especially in the core subjects of language arts, mathematics, science and social studies, and provide the means for these students to reach their potential;
- Match or surpass the average student academic performance of the local district in all required public accountability tests; and
- Seek out, establish, and maintain sound, mutually beneficial partnerships with local higher education and civic institutions to provide an array of educational experiences for students to enjoy learning opportunities beyond the immediate classroom.

Somerset Key High will be highly effective in improving student learning and academic achievement as is evidenced by the success of its Somerset "sister schools."

Somerset Key High will also focus on increasing learning opportunities for all students through careful, continuous monitoring and assessment of student performance. Emphasis will be placed on low performing students, beginning with identification of those not making adequate progress and/or not demonstrating mastery of the Florida Standards and/or the NGSSS.

Somerset Key High will annually develop measurable learning objectives over the major subject areas, to target student learning and development needs, and the School will publish those goals in their annual School Improvement Plan. Somerset Key High will:

- Identify students not making adequate progress towards mastery of the Florida Standards and NGSSS with emphasis on low-performing students and students exhibiting reading deficiencies;
- Annually develop measurable learning objectives over the major subject areas to target student learning and development needs;
- Implement the Sponsor's Comprehensive Research-Based Reading Plan; and
- Institute and monitor appropriate measures for students requiring remediation in reading and other prescribed subjects.

Somerset Key High seeks to provide rigorous competition within the local school district, and thereby stimulate continual improvement in all public schools through the creation of a new, successful college preparatory high school program. The goal is to provide students with a quality choice education that produces successful college ready students.

Criteria

- *The proposed mission statement and vision statement are clear and concise and align with the overall proposal.*
- *The proposed project is described in a brief summary, including general purpose, each specific school-wide goal, a brief program design, and significance (contribution and rationale).*

2. Project Need

0-15 points

Describe the need for the charter school in the community it will serve and provide supporting data as evidence. Describe how the school's mission and goals address the learning needs of the students it will serve.

Somerset Key High is expected to be located in the Northeast quadrant of Broward County, specifically in the city of Deerfield Beach. Deerfield Beach has a growing population of families, according to the most recent U.S. Census report. There is currently one high school in the city to serve to city's population of more than 80,000 people; and no school of choice and/or charter high school to offer families a proper choice in education. With the recent trends in education, parents are looking for choice in education. Somerset Key High would like to offer that choice and bridge the gap from traditional learning environments to one more tailored to serve the immediate needs of its local community.

Somerset Academy, Inc. was founded in 1997, and has since established high-quality educational programs that have and continue to achieve academic success. The educational program is likely to result in improved educational performance for the target population, since the existing programs have proven to be highly effective in improving the educational performance while serving high minority student populations. Somerset Academy was one of the first charter schools to open in Broward County, and has achieved among the State's highest Mathematics scores in the Stanford Achievement Test and in the FCAT. Somerset Academy was also one of the first charter schools in Florida to be accredited by the Southern Association of Colleges and Schools (SACS - CASI). Since then, every Somerset program has each sought and obtained accreditation, informing stakeholders that every Somerset school is a quality school, committed to continuous improvement. Somerset's continuous compliance with legal, organizational, and financial requirements coupled with increasing academic performance annually for all schools, has yielded approved and/or renewed charter school contracts over the past ten years.

Somerset Academy schools operating in Broward County currently serve a diverse population of students and families reflective of their respective communities. 70% of Somerset students in Broward County are on free/reduced lunch and 82% are minorities. Somerset Academy,

Inc. high school's have consistently outperformed traditional public schools in regards to graduation rate. The latest data from the FLDOE show that Somerset averages an 88% graduation rate while the Broward County Public high schools average closer to 70%. Historically Somerset Academy, Inc. schools in Broward County have successfully bridged the learning gap between students, specifically those who are minorities. The success of all students in Broward County contribute holistically to the success of the District and State of Florida.

Consideration to place Somerset Key High in the Northeast Broward area includes recently released data on charter school growth in America and Broward County specifically, as well as current waiting lists at Somerset Academy schools in Broward County.

The National Alliance reports that in 2014-2015 charter schools served 348,000 new students throughout the U.S. In Florida alone, charter school enrollment growth hit 251,000 students in the 2014-2015 school year, making it four of the ten fastest growing charter school populations in the U.S. Enrollment growth of this kind, in Broward County, is expected to continue thus causing a need for quality, academically-rich charter schools such as those in the Somerset Academy family.

For enrollment projects, The School also referred to The School Board of Broward County's five-year enrollment projection for the county . The School Board of Broward County distributed a memo on November 3, 2014 outlining their five-year enrollment projection for charter schools serving students in the county. The School Board of Broward County foresees a steady increase in charter school enrollment from students who are new to Broward County, those who are currently home-schooled or who attend private schools. An average of 70, 000 high school students are projected to be enrolled in a charter school in Broward county during the years 2016-2019.

Based on Somerset Academy, Inc.'s experience and reputation in Broward County, Somerset Key High is anticipating the enrollment of families wanting to place their children in a reputable public charter school with a stable track record. The growth in charter school enrollment shows that parents continue to demand high-quality educational options for their children.

The School will be open to children in grades 9-12 (approximately 14 to 18 years of age) who qualify to attend a traditional public school in Broward County. An open admissions policy will be implemented wherein the School will be open to any student residing in the County. The School is expected to have a racial/ethnic population as well as an English Language Learner (ELL) and Exceptional Student population (ESE) reflective of the surrounding the Northeastern Broward area schools and community, respectively: 12% ESE, 11% ESOL and 60% Free/Reduced lunch.

Other factors that create the need for a high-quality charter school: The school will offer a public school option for families in Broward County as the population of the county continues to grow. Students who reside anywhere in Broward County will be allowed to attend the school, unlike the traditional public school rule of zoning, which requires students to attend their "local" public school as assigned. This will allow students who are zoned to attend overcrowded schools another option in quality education. One main function of charter schools is to provide parents with a variety of choices within the state's public education system. The School will expand the capacity of the public school system by providing parents seeking a rigorous, individualized educational experience for their children with an additional high quality option. Somerset Academy schools have proven to be a reputable school option for parents who want to remain in the public school system.

Criteria

- **The proposal clearly describes the need for this charter school, including:**
 - ***Performance data for surrounding public schools in the area that the school expects to be located (Appendix A);***
 - ***If the applicant is unsure of where the charter school will be located, it should be noted in this section.***

- o *Targeted student population, including projected percentage of students eligible for free and/or reduced lunch;*
- o *Gaps in educational opportunities that the charter school will address;*
- o *Other factors that create the need for a high-quality charter school.*
- o *The data are concrete, current, and clearly support the need for the charter school.*

3a. Project Design and Implementation: Governance

0-15 points

Describe the school's strategies for implementing a strong governance model that ensures rigorous oversight of the school's operations.

When applicable, the applicant should use information that was included in the model charter school application that was submitted to the District.

Role of the Governing Board - Somerset Academy, Inc., a non-profit Florida corporation, is the legal entity that will operate the school and be responsible for its educational, legal, and financial obligations. The Governing Board is the ultimate policy-making body responsible for the financial affairs, management and oversight of school operations. This Board has a proven track record of operating successful, financially sound charter schools in Florida since 1997 as evidenced by Somerset Academy, Inc. academic accountability reports and public financial audits (See Appendix B). Somerset's board develops policies and procedures to promote effective operation of the schools including clearly defined lines of authority and relationships which support the mission and purpose, and educational goals of each school. The board reviews, amends and establishes policies for the school, which are reviewed annually. The board annually adopts and maintains an operating budget, exercises continuing oversight over school operations, reports on its financial and academic progress, provides financial oversight, and guides school administration. The board also hires all school leaders and ensures that the school is operating with a sound budget and are compliant with local school district requirements, as well as state and federal guidelines.

The Board performs the following duties and all other duties as specified by the Bylaws and in Florida Statutes regarding charter school governing boards:

- Develop operational policies including those to ensure academic and financial accountability
- Develop academic policies and oversee instructional program to ensure increased student performance annually
- Develop policies to safeguard finances and maintain strong internal financial controls including conflict of interest and procurement policies
- Annually adopt and maintain an operating budget
- Hire and evaluate the school principal
- Exercise continuing oversight over charter school operations
- Ensure that the charter school has a certified public accountant for the annual financial audit
- Review and approve the audit report, including audit findings and recommendations
- Monitor any financial recovery plan in order to ensure compliance (if applicable)
- Report progress annually to its sponsor, including at least the following components: charter annual report; student achievement performance data; financial status, including revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt; documentation of the facilities in current use and any planned facilities for use for instruction of students, administrative functions, or investment purposes; Information on school personnel, including the proportion of instructional personnel teaching in field or out-of-field.

Governing Board Experience – Somerset Academy, Inc. operates 47 charter schools across Broward, Miami-Dade, Palm Beach, and Duval

counties and serves an overall student population that is 86% minority and 53% FRL. The Governing Board's continuous compliance with legal, organizational, and financial requirements coupled with increasing academic performance annually for all its existing schools, has yielded approved and/or renewed charter school contracts over the past 17 years.

The Board is comprised of new and original founding members who possess the expertise in areas of business, education, finance, school management and governance to effectively oversee these obligations. These professionals are also responsible for establishing policies and ensuring that the educational programs and school operations are in compliance with all statutory requirements. Below is a brief overview of each Somerset Board member's background and the contribution he/she makes as a board member:

- David Concepcion (Chair) - former legislative aid with the Florida House of Representatives/Mayoral Chief of Staff. Mr. Concepcion provides public administration and fiscal management expertise
- Lourdes Isla, MS. Ed. (Vice-Chair) - Charter school administrator and educator with over 15 years of educational experience and Principal of 2014 National Blue Ribbon charter school. Ms. Isla provides school administration, charter operations and budgeting and education experience)
- Todd German (Treasurer) - Investment Advisor and partner in Keys Wealth Management, a private investment management firm. Has served as senior officer for a number of local financial institutions. President of the Key West Collegiate Charter High School. Mr. German brings financial, real estate and charter school governance experience.
- Ana Diaz, M.S. Elementary Ed. (Secretary) - Charter school educator and administrator with over 17 years of educational experience. Her areas of expertise include curriculum planning, program evaluation, data analysis, assessment design and professional development.
- Raul L. Martinez (Parent Representative) - Government Services Director for eNet IT Group. Mr. Martinez is responsible securing all local, state and federal contracts and securing Small Business and Disadvantage Business designations for the company. He was the former Deputy Chief of Staff/District Director for the U.S. House of Representatives Florida District 26. He brings the board not only public administration and management experience and as a charter school parent, he also provides a parental voice on the board.
- Jenny Equijarosa (Parent Representative)- former charter school board member and parent with background in event planning and marketing makes her a valuable asset to the Somerset Board. She coordinates marketing, promotional and public relations programs for the live entertainment division, including an exclusive concert series for the Florida Marlins. Ms. Equijarosa is also a charter school parent representative.
- Tony Morales (Student Alumnus) - Proud alumnus of Somerset Academy Charter High school now attending the University of Pennsylvania. He is chair of a nonprofit that works with educational administrators, postsecondary academics, venture capitalists, business leaders to connect diverse student populations with transformational leadership education and high-profile mentorship. He develops college admissions consultancy strategies, including human capital sourcing, international marketing, curriculum crafting, and operations flow formulation.
- George B. Ozuna (Director) – A hydrologist with the U.S. Geological Survey (USGS) whose public service has spanned over 30 years. As Senior Program Manager for the USGS Texas Water Science Center, he served on the committee that prepared the Department of the Interior Hispanic Association of Colleges and Universities (HACU) Memorandum of Understanding. His contributions impact the welfare of the Hispanic community where he lives and works and his background in STEM initiatives are a valuable contributing to Somerset's educational programs.
- Louis J. Marin (Director) - Compliance Officer at Generations Federal Credit Union responsible for monitoring both Federal and State laws and regulations applicable to Credit Union operations administering loss prevention programs, managing security, vendor management programs and risk management processes. In addition, he serves as the Security Officer for the \$400 million, 48,000 member credit union and brings to the board his finance and fiscal management expertise.

Performance Measures - Since its inception in 1997, Somerset Academy has been committed toward supporting policies and best practices that promote the vision and continuing efforts to provide equitable high-quality education for all students. Although each school is responsible in determining the best strategies to improve student performance, all stakeholders collaborate in establishing uniform guidelines to meet set expectations. During governing board meetings, principals share the strategies and interventions being used to improve student performance.

The board also reviews the school interim and annual data reports to consistently maintain its commitment to raising student achievement. This process allows a clear comparison and reflection on whether or not interventions and/or strategies implemented are moving all students towards success. The proposed replicated charter school, under the oversight of the Somerset Academy Governing Board of Directors will be managed and will operate in the same manner as the current Somerset schools ensuring that it perform to the high standards of meeting student needs.

Financial Oversight - The board has established financial policies and procedures to further safeguard finances in order to support the vision, mission and educational program of each Somerset school. These policies ensure effective internal controls over all school revenues. For example, expenses and fixed assets and are evaluated on a regular basis to ensure compliance both internally and through the independent audit. School Operating budgets are presented and reviewed by the board at every governing board meeting and more often as deem necessary. The board's financial policies and procedures are specifically detailed below in Section 3(3) Business, Finance and Accounting.

Administrator Evaluations- The governing board will conduct formal administrator evaluations annually in accordance with s. 1012.34, F.S. The board will use the Florida Consortium of Public Charter Schools School-Based Administrator Evaluation System, which meets statutory requirements and is aligned to the Florida Principal Leadership Standards, approved by the FLDOE. The administrator's evaluation will, at minimum, be based on the following components:

- At least one-third of the evaluation will be based upon data and indicators of student performance and will include growth or achievement data of the students attending the school over the course of at least 3 years.
- At least one-third of the evaluation will be based on instructional leadership. Evaluation criteria for instructional leadership must include indicators based upon each of the leadership standards adopted by the State Board of Education under s. 1012.986, including: performance measures related to effectiveness of classroom teachers, recruitment and retention of effective & highly effective teachers, improvement in the percentage of instructional personnel rated as highly effective & effective, appropriate use of evaluation criteria and other practices that result in student learning growth.
- The remainder of the performance evaluation may include, but is not limited to, professional and job responsibilities as adopted by State Board of Education. The Governing Board may also include a mechanism to give parents and teachers an opportunity to provide input into the administrator's performance assessment, when appropriate. Parent and Teacher input will be collected the use of the School Climate Survey, the School Advisory Council (SAC) participation, as applicable. The board will appoint a subcommittee to conduct principal evaluation and gather data from all stakeholders and present to the board at a regularly scheduled or special board meeting.

ESP Evaluations -The board will also formally evaluate its Educational Service Provider annually using the board-approved ESP evaluation matrix. The matrix will rate 1) contract compliance with the specific requirements identified in the agreement between the ESP and the school; 2) Assess the quality of service provided in each functional area; and 3) provide feedback on the performance of ESP staff who service the school. This matrix will identify ESP strengths and weaknesses relative to the scope of work, the quality of service in specific areas, and the overall performance the ESP. It will be used to monitor the ESP's performance over the term of their contract or to inform decisions about contract renewal, changing providers, and program improvement. The board will designate an evaluation committee or individual (e.g., Executive Director, Board member or consultant) to coordinate the process. The committee will provide the completed evaluation report to the board, which will review and discuss the evaluation with the ESP during a publicly scheduled board meeting.

Please refer to Appendix B, which lists all other Somerset Academy Schools governed by this Governing board and their historical academic performance.

Criteria

- *The proposal clearly explains the role of the governing board in the operation and oversight of the school. The governing board role is detailed, specific, and includes the functions necessary to ensure a high-quality, efficient, and effective operation.*
- *The proposal clearly demonstrates that the school's developers/founders and/or proposed governing board members possess the skills and experience in areas critical to charter school success.*
- *The proposal clearly explains how the governing board will formally evaluate the school Administrator/Principal.*
- *The proposal clearly explains how the governing board will formally evaluate the performance of any contracted Education Service Provider (ESP/Charter School Management Company.)*
- *The proposal lists all of the other charter schools governed by the same governing board and their school grades for the most recently completed school year.*

3b. Curriculum, Instruction, Assessment, and Accountability

0-10 points

Describe the school's strategies for implementing an effective educational model that will increase student academic achievement for all students.

When applicable, the applicant should use information that was included in the model charter school application that was submitted to the District.

Academic excellence and performance drives the teacher's pedagogical efforts, and their commitment to the students manifests itself in all aspects of the school. Teachers will deliver instruction to address the respective Florida Standards and Next Generation Sunshine State Standards (NGSSS) and place emphasis in certain subject matters by employing effective research-based strategies such as hands-on learning, inquiry-based research projects, science experimentation, technology-rich environments with blended learning opportunities, flipped classrooms, utilizing and responding to text-dependent questions, school-wide and cross-content citation and response strategies such as RACE (Restate-Answer-Cite-Explain), CRISS (Creating Independence through Student-owned Strategies), Reciprocal Teaching, and the constant and deliberate communication of the school-wide expectation of achievement for all students.

Somerset Academy, Inc. believes that all students can and will learn and that equitable, high-quality education should be communicated and sustained at all schools. Additionally, Somerset schools operate on the belief that students will work up (or down) to the expectations that are set, thus setting nothing less than high expectations combined with a rigorous curriculum based on the following pillars of the Somerset Model:

Ownership

- School programs tailored to the students and community to be served
- Stakeholders involved in the educational process
- Facilities – Uniquely designed to address the needs of each of its communities

The Culture

- Encouraging setting that gives students sense of belonging
- o High Expectations for all
- o Code of Excellence – fostering Character Development and Ethical Behavior
- o Parental Agreements encouraging high parental involvement

- o Strong Leadership Team
- o Uniform Policy – everyone is part of one family
- o Diverse extra-curricular programs (a variety of clubs, sports, and activities)
- o Career/College counseling services

Community Partnerships

- Parents, Community, Educational Institutions
- Governments, Business Entities

Rigorous Curriculum Framework

- Standards-aligned Curriculum in Grades 9-12
- Student-centered Instruction
- Technology integration in all content areas
- Targeted After-school and Saturday Tutorial Sessions
- Push-in/Pull-out Remediation and Enrichment Programs
- College Awareness/Career Preparation beginning in Grade 9

Continuous Evaluation and Improvement

- School Mission and Vision Driven Program
- Responsibility aligned with Accountability

The School's educational philosophy is grounded on the expectation of increasing learning opportunities and raising the academic achievement of all its students through high expectations and character development. The School will combine the best practices developed by model schools with "powerful guiding ideas" and principles driving essential school reform nation-wide.

The research base draws on the design principles driving school reform nation-wide. Combining the best practices of model schools with "powerful guiding ideas" and those essential principles, the School will implement their educational philosophy as presented in the aforementioned section. To that end, the School's philosophy is substantiated by the research of the Coalition for Essential Schools Common Principles[1] (CES) and the Big Picture Company's New Urban High School Design Principles[2] (NUHS), which have been implemented effectively and proven fruitful at other successful schools.

Furthermore, the school will utilize research-based programs and state adopted textbooks for all core curriculum subjects, as further described under each respective core curriculum subject. A sampling of these includes:

- State approved - K-12 Comprehensive Research-Based Reading Plan of the Sponsor (to be implemented with fidelity) will provide an array of state adopted and scientifically research based reading program materials from which the School will select (e.g. Wilson Reading; REWARDS (Reading Excellence Word Attack and Rate Development Strategies); Hampton Brown/National Geographic Edge; Jamestown Reading Fluency; Impact, by Principle Woods; Achieve 3000, etc.)
- Carnegie Learning's Cognitive Tutor Programs-are the most extensively researched mathematics curricula on the market. They are based on over 20 years of research on how students think, learn, and apply new knowledge in mathematics. The system is built on cognitive models which assess students' mathematical knowledge on a step-by-step basis and presents activities tailored to their individual skill levels. A recent random-assignment study showed significant advantages for students using the Cognitive Tutor over a traditional curriculum, even when both groups of students had the same teacher instructor. The Cognitive Tutor mathematics series utilizes a cognitive model that simulates the way in

which students think about and attack mathematics problem solving. The Cognitive Tutor programs engage students in real-world problem-solving activities. This approach

- o Demonstrate an 85% better performance on assessments of complex mathematical problem solving and thinking
- o Perform 30% better on questions from the TIMSS assessment
- o Experience equivalent results for both minority and non-minority students

- ExploreLearning's Gizmos-Gizmos are online simulations for mathematics and science principles which allow students to explore, manipulate and experiment with theoretical models outlined in their curriculum. The program allows for a digital learning supplement in fulfillment with the STEM initiatives of the School. In a meta-analysis research study conducted (Marzano, 2012), the following instructional techniques were all shown to have an average effect size greater than 1 (indicating strong correlation for student success): Representing new knowledge in graphic/nonlinguistic formats; using manipulatives to explore new knowledge and practice applying it; generating and testing hypotheses about new knowledge; direct presentation of new knowledge, followed by application. Gizmos provides educators and students an opportunity to utilize all of these strategies to digitally enhance traditional science and mathematics textbooks.

- Kaplan SAT Advantage- Students enrolled in Kaplan SAT Online Prep take an initial diagnostic pre-test that determines each individual's specific strengths and weaknesses. Students receive a prescriptive study plan, formative drills within lessons, summative drills at the end of each lesson, answer-specific feedback, individual up-to-the-minute results and progress reports, access to a practice area with hundreds of SAT-like practice items and approximately 450 flashcards for additional study. Kaplan SAT Online Prep is available as a retail program for individual students, and also as an institutional program for schools and districts. An add-on Educator Package provides teachers and administrators with score reports showing student, class and school results, progress reports, professional development, educator handbooks and ongoing support from Kaplan. The course includes approximately 50 hours of SAT prep content including strategy lessons; math, critical reading and writing lessons; basic test prep lessons covering topics such as coping with stress, and full-length practice tests which include instant scoring feedback and essay grading.

- Teenbiz Achieve3000™ solutions utilize a five-step pedagogy that is designed to improve students' reading comprehension, vocabulary development, reading fluency and writing skills. Equally important, Achieve 3000 is designed to motivate students and encourage use, as well to develop an intrinsic interest in literacy and learning. Achieve3000™ Differentiated Instruction Solutions are scientifically proven to accelerate results in language arts instruction in the form of Lexile™ gains and dramatically increased scores on end-of-the-year standardized reading tests - including the Scholastic Reading Inventory (SRI), TerraNova and the Iowa Test of Basic Skills tests. In addition, the differentiated instruction component of our solutions is also scientifically proven effective. These results have been proven in multiple independent, large-scale scientific evaluations - aligning Achieve3000 with the criteria stipulated by NCLB for selecting and implementing educational programs.

- o Five Step Literacy Routine

Foundation: Developing Intrinsic Interest in Literacy

Step 1: Set a Schema

Step 2: Read for Information

Step 3: Demonstrate Mastery

Step 4: Construct Meaning

Step 5: Form an Opinion

- o Students are thusly motivated within the classroom via in-class competitions and prizes and also with the national network of other schools utilizing the program.

- SpringBoard- The foundation of the College Board's College Readiness system, Springboard serves the School's commitment to college-readiness by infusing rigor and engaging students in problem solving and analysis. Used in schools across the country to expand access and opportunities for students of all backgrounds, Springboard's language arts and mathematics curriculums may be used by the School to enhance students' critical thinking skills and ensure preparedness for a post- secondary education.

• ACT's Quality Core During the 2003-2004 academic year, ACT teamed with The Education Trust on a study, *On Course for Success* (released in 2005), to determine the courses, level of rigor, and instructional practices most likely to lead to student success. The study focused on high schools producing graduates who are meeting or exceeding ACT's College Readiness Benchmarks in proportions greater than those seen nationally. ACT's 2007 release of *Rigor at Risk* outlined elements of students who were deemed to be more likely to be college and career ready. Researchers identified college-ready students and examined their coursework and teachers. They surveyed the teachers about their experience, teaching philosophy, and practices, and examined lesson plans and instructional materials. They interviewed and observed the teachers in their classrooms. Next, the team collected data from a wider sample of high-performing high schools nationwide. The study team's analyses provided the foundation for Quality Core's program components. Course objectives deemed essential by a majority of teachers became the basis for the test specifications of the end-of-course assessments. Course syllabi, course descriptions, course content, pacing charts, and instructional materials informed the development of model syllabi for Quality Core courses. The Quality Core educator's resources, which are aligned to the objectives and the end-of-course assessments, reflect ACT's vision of rigorous high school courses. All were created in collaboration with practicing, well-qualified high school teachers: experienced classroom teachers, published in professional journals, recipients of educational awards. (<http://www.act.org/qualitycore/html>)

The mission of Somerset Key High is to provide a rigorous, college preparatory education in an environment that furthers a philosophy of respect and high expectations for all, enabling students to become confident, autonomous life-long learners and responsible, contributing members to society.

Somerset Key High is dedicated to preparing students to be college bound as well as being college ready. The educational program is in perfect concert with Somerset Key High's mission, which is to provide a college preparatory educational environment that furthers the philosophy of respect and high expectations for all, enabling students to become confident, self-directed, and responsible life-long learners. Somerset Key High's educational philosophy is grounded in the expectation of increasing learning opportunities and raising the academic achievement of all its students, through high expectations and character development. Somerset Key High's educational philosophy, values, and educational programming, are all in direct alignment with the school's mission and therefore support and facilitate fruition of the school's mission.

Somerset Key High is committed to serving the needs of all its students, regardless of level, learning style(s), and/or special needs; the goal remains that all our students attain and demonstrate mastery of the Florida Standards and/or NGSSS. Teachers will utilize differentiated instruction, as well as other modes of instruction including, but not limited to peer tutoring, individual instruction, and group work. Students need to have a minimum Grade Point Average (GPA) of 2.0 to graduate from high school in the State of Florida, as well as to participate in the School's sports and activities programs. Any student failing to achieve this minimum requirement at the end of any quarter will be placed on Academic Probation; parents will be required to attend a subsequent conference to monitor student progress. Additionally, the School will ensure that students with special needs, such as ESE and ELL students, are effectively served in accordance with the policies and procedures of Broward County Public Schools.

Criteria

- ***The proposal provides clear strong evidence that the educational model to be implemented will be effective for the targeted student population (Use information from Section 3B and 3C of the model charter school application).***
- ***The school's curriculum aligns with the school's mission (Use information from Section 3D of the model charter school application)***
- ***The proposal clearly describes how the curriculum and/or program are innovative and/or proven effective for the***

new school's target population.

- *The plan for evaluating student performance is sufficiently frequent and detailed to determine whether students are making adequate progress (Use information from Section 5 of the model charter school application).*
- *The plan for evaluating student performance appears to be sufficient to effectively evaluate each student's performance.*

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3c. Business, Finance, and Accounting

0-5 points

Describe the school's strategies for implementing sound business, finance, and accounting practices that will safeguard public funds.

When applicable, the applicant should use information that was included in the model charter school application that was submitted to the District.

Somerset Key High has established financial procedures to further safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor it and ensure such plan is appropriately maintained. The Governing Board of Somerset Key High will also review and monitor the financial statements of the School on at least a quarterly basis during regularly scheduled Board Meetings.

Controls - The Board of Directors is responsible for establishing and maintaining a system of internal controls in order to provide reasonable assurance that the school's assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with the school's authorization and recorded properly in the financial records. Specifically, the Board has established controls in accordance with all applicable federal, state and local laws and in line with accepted industry standards and best practices regarding:

- Revenues, accounts receivable, and cash receipts
- Expenditures, accounts payable, and cash disbursements
- Budgeting and financial reporting
- Risk management
- School inventory & capital assets
- Student records
- Employment records

Standard procedures utilized to ensure sound internal accounting and a system of checks and balances include:

General Accounting - utilization of accepted state codification of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations.

Internal accounting procedures for Somerset Key High pertaining to receivables and disbursements are as follows:

Receivables- all cash payments will be logged, coded by source and deposited in a timely manner. Deposits are reconciled to cash receipt

logs. Disbursements will be made only to approved vendors and must be appropriately authorized. Disbursement voucher packages are prepared at the school site and authorized by the school Principal. Disbursement vouchers are submitted to the ESP with appropriate supporting documentation to substantiate the nature, account classification, business purpose and amount. Disbursement vouchers are reviewed and approved by the Principal and the ESP. For internal accounts, all disbursements require two signatures. For operating and lunch accounts, disbursements require two signatures for any check in the amount of \$2,500 or above. Checks in the amount of \$25,000 or above require that one of the signatures be that of the Board Chair. Authorized signatures on checks are limited to the Chair of the Governing Board, the president, the School Principal/designee, ESP representative, and others, as approved by the Governing Board.

Bank statements will be reconciled on a monthly basis. Somerset Key High will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the School Board in the charter school contractual agreement between Somerset Key High and the Sponsor.

Copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) into the school's banking account(s) along with supporting documentation are maintained and recorded in the general ledger by journal entry.

Internal Revenue Collection - funds collected at Somerset Key High (i.e., lunch monies, fundraisers, field trips) will be initially collected by designated school staff. These funds along with supporting documents are submitted to the Financial Manager whose responsibility is to record and prepare the deposit. All deposits will be prepared in duplicate; the original goes to the financial institution and copy remains intact in the deposit book. A copy of the financial institution validated receipt along with supporting documentation will be maintained.

Capital Expenditures - purchase orders are required for all capital expenditures and are pre-approved by the Executive Director, Principal, or Designee. Limits are set by the Board of Directors and may change as necessary. These purchase orders are prepared in duplicate with one going to the vendor and the other remaining at the school on file in the Accounting Office. Any purchase order totaling more than the limit as set by the Board of Directors requires Board action.

Operational Checking Accounts - all expenses related to the operations of the school are paid from the operating account. All operating expenditures are subject to the same approval processes as indicated for capital expenditures. All accounts are reconciled on a monthly basis and presented to the Board of Directors for review.

Authorized Check Signers - authorized signers on school accounts are limited to certain specified individuals as approved by the Board of Directors.

Segregation of Duties relating to financial controls –

Somerset Key High principal/administrator will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's on-site administration/faculty and staff will report directly to the principal, who then reports to the Governing Board. The ESP, contracted by the board, will provide bookkeeping, and financial forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will be responsible for:

1. reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
2. reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public board meeting;
3. annually adopting and maintaining operating budget for the school

4. retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
5. reviewing and approving the audit report, including audit findings and recommendations; and
6. reporting to all applicable legal agencies including the charter school's sponsor
7. overseeing the school's principal and all financial matters delegated to the principal

Somerset Key High will provide the Sponsor with annual audited financial reports as of June 30 of each year.

Additionally, these policies, identified in the Board's Policies and Procedures Manual, ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a monthly basis to ensure compliance with all statutory and regulatory authorities.

Among others, these procedures require the school to:

- Utilize the standard state codification of accounts (Redbook) as a means of codifying all transactions pertaining to its operations for both internal and external reporting; the Board reserves the right to use GAAP in accordance with the Florida Statute.
- Open an operating bank account and a school fundraising account with an FDIC insured institution
- Record transactions managed by these accounts in a QuickBooks or similar program
- Reconcile monthly reports and bank statements and keep in monthly binders at the school
- Record and log all cash and checks received and deposit daily.
- Require dual signatures for all checks over \$2500.00, as established by the Board
- Prepare disbursement voucher packages at school-site as authorized by the Principal and submit to ESP with appropriate supporting documentation
- Make disbursements only to authorized/approved vendors
- Conduct physical property inventories at the beginning and end of every school year to safeguard fixed assets.
- Categorize, label, and record all fixed assets in an Inventory Log which is updated throughout the school year as items are purchased and disposed
- Follow the procedures for proper disposal and inventory as detailed in the Internal Accounting Manual
- Retain documents for a specified amount of time

Criteria

- ***The accounting practices and policies for the charter school are fiscally sound and include a detailed explanation of strong internal financial controls to ensure adequate protections are in place.***
- ***The proposal provides a detailed description of who is responsible for the monitoring the financial health of the charter school.***

3d. School Leadership and Management

0-15 points

Describe the school's strategies for ensuring strong and effective school leadership that will result in increased student academic achievement for all students.

When applicable, the applicant should use information that was included in the model charter school application that was submitted to the District.

The Governing Board will hire and oversee the school principal. The Principal, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the board's operating policy and in compliance with district, state, and federal

guidelines for the school's operation. The Principal will hire, oversee, and evaluate faculty and staff. The principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, discipline, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities and internal financial controls, etc. The principal will report to the board on the school's operations and finances at minimum at every governing board meeting and will be expected to communicate with the board as often as needed by the School and/or board members in order for school's operational needs to be met. At minimum, the Governing Board will seek an individual who has:

- extensive administrative and teaching experience;
- State of Florida Educational Leadership Certification;
- experience working with school or advisory educational boards;
- strong managerial capabilities;
- knowledge of the needs of student population;
- positive evaluations from previous administrative position(s);
- letters of recommendation;
- excellent communication skills; and
- demonstrated capacity to meet and or exceed the Florida Principal Leadership Standards

The administration will implement policies and procedures for the daily operations of the school. The principal will delegate duties to administrative support staff to ensure that daily operations, resources, policies and procedures are being implemented in accordance with the school's mission. Faculty and staff will be responsible for carrying out these procedures in their day-to-day duties, activities, and interactions with students, teachers, and parents of the school.

The Board expects it will contract with Academica, an Educational Services and Support Provider, to provide off-site support to the school. The support services to be provided are central office functions including but not limited to: assistance with facilities design and maintenance, staffing recommendations and human resource coordination, curriculum support, research and updating, sponsor relations and reporting, program marketing, general accounting services including bookkeeping, payables, asset management, budget preparation, risk management, cash flow analysis, and preparation of financial statements provided to the Governing Board for oversight and approval.

The qualifications to be required of the teachers and the potential strategies used to recruit, hire, train, and retain qualified staff.

Recruitment – Somerset Key High will ensure that faculty members are certified, highly qualified professional personnel.

Accordingly, Somerset Key High will:

- Recruit teachers through the State-sponsored, Department of Education, Teach in Florida website,
- Coordinate efforts to partner with postsecondary educational institutions to serve as host school for interns whenever possible, and
- Organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery.

Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities, school job fairs, and via word of mouth. Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community and county that we serve.

Selection Process- The school will look for candidates who demonstrate the following qualifications:

Administration

- Educational background: Master's Degree or higher
- Extensive administrative and teaching experience
- State of Florida Certification in Educational Leadership
- Vast experience in working with school or advisory educational boards
- Strong managerial capabilities
- Knowledge of the needs of the student population served by the School
- Positive evaluations from previous administrative position
- Letters of recommendation
- Excellent communication skills

Faculty/Staff

- Educational background: Bachelor's Degree or higher in field
- State Certification for the required position
- Excellent presentation and interpersonal skills
- Satisfactory recommendation and/or evaluations from previous employer
- Personal characteristics, knowledge, and belief in the school's mission
- An ability and motivation to work as part of a team in a small-school setting with parental involvement
- References/Letters of Recommendation

Hiring Process - Somerset Key High's Governing Board will appoint a screening committee to recruit, interview and recommend to the board qualified candidates for Administrative positions, as needed. This committee may include current charter school administrators, employees of the organization, current board members and ESP personnel. Based on the recommendations of the committee, the Board conducts final interviews of the most qualified candidates and hires the Principal and any assistance principals (as the need arises).

The Principal, once hired, recruits teachers and may appoint a school-based committee to screen highly - qualified and certified teachers. This committee develops an interview questionnaire for specific positions, conducts initial screening interviews and makes recommendations to the principal. The principal reviews recommendations, conducts final interview, and makes all final hiring decisions within the scope of the budget, as approved by the Governing Board.

Somerset Key High will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by this or any other state. The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks, and drug-screening. Somerset Key High will adhere to the antidiscrimination provisions of s.1000.05, Florida Statutes. Furthermore, Somerset Key High will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees.

On an annual basis, all teachers will be formally evaluated in compliance to s. 1012.34, F.S.. Newly hired teachers (new to the district and/or new to the profession) will be formally evaluated at least twice in the first year of teaching and will be under a probationary contract. All personnel must be fully informed of the criteria and procedures associated with the evaluation process before the evaluation takes place. Instructional personnel and administrative personnel who have been evaluated as less than effective must participate in professional development programs as part of the improvement prescription (s. 1012.98, F.S.)

The CWT (Classroom Walk -Through) Program will be used frequently to provide feedback on objective - setting, grade level appropriateness

of lessons, appropriate higher-level thinking strategies and appropriate use of texts and materials. Instructional strategies, classroom management skills, and engagement of learners in the classroom will also be observed and teacher performance will be evaluated as a means to inform instruction and provide for professional growth opportunities.

Non-instructional staff, such as clerical staff will also be evaluated and receive feedback on their performance via in-house assessment tools and individual conferences with the principal or designee.

The evaluation systems for school instructional personnel must:

- Be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school level improvement plans.
- Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.
- Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.
- Identify those teaching fields for which special evaluation procedures and criteria are necessary.
- Differentiate among four levels of performance as follows:
 1. Highly effective.
 2. Effective.
 3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing.
 4. Unsatisfactory.
- Provide for training and monitoring programs based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

Staff Development Plan - In setting high expectations for both students and teachers, the School will be committed to maintaining the level of high quality instructors by implementing a comprehensive professional development plan. The school will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering trainings.

Teacher training will be offered throughout the school year in a variety of forms. Select teachers will attend local, state and national conferences and serve as trainer to the remainder of the staff upon returning to Somerset Key High. Appropriate and relevant school wide training will occur on teacher planning days as well as on early release dates. All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will coordinate, assist and monitor the staff development process. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

All Staff will be offered, at minimum, the following school-site and district-based trainings:

- Curriculum Implementation by Subject/Specialty – Teachers will participate in school-wide trainings and individual department trainings throughout the school year related to curriculum implementation, Florida Standards and FSA implementation - These include but are not limited to: Horizontal and Vertical team planning, CollegeBoard's SpringBoard Training, Implementing Florida Standards in English/Language Arts and Mathematics instruction.
- Comprehensive Research-Based Reading Plan Implementation and Instructional Reading Strategies Across The Curriculum
- Differentiated Instruction
- Data-Driven Decision-Making

- PS Rtl MTSS Framework
- Technology for the Next Generation
- Promethean Board Trainings: Beginner/Intermediate
- Safety and Security

The professional development plan for administrators will encompass both internal and district-based in-service trainings. Administrators may also participate in professional development conducted through: the National Association of Secondary School principals; the National Association of Elementary School Principals; the Southern Association of Colleges and Schools/AdvancEd; Association for Supervision and Curriculum Development; and state trainings.

At a minimum, administrators will be encouraged to participate in the following professional development trainings and conferences:

- Florida Annual State Charter School Conference
- Clinical Educator Training
- Teacher Formal Observation for Principals
- Classroom Walk-through Training
- Budget Training for Administrators
- Master Scheduling for Administrators
- Developing the School's Improvement Plan
- Principal Chat Sessions – Charter School Administrators meet by level (secondary, elementary) to go over pertinent topics and to share best practices.

Retention of Staff: Somerset Key High will provide the best benefits and employee services possible. Our experience has shown that when employees deal openly and directly with supervisors, the work environment can be excellent, communications can be clear, and attitudes can be positive. We believe that the School will amply demonstrate their commitment to employees by responding effectively to employee concerns.

A number of the programs (Social Security, workers' compensation, and unemployment insurance) cover all employees in the manner prescribed by law. Additionally, the school will provide a wide range of benefits such as Flexible Benefits Plan; Direct Deposit; Retirement/401(k) Savings Plan; Bereavement Leave; Dental Insurance; Family Medical Leave; Financial Counseling; Health Insurance; Holidays; Life Insurance; Long-Term Disability; Sick Leave; Vision Care Insurance to ensure the retaining of qualified and capable staff.

Other programs include:

- Educational Assistance/Tuition Reimbursement
- Employee Assistance Program
- Flexible Spending Account (FSA)
- Support for Beginning and Struggling Teachers

Criteria

The proposal describes a comprehensive plan for providing educational leadership and on-site management of the school either through a hired administrator, contract with a management company.

- ***The proposal describes a comprehensive and detailed professional development plan for instructional staff.***
- ***The proposal includes the qualifications of the Administrator/Principal. If the Administrator/Principal is not yet***

identified, the proposal must include the desired qualifications.

- *The proposal includes realistic strategies for recruiting and retaining effective teachers.*
- *The proposal includes a detailed description of administrative and operational capacity that is clearly sufficient to support an effective educational program.*
- *All applicants must complete and submit an Applicant History Worksheet (Form IEPC-MIA). If the applicant submitted an Applicant History Worksheet as part of the charter application submitted to the district, the version submitted to the district must be submitted. The form should be uploaded as Appendix B in the online FluidReview system.*
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3e. Special Populations

0-10 points

Describe the school's strategies for ensuring that students with disabilities and English Language Learners will have the opportunity to attend and benefit from the charter school.

When applicable, the applicant should use information that was included in the model charter school application that was submitted to the District.

Somerset Key High will have an open admissions procedure, utilizing a "first come, first served" policy as required by statute, unless the number of applicants exceeds capacity. In such case, all applicants shall have an equal chance of being admitted through a random selection process as per F.S. 1002.33(7)(a)(8). The Student Application Form will not inquire about or require parents/guardians to disclose whether or not their child has a disability and/or an IEP or 504 Plan thus preventing the ability to discriminate.

Identifying Exceptional Education (ESE) Students - Somerset Key High will follow the School Board of Broward County's Special Programs and Procedures (SP&P) for Exceptional Students and Collaborative Problem Solving (CPS) and Comprehensive Evaluation. In accordance with the SP&P, the School will identify students as follows:

- Step 1: Identify the problem with stakeholders
- Step 2: Analyze the problem by reviewing at data that focuses on the student's learning and behavioral/social characteristics in the classroom.
- Step 3: Select and implement the intervention targeted to address the student's needs.
- Step 4: Progress monitor for a time period of at least 4-6 weeks to evaluate the effectiveness of intervention(s).
- Step 5: If the aforementioned RtI process has been executed with fidelity and the student is not responding appropriately then staff will refer the student to SBBC's Psychological services for appropriate comprehensive evaluation.
- Step 6: All stakeholders meet as a team to review and discuss the results of the comprehensive evaluation, and as a committee determine ESE eligibility for services. If there is a documented medical/physical condition affecting their performance in school, the student will first be considered for 504 Plan eligibility.
- Step 7: Appropriate educational support is determined; IEP is developed for student.

The School hereby agrees to adopt and implement the Sponsor's policies and procedures (SP&P) with respect to the Special Education.

The educational program for exceptional students will adhere to the principles of the law as follows:

- Free appropriate public education (FAPE)
- Appropriate evaluation
- Individual Education Plans (IEP)- and Educational Plans (EP) for gifted will be developed, and maintained; meetings will be held in

accordance with Sponsor's guidelines.

- Parent/Student Participation in Decisions
- Procedural Due Process – A Non-discriminatory policy regarding the eligibility, identification, location, placement and evaluation process as well as adherence to procedural guidelines for all of these and with integrity to FAPE will consistently be implemented. Notwithstanding, when in question, due process hearings may be initiated by a parent or the district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.
- Least Restrictive Environment: (LRE) students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Somerset Key High will utilize all of the Sponsor's procedures (Easy IEP) and forms related to IEP and placement process procedures. The School will develop an Individual Education Plan (IEP) and conduct an IEP meeting with the student's family for each exceptional student enrolled in the School. Somerset Key High will invite the Sponsor to any and all parent conferences, staffings and IEP meetings, by giving at least two (2) weeks prior notice, with a copy of the Parent Participation Form, by mail or given in person. Somerset Key High will support the education of the students with special learning needs within the regular classroom setting as the first choice of placement and with a commitment to provide services necessary for full implementation of the child's IEP.

Students will be guaranteed a free appropriate education through aforementioned identification and evaluation as well as consequent placement and implementation of an appropriate IEP. The written individualized educational plan for each student will include measurable annual learning goals and behavioral goals. Supplementary aids and related Services will also be identified as well as necessary accommodations and modifications which will be clearly delineated in this written plan.

The IEP will be implemented immediately following the receipt of parental consent, or 10 days after the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's IEP. Somerset Key High will offer various services to meet the needs of the students with disabilities based on the Individual Educational Plan, including, but not limited to: specialized instruction, acceleration, modifications of content through differentiated curriculum, curriculum compacting, enrichment, speech/language therapy, occupational therapy, physical therapy, social skills development and/or counseling.

LEP -The School will adhere to all applicable provisions of Federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. Additionally, the School will meet the requirements of the Consent Decree entered in *Lulac, et al. vs. State Board of Education*.

Somerset Key High hereby agrees to adopt and implement the Broward County Public Schools ELL Plan, as referenced herein, in serving its population of Limited English Proficient (LEP) students (also referred to as ELL—English Language Learners).

The school will survey ALL parents upon initial entry (registration) using the Home Language Survey (HLS). This is required by the League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree. The Home Language Survey is given at the time of registration. If a parent answers "yes" to one or more of the three HLS questions, and/or meets the definition of ELL, they will be advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the school's ESOL Program. The parents are informed orally of the need of a language assessment by the school registrar, ESOL contact/designee, or by the guidance counselor. The student is then referred to a trained language assessor at the school.

The student is assessed for English aural/oral language proficiency with the IPT within 20 days of registration. All students classified as ELL will

have an Individual ELL Student Plan. Such plan is part of the permanent student cumulative record folder upon entry into the ESOL program. The plan will include biographical student information (name, grade, home language), initial assessment and placement data, ESOL program and update information, program participation, amount of instructional time and/or schedule, exit information, post program review, etc. The plan will be updated on an ongoing basis to include programmatic changes, assessments, level updating, and ELL committee meeting information. The ELL Plan will:

- Inform the student, parent, and teachers on the student ESOL language level;
- Monitor student progression;
- Establish meetings between the school, the parents, and the student to discuss academic progress;
- Provide methods for evaluation and provisions for monitoring and reporting student progress;
- Provide for parental and teacher involvement to ensure that the students are being properly serviced; and
- Provide for student exit from and reclassification into the program.

Criteria

- *The proposal describes how the school's recruitment efforts and lottery will ensure that ESE students have equal access to attend the school.*
- *The proposal includes a comprehensive plan for identifying students with special needs, including students eligible for Exceptional Student Education (ESE) services and Limited English Proficient (LEP) students.*
- *The proposal includes a description of how the specific educational needs of students with disabilities will be met.*
- *The proposal includes a description of how the Individual Education Plans (IEP) for students with disabilities will be developed, monitored, and updated.*

4. Evaluation

0-15 points

Describe the method(s) for evaluating the proposed project and how the project will result in a high quality charter school that will enable all students to meet or exceed the State's academic achievement standards.

As noted in the approved charter school petition, Somerset Key High will establish SMART educational goals for improving student achievement through Annual Measurable Objectives (AMO) that aim to continuously increase student proficiency from year to year and are competitive with district/state achievement targets. The first year AMOs included herein will be updated prior to the school's opening if needed or as applicable based on updates to current state and/or district guidelines and/or to reflect higher standards that may be implemented by the State Board of Education by 2017. The school commits to implement and address absolute thresholds for all state/district assessments on actual baseline data, once available. Somerset Key High will realign AMOs and address absolute thresholds for all state/district assessments (including applicable EOC) based on actual baseline data, once available.

At minimum, the school has set the following Annual Measurable Objectives for Testing Year 1- 2016-2017:

- Given school-wide instruction for mastery of the Language Arts Florida Standards (LAFS), the School average will meet or exceed the District and/or State average (whichever is higher) of students in grades 3-10 meeting high standards in ELA, as evidenced by scoring proficient or higher on the Florida Standards Assessment (FSA) in ELA in 2017 as established by FL-DOE.
- Given school-wide instruction for mastery of the Mathematics Florida Standards (MAFS), the School will meet or exceed the District and/or State average (whichever is higher) of Algebra 1 students who achieve a passing score on the Algebra 1 EOC, in 2017 as established by FL-

DOE.

- Given school-wide instruction for mastery of the MAFS in Geometry, the School will meet or exceed the District and/or State average (whichever is higher) of Geometry students who achieve a passing score on the Geometry EOC, in 2017, as established by FL-DOE.
- Given school-wide instruction for mastery of the MAFS in Algebra 2, the School will meet or exceed the District and/or State average (whichever is higher) of Algebra 2 students who achieve a passing score on the Algebra 2 EOC, in 2017 as established by FL-DOE.
- Given instruction for mastery of Biology NGSSS and LAFS, at least 71% of students enrolled Biology will demonstrate proficiency by earning a passing score on the 2017 Biology EOC. (This objective was projected using the current available statewide and district-wide achievement data for the 2015 Biology EOC to calculate the target for 2017).
- Given school-wide instruction for mastery of US History NGSSS and LAFS, at least 72% of students enrolled in US History will demonstrate proficiency as evidenced by earning a passing score on the 2017 EOC Assessment. (This objective was projected using the current available statewide and district-wide achievement data for the 2015 US History EOC to calculate the AMO target for 2017).
- Given instruction for mastery of LAFS/MAFS/NGSSS, in a College Preparatory environment, the School's average passing rate on the P.E.R.T (or other college readiness exam mandated by the FLDOE) will meet and/or exceed the District and/or State average (whichever is higher) of students who achieve a passing score on the P.E.R.T administration.
- Given a school-wide emphasis on increasing learning opportunities for the lowest performing students to ensure adequate progress towards mastery of the LAFS/MAFS, at least 55 % of the lowest quartile of students will make learning gains in ELA and Math, as established by the FLDOE in 2014-15 or other state and/or district standardized assessments utilized for State of Florida Accountability Program.
- The school's graduation rate will exceed the state average graduate rate by at least 10% by the first year of the school's first graduating class.
- The school will increase the number of academically rigorous courses (advanced, honors, AP, dual-enrollment) by a minimum of 4 courses annually beginning in year 2.

Evaluating Student Performance and Progress – All Students are expected to make annual learning gains toward achieving the Florida Standards and NGSSS as assessed by teacher-made internal pre and post testing in each core course in 2016-17. Due to changes in legislation and state-mandated testing in ELA and Mathematics, the specific thresholds have not yet been determined by the FLDOE for 2015. The school will set an absolute AMO targets for annual learning gains as expected to be established by the FL-DOE in 2014-15. As per the Student Success Act, school districts will be expected to administer student assessments that measure mastery of course content for each course offered, beginning the 2014-2015 school year. Accordingly, the school will use such state and district-adopted as well as school-based assessments to measure student progress toward mastery of the Florida Standards and applicable NGSSS across all grade levels. The School will follow the Sponsor's testing calendar and measurements, and frequency of assessments therein as amended from time to time in accordance with any and all district and/or statewide assessments.

The baseline student academic achievement levels for the school will be established using multiple measures of student's academic performance on the school and the Florida Assessment Program, as applicable. Some of the assessments to be utilized will include the following:

- Florida Standards Assessment (FSA)
- Other standardized tests;
- Other standards-based exams;
- Benchmark Assessment of the Florida Standards (BAFS)
- FAIR (as applicable)
- Teacher-made or Curriculum-provided pretests

The baseline levels of academic achievement established during the first academic year will be compared to academic achievement levels in prior years, when data is available, in order to assess rates of prior academic progress and the baseline rates of academic progress for the School's students. Other than standardized test scores, other baseline data may include report card grades, attendance records, and

behavioral records (including in school and out of school suspensions as well as exemplary behavior). In the case of Exceptional Student Education (ESE), IEPs will be secured and ELLSEPs will be obtained for English language learners (ELL). This data will be made available to teachers who will assess progress against the baseline data.

Baseline data will be also be utilized to determine the extent to which educational goals and performance standards have been met (inasmuch as the achievement of the specific measurable objectives identified in the charter school application for the first year of operation). Said baseline data is also made available to stakeholders and the community at-large, as reported in the School Improvement Plan (SIP) via the needs assessment and also through specific learning objectives, which are written to address student's learning needs. In subsequent years, the results (based upon those baseline data items) will be gauged against the objectives specified in the School Improvement Plan and this method of goal setting and data collection will be utilized as a living and continuous improvement tool.

This baseline data will be used to identify the educational strengths and needs of students and rates will be compared to the academic progress of the same students from year to year. All baseline, interim, and standardized testing data will be collected and analyzed each year to measure progress and inform instruction. Academic grades will reflect the student's academic progress based on the competencies/benchmarks for the grade level course in which the student is enrolled. The interim assessments to be used are the District's Benchmark Assessments of the Florida Standards (BAFS) which include Baseline Assessments in all areas tested by the state as well as benchmark administrations in the Fall and Winter.

The results of the Florida Standards Assessments (FSA) and End of Course (EOC) examinations will be used to improve the teaching and learning of higher educational standards. The primary purpose of these state-mandated standardized assessments is to assess student achievement of the higher-order thinking skills represented in the Florida Standards/NGSSS. Results of these examinations will inform stakeholders (students, parents, and teachers) about where a student is succeeding and what areas need strengthening on an annual basis. Assessment will serve as a feedback system to guide teachers in lesson planning and individualizing instruction for the subsequent school year. Additionally, it will guide students in gaining full mastery of each respective standard and it will keep parents informed about student progress to specific learning objectives. Expectations are that students will progress at least as well as they did before attending the charter school, that the specific measurable objectives for the School are achieved, and they will have at least a year's worth of learning in a year's time.

Somerset Key High will also participate in the Sponsor's Benchmark Assessment Tests of the Florida Standards (BAFS) as means to monitor student's attainment of the curriculum benchmarks. The BAFS will be utilized to assess level of mastery of benchmarks within the Florida Standards/NGSSS and to further monitor student progress after instruction and intervention have occurred.

Additionally, student performance in the classroom will be assessed by the classroom teacher, and students not making adequate progress towards the Florida Standards/NGSSS—as evidenced by teacher evaluation, assessment of student work, and overall academic performance—will also be identified, and appropriate measures for improvement will be instituted. Ongoing communication between the School and the parents will be maintained through on-line reporting systems such, for example, web-based grade book, such as, Pinnacle-Excelsior grade book, and through progress reports, parent conferences, and other forms of written and oral communication that the parents may be comfortable to utilize. Ongoing internal audits (interim progress reports and report cards) of student performance, including beginning year, mid-year, and end-year assessments, will also be utilized as reflective and guidance tools.

Furthermore, the establishment of a School Improvement Plan will ensure school-wide student assessment and performance data can be shared with parents, students and other stakeholders. Somerset Key High Advisory Committee (SAC) will participate in the development of the School Improvement Plan to ensure input from all stakeholders, including teachers, students, parent representatives, and community members. The attainment of specific learning objectives, with supporting documentation, will be detailed in the School's Annual Report, and copies will be

made available to the charter school constituents on an annual basis.

As well, Somerset Key High will utilize a Response to Intervention (RtI) model that integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. The school will identify students at-risk for poor learning outcomes; monitor student progress; provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness; and identify students with learning disabilities or other disabilities. The RtI implementation at the school will contribute to more meaningful identification of learning and/or behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed at the school, and assist with the identification of learning difficulties and problems.

Somerset Key High will be held accountable to its effectiveness by receiving a school grade through Florida's A+ Grading System.

Criteria

- *The proposal includes SMART (Specific, Measurable, Attainable, Relevant, and Timely) outcomes for student achievement for each year of the proposed project. The student achievement outcome measures must mirror the outcome measures submitted in the school's charter school application or contract.*
- *The projected student achievement outcomes are reasonable, challenging, and demonstrate the school's commitment to academic excellence.*
- *The proposal clearly describes how they will measure the baseline data of their new students (what data will be collected and data sources);*
- *The proposal clearly explains how student achievement data will be collected, analyzed, and used by school leadership to monitor and improve the delivery and effectiveness of instruction.*
- *The proposal describes effective evaluation methods that will assess the school's progress towards meeting its goals and objectives and allow for ongoing correction and improvement.*
- *The proposal states whether the school will receive a school grade through Florida's A+ Grading System or an Alternative School Rating. If the school will not receive a school grade through Florida's A+ Grading System or an Alternative School Rating, the proposal will describe how overall school success will be measured and reported.*

5. Outreach and Recruitment Plan

0-15 points

Describe how parents and other members of the community have been or will be involved in the planning, program design, and implementation of the charter school.

Describe how students and parents in the community will be informed about the proposed charter school. Provide specific examples of how you will inform the community about the proposed charter school using methods that go beyond 'word of mouth.' Provide details regarding targeted outreach plans, if any, for specific student populations. Describe the policies and procedures the school will develop and implement for the admission and enrollment of students, including the lottery system. If any enrollment preferences will be utilized by the school, describe in detail. Clearly explain how students can meet preference criteria and how the preferences are applied during enrollment.

Admission Policy - In accordance with federal and state anti-discrimination laws and in accordance with the Florida Educational Equity Act, Section 1000.05(2)(a), Somerset Key High will not discriminate on the basis of race, ethnicity, national origin, gender, or disability against a student in its school admission process. The Student Application Form will not inquire about or require parents/guardians to disclose whether or not their child has a disability and/or an IEP or 504 Plan thus preventing the ability to discriminate against student with disabilities. An open admissions policy will be implemented wherein the School will be open to any student residing in the County who would qualify to attend a traditional public high school in Broward County. Any eligible student, as described in F.S. §1002.33(10), who submits an application (prior to the posted deadline) shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection/lottery process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

Enrollment Preferences - In accordance with 1002.33(10)(d), F.S. the charter school may give enrollment preference to the following student populations:

1. Students who are siblings of a student enrolled in the charter school.
2. Students who are the children of a member of the governing board of the charter school.
3. Students who are the children of an employee of the charter school.

Somerset Academy, Inc. currently operates 20 schools in Broward County. The Somerset brand of schools have a solid track record and are regarded in the community as highly sought after schools. The positive history that Somerset has built in South Florida helps when marketing a new Somerset. The public recognizes and embraces the quality academic and diverse environments that the brand provides. Somerset Academy's operating in Broward County currently serve a diverse population of students and families reflective of their respective communities. 70% of Somerset students in Broward County are on free/reduced lunch and 82% are minorities.

Somerset Key High will make great efforts to reach families reflective of the demographic of the County. A comprehensive advertising and promotional plan will include the use of print/online media – including minority and community periodicals -- to disseminate information about the school's educational program and open enrollment period. The goal is to reach parents by using various means of information delivery. Promotional flyers and/or postcards will be distributed via direct mail, local publications, and/or directly to community groups and churches to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment. This information will also be posted in local public facilities such as community centers, parks/recreation centers, libraries and other locations of public access as permitted by local regulations. In order to best reach out to the county's growing diverse population, informational materials will be available in multiple languages as needed.

Somerset Key High will distribute press releases and/or public service announcements to various media outlets to promote the open enrollment period, open house and other essential details about the school and its programs. A banner will also be posted on site with relevant information.

Parents and community partners will be encouraged to inform family, friends, and their community groups about the School. Local elected officials and community leaders will be invited to visit Somerset Key High, will be given updates on the program's growth, and asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings.

Admission and enrollment preferences, including the lottery system, must comply with Federal guidelines (Charter Schools Program, Title V, Part B, Non-Regulatory Guidance). A charter school receiving PCSGP funds must use a lottery if more students apply for admission to the charter school than can be admitted. A charter school with fewer applicants

than spaces available does not need to conduct a lottery. An oversubscribed charter school generally must include all eligible applicants for admission when it administers its lottery.

A charter school may exempt from the lottery only those students who are deemed to have been admitted to the charter school already and, therefore, do not need to reapply. In addition, the following categories of applicants may be exempted from the lottery: (a) students who are enrolled in a public school at the time it is converted into a public charter school; (b) siblings of students already admitted to or attending the same charter school; (c) children of a charter school's founders, teachers, and the charter school's staff (as long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment).

An applicant that has a charter school student and/or parent contract that will be used for continued enrollment at the school shall be ineligible. CSP sub-recipient schools must meet the federal definition of a charter school as one to which parents choose to send their children and that admits students on the basis of a lottery when oversubscribed.

Criteria

- *The proposal's community awareness plan promotes diversity within the school's student population and uses effective and realistic means to inform and recruit eligible students and families in the community.*
- *The school's community awareness plan is consistent with the school's mission, and is likely to result in reaching the targeted student population.*
- *The proposal clearly describes how parents, community leaders, and business partnerships have been or will be involved in the planning and implementation of the new charter school.*
- *The proposal includes a clear and comprehensive description of the school's admission and enrollment policies and procedures, including the lottery system and enrollment preferences that comply with state and federal law requirements.*

Page 3

6. Support for Strategic Plan

FIXED REQUIREMENT

Instructions

Incorporate one or more of the Areas of Focus included in Florida's State Board of Education Strategic Plan.

URL: <http://www.fldoe.org/core/fileparse.php/7734/urllt/0075039-strategicv3.pdf>

Describe how the proposed project will support the Florida's Standards for the Arts, Health Education, Physical Education, Science, and Social Studies, English Language Arts/Reading and Mathematics.

Just Read Florida

URL: <http://www.fldoe.org/academics/standards/just-read-fl>

Both the Mathematics (MAFS) and Language Arts Florida Standards (LAFS)

URL: <http://www.fldoe.org/academics/standards/florida-standards>

The School will support the Just Read, Florida! Initiative in assisting all students in becoming successful, independent, and comprehensive readers by adopting the Sponsor's Comprehensive Research-Based Reading Plan (CRRP) to provide teachers with a systematic framework for literacy instruction. The goal of all instruction is to improve student achievement through mastery of the State Standards. Reading programs alone cannot accomplish the task of moving students to achieve mastery with grade level text. Schools need to use research-based strategies that are systematic, explicit, scaffolded, differentiated, and print-rich and that are compatible with the instructional goals in the district's CRRP. Reading instruction will utilize a Comprehensive Intervention Reading Program to address multiple areas of reading, with the aim of accelerating growth in reading to ultimately achieve, at minimum, grade level proficiency.

Teachers will be expected to use the Florida Standards as the framework for developing lesson plans and will pace instruction using the Sponsor's Curriculum Pacing Guides by subject and grade level, if available, or will align the state adopted textbook to serve as the basis and provide the timeline for instruction and to ensure the course material is taught sequentially, consistently and in a challenging format.

The school will participate in "Celebrate Literacy Week, Florida" and Mathematics Florida Standards and Language Arts Florida Standards will be the basis of all Math and LA courses.

The School will deliver a science curriculum that will prepare students to achieve mastery of Science NGSSS. In Science, wide reading from complex texts, provide opportunity for emphasis on text-specific complex questions, and give emphasis on student supporting answers based upon evidence from text, and provide extensive research and writing opportunities throughout each of the science courses to further enhance literacy skills.

Criteria

The applicant has included effective methods for incorporating one or more of the Areas of Focus included in Florida's State Board of Education Strategic Plan.

The proposed project utilizes a comprehensive plan for integrating pertinent aspects of the Just Read and Florida's Standards for the Arts, Health Education, Physical Education, Science, and Social Studies, English Language Arts/Reading and Mathematics.



SOMERSET KEY HIGH CHARTER SCHOOL

Stage II CSP Grant Documents

6. Assurances page with original signature
(Attachment E)

CHARTER SCHOOL ASSURANCES


FISCAL AGENCY: Broward County Public Schools


NAME OF ORGANIZATION OR ENTITY: Somerset Academy, Inc.

ADDRESS: 6340 Sunset Drive, Miami FL 33143

PART I:

THE U. S. DEPARTMENT OF EDUCATION REQUIRES FLORIDA TO DOCUMENT THAT A CHARTER SCHOOL APPLICATION FOR A GRANT UNDER THE FEDERAL CHARTER SCHOOL PROGRAM CONTAINS THE FOLLOWING ASSURANCES. THESE ASSURANCES MAY BE ADDRESSED IN THE GRANT NARRATIVE OR THE SCHOOL'S CHARTER APPLICATION. STATE THE PAGE NUMBER TO INDICATE WHERE EACH OF THE STANDARDS IS ADDRESSED IN EITHER OF THE TWO DOCUMENTS. PROVIDE AN EXPLANATION ON A SEPARATE SHEET IF THE STANDARD IS NOT ADDRESSED IN EITHER DOCUMENT.

ASSURANCES	GRANT NARRATIVE PAGE NUMBER	CHARTER APPLICATION PAGE NUMBER
1. A description of the educational program to be implemented by the proposed charter school, including: (a) how the program will enable all students to meet challenging state student academic achievement standards; (b) the grade levels or ages of children to be served; and (c) the curriculum and instructional practices to be used.	1-10	5-7, 13
2. A description of how the charter school will be managed.	4-6	122-132
3. A description of (a) the objectives of the charter school and (b) the methods by which the charter school will determine its progress toward achieving those objectives.	20-23	74-75
4. A description of the administrative relationship between the charter school and the authorized public chartering agency.	Section 1002.33,F.S	Section 1002.33,F.S
5. A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.	23-24	146-14
6. A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met the objectives described in Assurance #3 above.	Section 1002.33,F.S	Section 1002.33,F.S
7. A request and justification for waivers of any Federal, statutory, or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school; and a description of any state or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to the school.	N/A	N/A
8. A description of how the subgrant funds or grant funds, as appropriate, will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the Secretary, U.S. Department of Education.	Attachment C	
9. A description of how students in the community will be (a) informed about the charter school and (b) given an equal opportunity to attend the charter school.	23-24	142-147
10. An assurance that the eligible applicant will annually provide the Secretary, U.S. Department of Education and the Florida Department of Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in Assurance #3 above.	Initial 	

11. An assurance that the eligible applicant will cooperate with the Secretary, U.S. Department of Education and the Florida Department of Education in evaluating the charter school assisted under this subpart.		
12. A description of how a charter school that is considered a local educational agency under state law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act.	NA	NA
13. An assurance that the charter school will comply with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act.	18-19	25, 57

PART II:

FLORIDA REQUIRES AN APPLICANT FOR A GRANT UNDER THE FEDERAL CHARTER SCHOOL PROGRAM TO DOCUMENT THE FOLLOWING ASSURANCES. ON A SEPARATE PAGE, ATTACH AN EXPLANATION FOR ANY ASSURANCE MARKED "NO."

ASSURANCES	Yes	No
1. Funds received under this grant will be used, to the extent practical, increase the level of funds that would be made available from nonfederal sources.	X	
2. Activities will be implemented which are consistent with state and federal fiscal and program requirements.	X	
3. The charter school will maintain accurate and timely project records which document progress in implementing this project, and which demonstrate compliance with all state and federal fiscal and program requirements.	X	
4. The charter school and the district will provide all information required by the Florida Department of Education for fiscal audit, program evaluation and annual reporting to the U.S. Department of Education.	X	
5. The charter school will provide the Secretary, U.S. Department of Education and the Florida Department of Education any information that may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in its charter.	X	
6. The charter school will cooperate with the Secretary, U.S. Department of Education and the Florida Department of Education in evaluating the charter school assisted under this program.	X	
7. The charter school will submit a timely annual report to the school district and to the Florida Department of Education, as required by Section 1002.33, Florida Statutes, containing all the information required by law.	X	
8. The charter school will avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.	X	
9. The charter school will comply will all provisions of the Nonregulatory Guidance-Public Charter Schools Program of the U.S. Department of Education, which includes the use of lottery for enrollment if the charter school is oversubscribed.	X	

CERTIFICATION IS HEREBY GIVEN THAT ALL FACTS, FIGURES, AND REPRESENTATIONS MADE IN THIS APPLICATION WITH REGARD TO PARTICIPATION OF THE ORGANIZATION OR ENTITY SPECIFIED ABOVE ARE TRUE AND CORRECT.

NAME AND TITLE OF AUTHORIZED REPRESENTATIVE (TYPED): David Concepcion, Governing Board Chair



Signature of Authorized Representative

02/24/16

Date Signed



SOMERSET KEY HIGH CHARTER SCHOOL

Stage II CSP Grant Documents

7. Signed ED 80-0013 - Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters and Drug-Free Workplace Requirements form (Attachment F)

ED 80-0013 - Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters and Drug-Free Workplace Requirements Form.

Certifications Regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. Lobbying

As required by Section 1352, title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 --

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and


- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. Drug-Free Workplace (Grantees Other Than Individual)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610--

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about--
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug free workplace;

<p>(3) Any available drug counseling, rehabilitation, and employee assistance programs; and</p> <p>(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;</p> <p>(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);</p> <p>(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will--</p> <p>(1) Abide by the terms of the statement; and</p> <p>(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;</p> <p>(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant;</p> <p>(f) Taking one of the following actions within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted --</p> <p>(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or</p>	<p>(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;</p> <p>(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).</p> <p>B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:</p> <p>Place of Performance (street address, city, county, state, zip code)</p> <p>_____</p> <p>_____</p> <p>Check <input type="checkbox"/> if there are workplaces on file that are not identified here.</p> <p>Drug-Free Workplace (Grantees who are Individuals)</p> <p>As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 --</p> <p>A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and</p> <p>B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant.</p>
<p>As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.</p>	
<p>NAME OF APPLICANT</p> <p>Somerset Academy, Inc./ Somerset Key High Charter School</p>	
<p>PRINTED NAME AND TITLE OF AUTHORIZED CHARTER SCHOOL REPRESENTATIVE</p>	
<p>David Concepcion, Governing Board Chair</p>	
<p>SIGNATURE</p> 	<p>DATE SIGNED</p> <p>02/24/16</p>



SOMERSET KEY HIGH CHARTER SCHOOL

Stage II CSP Grant Documents

8. General Education Provisions Act (GEPA) Plan

**GEPA Plan
Somerset Academy, Inc.**

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA), **Somerset Academy, Inc.** will take effective steps to ensure equitable access to, and participation of all students, parents and other program beneficiaries regardless of gender, race, national origin, color, disability, or age. The following measures will be taken to ensure equal access to and participation in the school's programs:

- The school's promotional plan aims to reach a broad audience and all racial/ethnic groups within it by disseminating information in multiple languages to various media outlets. The school will provide copies of its promotional materials and announcements in English, Spanish, Creole or other throughout the local community ensuring that "harder-to-reach" families (e.g. single-parent, limited English proficient, special needs, and/or low socio-economic households) are aware of their children(s) eligibility to participate in this publicly-funded program. This information will also be posted in local public facilities such as the post office, community centers, libraries and other locations of public access.
- Informational meetings will be held in a variety of community forums, to ensure that a diverse set of families are reached and given the opportunity to learn about the School. The founding board will also work with diverse community groups to seek assistance in disseminating information. The School will post materials in locations of public access, including local municipalities, the school lobbies or common areas, as well as the school's website.
- Pupils will be considered for admission without regard to ethnicity, national origin, gender, or achievement level. Accordingly, an open admissions policy will be implemented wherein the School will be open to any student residing in the County. If the number of applicants exceeds capacity all applicants shall have an equal chance of being admitted through a random selection process, lottery, conducted by the school's accounting firm in conformity with Florida's charter school legislation. Students in the lottery will be assigned a waiting list number and will be admitted when student seats become available or capacity increases.

David Concepcion
Name (please print)


Signature

2/24/16
Date

Governing Board Chair
Title



SOMERSET KEY HIGH CHARTER SCHOOL

Stage II CSP Grant Documents

9. Voluntary Agreement for Indirect Costs (Attachment K)

Attachment K

Florida Public Charter School Grant Program
Administrative Fees Agreement

Pursuant to Section 5204(f)(4)(B) of the Elementary and Secondary Education Act amended by the No Child Left Behind Act (NCLB) in 2001, local education agencies (LEA) are prohibited from deducting funds for administrative fees or expenses, **such as indirect costs**, from a sub-grant awarded to an eligible applicant unless the eligible applicant voluntarily enters into a mutually agreed upon arrangement for administrative services with the LEA.

If the charter school voluntarily enters into an agreement with the sponsor allowing the sponsor to withhold **indirect costs** from the sub-grant, the charter school must sign and submit this form (Attachment K) certifying the voluntary agreement. If this form is not submitted with an original signature, the sponsor may not withhold indirect costs from the sub-grant.

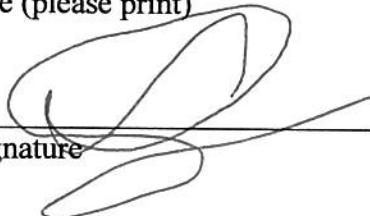
By signing this form I understand that I, as the authorized representative of the charter school (eligible sub-grant applicant), am under no obligation to agree to allow the sponsor to withhold **indirect costs** from the charter school's federal Charter Schools Program (CSP) sub-grant award.

I further certify that the charter school is voluntarily entering into a mutually agreed upon arrangement for administrative services and the **indirect cost** fee for such services may be deducted from the charter schools CSP grant award, and that such fees are in addition to the 5% administrative services fee the sponsor withholds from the charter school's Florida Education Finance Program (FEFP) payments pursuant to Section 1002.33(20)(a), Florida Statutes.

The **indirect cost rate** used for each new award letter will be the current negotiated rate between the district (sponsor) and the Department.

David Concepcion
Name (please print)

Signature



02/24/16
Date

Governing Board Chair
Title