

# 2017 Model Florida Charter School Application

**New Charter Application #000308**

## **Somerset Academy Parks**

### **Submitted To:**

Broward County Public Schools  
Broward County Public Schools  
600 SE 3rd Ave.  
Fort Lauderdale, FL 33301

Phone: 754-321-2135  
Fax: 754-321-2138

### **Submitted By:**

Bonnie May

# Table Of Contents

## General

- A. School Information
- B. Contact Person
- C. Enrollment Projections
- D. Board Members
- E. Start-up Team Members

## EXECUTIVE SUMMARY

- 1. Executive Summary

## EDUCATIONAL PLAN

- 1. Mission, Guiding Principles and Purpose
- 2. Target Population and Student Body
- 3. Educational Program Design
- 4. Curriculum and Instructional Design
- 5. Student Performance
- 6. Exceptional Students
- 7. English Language Learners
- 8. School Culture and Discipline
- 9. Supplemental Programming

## ORGANIZATIONAL PLAN

- 10. Governance
- 11. Management and Staffing
- 12. Human Resources and Employment
- 13. Professional Development
- 14. Student Recruitment and Enrollment
- 15. Parent and Community Involvement

## **BUSINESS PLAN AND ADDENDUMS**

- 16. Facilities**
- 17. Transportation Service**
- 18. Food Service**
- 19. School Safety and Security**
- 20. Budget**
- 21. Financial Management and Oversight**
- 22. Start-Up Plan**
- 23. Addendum A: Replications**
- 24. Addendum A1: High Performing Replications**
- 25. Addendum B: Education Service Providers**
- 26. Addendum - Consultant Information \* District Request**
- 27. Addendum - Review Extension Waiver \* District Request**

## **ATTACHMENT TEMPLATES**

- 28. Application Cover Sheet**
- 29. Statement of Assurances**
- 30. Board Member Information Form**
- 31. Applicant History Worksheet**

## **CHART OF ATTACHMENTS**

- 1. Chart of Attachments**

# GENERAL

## A. School Information

**Open Date:** August 19, 2019  
**Proposed Name:** Somerset Academy Parks  
**School Type:** Elementary / Middle  
**Grade Levels:** [PK, K, 1, 2, 3, 4, 5, 6, 7, 8]  
**School District:** Broward County Public Schools  
**Neighborhood / Community:** Parkland  
**Organization Type:** Non-profit Corporation  
**Sponsoring Entity:** Non-profit Organization  
**Address:** 8401 N University Dr Parkland, Florida 33076  
**Phone:**  
**Fax:**  
**Web Site:**  
**Calendar Type:** Standard - 180 instructional days  
**Educational Service Provider:** Somerset Academy, Inc. (Other)

## B. Primary Contact Person

**Name:** Bonnie May  
**Mailing Address:**  
**Mobile Phone:** 412-817-8646  
**Alternate Phone:**  
**Email:** bmay@academica.org  
**Current Employer:**

## C. Attendance Projections

| Grade Level  | 2019-20 Enrollment |            | 2020-21 Enrollment |            | 2021-22 Enrollment |            | 2022-23 Enrollment |             | 2023-24 Enrollment |             | At Capacity 2023-24 |             |
|--------------|--------------------|------------|--------------------|------------|--------------------|------------|--------------------|-------------|--------------------|-------------|---------------------|-------------|
|              | Min.               | Max.       | Min.               | Max.       | Min.               | Max.       | Min.               | Max.        | Min.               | Max.        | Min.                | Max.        |
| PK           |                    |            |                    |            |                    |            |                    |             |                    |             |                     |             |
| K            | 100                | 144        | 100                | 144        | 100                | 144        | 100                | 144         | 100                | 144         | 100                 | 144         |
| 1            | 100                | 126        | 100                | 144        | 100                | 144        | 100                | 144         | 100                | 144         | 100                 | 144         |
| 2            | 65                 | 72         | 100                | 126        | 100                | 144        | 100                | 144         | 100                | 144         | 100                 | 144         |
| 3            | 25                 | 36         | 65                 | 72         | 100                | 126        | 100                | 144         | 100                | 144         | 100                 | 144         |
| 4            | 25                 | 44         | 25                 | 44         | 25                 | 44         | 110                | 154         | 110                | 154         | 110                 | 154         |
| 5            | 20                 | 22         | 35                 | 44         | 35                 | 44         | 75                 | 88          | 110                | 154         | 110                 | 154         |
| 6            | 70                 | 88         | 90                 | 110        | 100                | 132        | 100                | 132         | 100                | 132         | 100                 | 132         |
| 7            |                    |            | 70                 | 88         | 90                 | 110        | 110                | 132         | 100                | 132         | 100                 | 132         |
| 8            |                    |            |                    |            | 70                 | 88         | 90                 | 110         | 100                | 132         | 100                 | 132         |
| <b>Total</b> | <b>405</b>         | <b>532</b> | <b>585</b>         | <b>772</b> | <b>720</b>         | <b>976</b> | <b>885</b>         | <b>1192</b> | <b>920</b>         | <b>1280</b> | <b>920</b>          | <b>1280</b> |

## D. Board Members

| Name                  | Title                  | Contact Information  | Current Employer          |
|-----------------------|------------------------|--|---------------------------|
| Concepcion, David     | Board Member           | P:<br>M: 7863934455<br>E:<br>dconcepcion@somersetacademyschools.com  | Federal Defenders         |
| Diaz, Ana             | Board Secretary        | P:<br>M: 305-207-1027<br>E: adiaz@somersetacademyschools.com         | Pinecrest Academy         |
| Esquijarosa, Jennifer | Board Member           | P:<br>M: 3053102749<br>E:<br>jesquijarosa@somersetacademyschools.com | Eventus Marketing         |
| German, Todd          | Board Vice Chairperson | P:<br>M: 3059421661<br>E: tgerman@somersetacademyschools.com         | Keys Wealth Management    |
| Isla, Lourdes         | Board Chairperson      | P:<br>M: 3055129775<br>E: lisla@somersetacademyschools.com           | Mater Gardens School      |
| Kimmel, Bernard       | Board Member           | P:<br>M: 7863934455<br>E: bkimmel@somersetacademyschools.com         | Retired Physician         |
| Marin, Louis          | Board Member           | P:<br>M:<br>E: lmarin@somersetacademyschools.com                     | Federal Credit Union      |
| Ozuna, George         | Board Member           | P:<br>M:<br>E: gozuna@somersetacademyschools.com                     | U.S. Geological Survey 55 |

## E. Start-up Team Members

| Name          | Title                               | Contact Information                                | Current Employer     |
|---------------|-------------------------------------|--|----------------------|
| Isla, Lourdes | Authorized Representative           | P:<br>M:<br>E:<br>lisla@somersetacademyschools.com | Mater Gardens School |
| Martinez, Ana | Chief Financial Officer             | P:<br>M:<br>E: amartinez@academica.org             |                      |
| Nunez, Amy    | Human Resource / Recruiting Advisor | P:<br>M:<br>E: anunez@academica.org                |                      |
|               |                                     | P:   |                      |

|                 |   |                                       |  |
|-----------------|---|---------------------------------------|--|
| Papa, Collette  | Legal Advisor                           | M:<br>E: cpapa@academica.org          |  |
| Pierce, Kelly   | Academic /<br>Curriculum<br>Development | P:<br>M:<br>E: kpierce@academica.org  |  |
| Sanchez, Millie | Authorized<br>Representative            | P:<br>M:<br>E: msanchez@academica.org |  |

# EXECUTIVE SUMMARY

## 1. Executive Summary

### Section Evaluation

– *No Final Rating* –

- Complete Jill Young, 3/1/18
- Complete Jody Perry, 3/7/18
- Complete Celina Chavez, 3/8/18
- Complete Allisyn Axelrod, 3/8/18
- Complete Terri Coyle, 3/8/18
- Complete Brenda Santiago, 3/8/18
- Complete Kim Punzi-Elabiary, 3/8/18
- Complete Laurie Steinberg, 3/8/18
- Complete Detra Adams, 3/8/18
- Complete Lourdes Panizo, 3/8/18
- Complete Leyda Sotolongo, 3/8/18
- Complete Reynaldo Tunnermann, 3/8/18
- Complete Rhonda Stephanik, 3/16/18

## EXECUTIVE SUMMARY

Somerset Academy, Inc. is filing this application to open Somerset Academy Parks K-8 in the school district of Broward County in the Parkland community.

The applicant group, Somerset Academy, Inc., is a non-profit charter school management organization (CMO) with two decades of experience and a proven track record of operating, expanding and replicating high quality charter schools. The Somerset Network operates over 55 charter schools serving more than 17,000 students in grades K-12 throughout the state of Florida.

The *mission* of Somerset Academy Parks K-8 is to maximize student achievement and foster the development of responsible, self-directed life-long learners in a safe and enriching learning environment; correlating with the *vision* to provide an equitable, high quality education for all students. As with all our Somerset schools, Somerset Academy Parks is dedicated to providing a

well-rounded, academic curriculum in a ‘family-like’ environment that is rigorous, creatively stimulating, and nurturing. Somerset Academy Parks will 1) provide opportunities for active involvement of students, families, and communities; 2) provide a rigorous college-preparatory program with emphasis on student-centered instruction; 3) enhance classroom studies with technology and robust extra-curricular programs; 4) provide a nurturing ‘family-like environment to foster successful life-long learning.

*Educational Design:* Currently, Somerset Academy Inc. operates more than 55 charter schools in Florida, 25 of which were designated High Performing Charter Schools by the FL-DOE, having met all criteria specified in F.S. 1002.331. In order to continue to achieve academic excellence as part of the Somerset network, Somerset Academy Parks will provide a program that delivers a well-round curriculum aligned to the Florida Standards. To further the mission, the school will prepare all students to achieve proficiency on state assessments, strengthen the school-home connection and meet the individual needs of the student population. The School will also feature technology-rich classrooms, be staffed with certified master teachers qualified in their field; thus, providing an enriching learning environment where children can flourish as individuals while acquiring knowledge and the skills essential to their future development.

All Somerset programs implement the “neighborhood” school paradigm in their management structure to consistently maintain the feeling of a small school environment. The “neighborhood school” philosophy is a common philosophy of student expectations, a unique code of excellence, an expectation of parental commitment, and a collaborative management infrastructure derived from the inception of its first school, Somerset Neighborhood. Varying from 150 to 2,200 students, all Somerset programs have implemented the “neighborhood” school paradigm where students receive the support they need to excel, parents feel welcomed and a part of the educational process for their children, faculty and staff are committed to provide differentiated instruction to ensure positive student performance and achievement results and where everyone is accountable for results.

*Need and Anticipated Student Population* - Somerset Academy, Inc. has identified a need for a Somerset Academy K-8 program within the Parkland community. The approval of this school will provide families the ability to have a quality choice for their child's education and help to eliminate current and future overcrowding issues within that area of Broward County, eliminating the need for the district to provide relocatable classrooms or assign students to elementary or middle schools that may require a long car or bus drive to attend. The School plans to serve 532 students in grades K-6 in the first year of operation and grow to a maximum of 1,280 students by year. The School will not discriminate on the basis of race, religion, sexual orientation, or national or ethnic origin in the admission of students and will implement a diverse enrollment and marketing plan in order to achieve racial/ethnic balances reflective of the school district.

Somerset Academy, Inc. was the first charter school network in the United States to earn Corporate Accreditation through SACS-CASI. This distinction recognizes the myriad of programs Somerset offers to ensure a constant vision and purpose across all campuses. As part of the Somerset accredited system, Somerset Academy Parks will open as an AdvancED accredited program from inception and will uphold the Somerset Academy vision of providing equitable, high-quality education for all students.

On March 22<sup>nd</sup>, 2017 the Jefferson County, Florida School Board voted to turn over their K-12 programs to the Somerset Academy Charter School Network. This historic vote is a first in Florida, and possibly the nation. State Board of Education Commissioner, Pam Stewart, expressed support for this transition that Somerset Academy is proud to be a part of, "Jefferson children and their right to learn was the driving force behind this decision to work with a charter organization."

Faculty and staff will have access to a central educational leadership development program for



aspiring administrators; new teachers and leaders will create valuable mentorship relationships through New Teacher Academy. Administrators will have access to monthly chats for principals and curriculum specialists to share best practices, and facilitate an annual conference to build a crosscutting sense of community.

## **Attachments**

### **Section 1: Executive Summary**

– No Attachments –

# EDUCATIONAL PLAN

## 1. Mission, Guiding Principles and Purpose

### Section Evaluation

– No Final Rating –

Does Not Meet the Standard Jill Young, 3/6/18

Does Not Meet the Standard Brenda Santiago, 3/8/18

Does Not Meet the Standard Reynaldo Tunnermann,  
3/8/18

Does Not Meet the Standard Rhonda Stephanik,  
3/16/18

## Section 1: Mission, Guiding Principles and Purpose

A. *Provide the mission and vision statements for the proposed charter school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal, and taken together, should illustrate what success looks like.*

**Mission:** The mission of **Somerset Academy Parks** is to maximize student achievement and foster the development of responsible, self-directed life-long learners in a safe and enriching learning environment.

**Our Vision:** Our vision is to provide an equitable, high quality education for all students.

The governing board members of Somerset Academy, Inc. believe that the future of education lies in partnerships between communities, parents, and educators and their commitment to prepare lifelong learners. Somerset Academy, Inc. upholds an educational culture where academic excellence is respected and pursued and caring for others is intrinsic.

The Somerset Academy family of charter schools subscribes to the following Core Principles:

- Student learning and achievement is paramount.
- Effective school leaders are vital.
- Highly qualified staff is necessary.
- Effective governing board builds a strong foundation for all our schools.
- A safe and secure learning environment allows for operational learning.
- Data assessments will drive curriculum and educational focus.
- The curriculum will be research-based.
- We always strive for continual improvement.
- Teacher training and mentoring is constant throughout the year.
- Balanced budgets will ensure resources for student achievement and teacher efficiency.

- Teamwork with stakeholders - community leaders, parents, students, teachers, administration and governing board is essential.
- Communication among all Somerset leaders will lead to success for the Somerset Academy family.

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.

Somerset Academy Parks School will impart a well-rounded, academic curriculum in an environment that is both nurturing and creatively stimulating. The School will maximize student achievement and foster the development of responsible, self-directed life-long learners by: SEE ATTACHMENT FOR DIAGRAM 1 (from hard copy text).

## Attachments

### Section 1: Mission, Guiding Principles and Purpose

|     |  |                               |                  |
|-----|--|-------------------------------|------------------|
| 1.1 | <a href="#">Section 1 - Diagram of mission from hard copy text</a> | May, Bonnie, 2/6/18 1:18 PM   | DOCX / 25.146 KB |
| 1.2 | <a href="#">No Title</a>   | May, Bonnie, 1/31/18 11:36 PM | DOCX / 25.146 KB |

## Notes

### **Rhonda Stephanik, 3/16/18 6:16 PM:**

The applicant failed to answer all of the required parts of Section 1.

### **Reynaldo Tunnermann, 3/8/18 9:00 PM:**

There are no references to the application backing up the assertions in this section.

### **Brenda Santiago, 3/8/18 3:16 PM:**

The Application failed to complete Section 1.C. Provide the section number(s) of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S. Please note that for the electronic version you must specify the SECTION where the information can be found and not the page numbers as specified for the hard copy. In accordance with the law, charter schools shall fulfill the following purposes: Improve student learning and academic achievement. SECTION(S): Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. SECTION(S): Encourage the use of innovative learning methods. SECTION(S): Require the measurement of learning outcomes. SECTION(S):

### **Brenda Santiago, 3/8/18 3:16 PM:**

The Application failed to complete Section 1.B. Provide the section number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S. Please note that for the electronic version you must specify the SECTION where the information can be found and not the page numbers as specified for the hard copy. In accordance with the law, charter schools shall be guided by the following principles: Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. SECTION(S): Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. SECTION(S): Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school. SECTION(S):

**Jill Young, 3/6/18 7:48 PM:**

No section number(s) of the material within this application provided by the applicant.

## 2. Target Population and Student Body

### Section Evaluation

– No Final Rating –

Meets the Standard Jill Young, 3/1/18

Meets the Standard Marion Williams, 3/9/18

## Section 2: Target Population and Student Body

- A. Describe the anticipated student population to be served and how that aligns with the school’s mission. Applicants should state if they will give enrollment preference or limit the enrollment process, as allowed by law, to certain student populations defined in section 1002.33(10)(d) & (e), F.S. If the applicant intends to have enrollment preferences they should be described in Section 14 of the application.

**Anticipated Student Population:** The school will be open to children eligible to attend grades K– 8 (approximately 5 to 14 years of age) in Broward County. The school will have an open admissions policy and therefore be available to any student, as described in F.S. §1002.33(10), who submits a timely application (prior to the posted deadlines), unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants will 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.

In accordance with federal and state anti-discrimination laws and the Florida Educational Equity Act, Section 1000.05(2), the school will not discriminate on the basis of race, ethnicity, national origin, gender, or disability against a student in its school admission process

The School will serve a student population that is reflective of the surrounding community and traditional public schools in the area. Based on an average of the surrounding schools (within 3 miles of the proposed site), the school anticipates serving approximately 48.9% minority students and 28.4% of students with low socioeconomic status. Based on an average of the surrounding schools (within 3 miles of the proposed site), the school anticipates serving approximately 8% ELL students and 13% of students with disabilities. All of these projections are based on the 2016-2017 enrollment data of the schools represented in the chart below.

| Schools within 3 miles (Broward) | Minority % | LSES % | Disability % | ELL % |
|----------------------------------|------------|--------|--------------|-------|
| CORAL PARK ELEMENTARY SCHOOL     | 56.3       | 54.9   | 19.8         | 8.5   |

|                                    |      |      |      |      |
|------------------------------------|------|------|------|------|
| COUNTRY HILLS<br>ELEMENTARY SCHOOL | 57.6 | 39.2 | 13   | 10.4 |
| EAGLE RIDGE ELEMENTARY<br>SCHOOL   | 59.2 | 29.8 | 17.4 | 12.8 |
| HERON HEIGHTS<br>ELEMENTARY SCHOOL | 38.1 | 11.1 | 6.5  | 8.1  |
| PARK TRAILS ELEMENTARY<br>SCHOOL   | 37.4 | 14.6 | 15.1 | 8.6  |
| RIVERGLADES ELEMENTARY<br>SCHOOL   | 45.6 | 18.8 | 10.2 | 6.5  |
| IMAGINE SCHOOLS AT<br>BROWARD      | 59.6 | 42.3 | 11   | 5.5  |
| WESTGLADES MIDDLE<br>SCHOOL        | 37.4 | 16.7 | 10.8 | 4.3  |

Source: <https://edstats.fl DOE.org>

Somerset Academy Parks, in commitment to their mission, will seek to maximize student achievement and foster the development of responsible, self-directed life-long learners in a safe and enriching learning environment while providing an equitable, high quality education for all students. The school will also provide a safe and enriching school environment where all students are encouraged and supported for success in our rigorous well- rounded educational program. The School will serve a student population that is reflective of the surrounding community and traditional public schools in the area.

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

- Students who are siblings of a student enrolled in the charter school
- Students who are the children of a member of the governing board of the charter school
- Students who are the children of an employee of the charter school
- Students who are the children of an active duty member of any branch of the United States Armed Forces
- Students who attended or are assigned to failing schools pursuant to s. [1002.38\(2\)](#)

**Enrollment Limitation** –In accordance to 1002.33(10)(e), F.S. the School may limit the enrollment process to target the following student populations:

- Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8 or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district;
- Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools to be approved by the sponsor.

**\*1002.31 Controlled Open Enrollment** – Pursuant to Florida law, a charter school may be exempt from the requirements of s.1002.31 if the school is open to any student covered in an inter-district agreement and any student residing in the school district in which the charter school is located.

Section 1002.31 states in pertinent part, a charter school shall allow a parent from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child as part of the charter school’s controlled open enrollment process, if the school has not reached capacity. In accordance with 1002.31(2)(b) and (c), the charter school’s governing board will determine the school’s capacity based upon its charter school contract and post current capacity determinations on the school’s website. As part of its controlled open enrollment process, the school will annually post on its website the application process required to participate in controlled open enrollment, consistent with s. 1002.31 and s.[1002.33](#).

Students residing in the district will not be displaced by a student from another district seeking enrollment under the controlled open enrollment process as per 1002.31(2)(a) (e). As part of its controlled open enrollment process, the school may provide preferential treatment (within its controlled open enrollment participation process) to the enrollment preferences and limitations pursuant to s. [1002.33](#)(10) as described above.

*B. If a facility has not been identified in Section 16 of this application, state the geographic area which the applicant intends to serve.*

The School is looking to operate in or around the Parkland area of Broward County.

*C. Provide enrollment projections in the table below for each year of proposed operation. These projections are not enrollment caps. Annual capacity determinations will be made by the governing board in conjunction with the sponsor per section 1002.33(10), F.S.*

| Grade Level | Number of Students |        |        |        |        |
|-------------|--------------------|--------|--------|--------|--------|
|             | Year 1             | Year 2 | Year 3 | Year 4 | Year 5 |
| Kinder      | 144                | 144    | 144    | 144    | 144    |
| 1           | 126                | 144    | 144    | 144    | 144    |
| 2           | 72                 | 126    | 144    | 144    | 144    |

|              |     |     |      |      |      |
|--------------|-----|-----|------|------|------|
| <b>3</b>     | 36  | 72  | 126  | 144  | 144  |
| <b>4</b>     | 44  | 44  | 88   | 154  | 154  |
| <b>5</b>     | 22  | 44  | 44   | 88   | 154  |
| <b>6</b>     | 88  | 110 | 132  | 132  | 132  |
| <b>7</b>     |     | 88  | 110  | 132  | 132  |
| <b>8</b>     |     |     | 88   | 110  | 132  |
| <b>TOTAL</b> | 532 | 772 | 1020 | 1192 | 1280 |

Note: \*The numbers provided are estimates and may vary depending on student enrollment and or attrition in the respective grade levels.

*D. Provide a brief explanation of how the enrollment projections were developed.*

The student population projections were determined using various factors. The chart attached demonstrates the current capacity of the surrounding schools (noted in the 2016-2017 Public School Facilities Element Support Document, Part of Volume 4 of the Broward County Comprehensive Plan.) It demonstrates that several of the surrounding elementary and middle schools are currently at or over capacity. Furthermore, with the increased number of families buying homes and entering the Parkland community, the 5 year enrollment projection has the surrounding schools well over capacity within that time span. Therefore, approval of this school will provide families the ability to have a quality choice for their child’s education and help to eliminate current and future overcrowding issues within that area of Broward County, eliminating the need for the district to provide relocatable classrooms or assign students to elementary or middle schools that may require a long car or bus drive to attend.

SEE ATTACHMENT FOR CHART (from hard copy text) showing schools within a 3 mile radius of the proposed school location.

Somerset Academy Parks will offer an innovative educational program offering a rigorous and engaging STEAM (Science, Technology, Engineering, Arts, & Mathematics) curriculum from the school’s inception. The school will provide simulating competition within the public school district to encourage continual improvement in all public schools as well as help mitigate educational impart created by the growth of the Parkland community with incoming families.

1. *Briefly explain the rationale for the number of students and grade levels served in year one and the basis for the growth plan in subsequent years as illustrated in the table above.*

The rationale for the projected numbers of students takes into account the enrollment and growth of the existing Somerset model as well as the current demand for additional student stations in the area the school intends to locate. As noted in the attached summary analysis in Attachment T, the area considered indicates within a 5 mile radius of the area, 24,636 potential students of age 5-14. The area has shown growth in the last six years and is projected to further grow in the next five years.

The school expects to open with grades K-5 in year 1, with the majority of seats opening in Kindergarten. The school will grow one grade level per year until reaching a full K-8 program. Full capacity of 1280 students is expected by year 5. These enrollment projects are based on having more classrooms in kindergarten and the earlier grades in order to promote stable school growth.

## Attachments

### Section 2: Target Population and Student Body

|     |  |                                  |                  |
|-----|--|----------------------------------|------------------|
| 2.1 | <a href="#">Section 2 - Chart 1 from hard copy text - Schools within 3 mile radius</a> | May, Bonnie, 2/6/18 1:23 PM      | DOCX / 18.667 KB |
| 2.2 | <a href="#">Attachment B</a>   | Hernandez, Kevin, 2/5/18 5:30 PM | PDF / 538.674 KB |
| 2.3 | <a href="#">No Title</a>   | May, Bonnie, 1/31/18 11:47 PM    | DOCX / 18.667 KB |

## 3. Educational Program Design

### Section Evaluation

**– No Final Rating –**

- Meets the Standard Tanya Hutkowski, 3/1/18
- Partially Meets the Standard Terri Coyle, 3/5/18
- Partially Meets the Standard Detra Adams, 3/5/18
- Meets the Standard Ann-Marie Evans, 3/8/18
- Meets the Standard Marilyn Johnson, 3/9/18
- Does Not Meet the Standard Sandra Reyes, 3/9/18
- Partially Meets the Standard Hanne Rega, 3/9/18
- Meets the Standard Matt Schroeder, 3/9/18
- Meets the Standard LoriAyn Stickler, 3/10/18
- Partially Meets the Standard Louise Ball, 3/12/18
- Partially Meets the Standard Sarah Decotis, 3/13/18



## Section 3: Educational Program Design

### A. Describe the proposed charter school's educational program.

Somerset schools meet high standards of student achievement through the delivery of a rigorous and relevant curriculum with emphasis on mastery of benchmarks aligned to the Florida Standards and NGSSS, as applicable to course and grade level. The “best practices” that have been established at Somerset Academy, Inc. are derived from two decades of educational success due to experienced board members, committed parents and students, and innovative educators. All Somerset programs implement the ‘neighborhood school paradigm’ in their management structures to consistently maintain the small school feel and family environment. The ‘neighborhood school paradigm’ makes it important to learn all students’ and parents’ names, make everyone a valued part of the Somerset family, and create a school environment where everyone feels welcomed when they are on a Somerset campus. This leads to students that excel, parents and community members wanting to be involved in the process, and where everyone is committed to students and accountable for student results. Aligning with the mission of Somerset, students will receive a high-quality education while being held accountable for their development and their achievements.

Somerset Parks Academy will be committed to a STEAM educational program design. Science, Technology, Engineering and Math are the STEM subject areas. Somerset Parks will focus on these extremely important 21<sup>st</sup> century components but also commits to integrate Art & Design into the rigorous curriculum. Incorporating an Arts program helps to increase student engagement and unlock creative thinking and innovation for students that will soon be in a global workplace after graduation.

Accordingly, the school will combine the best practices developed by the network of over 55 Somerset schools. The school will provide all students with a core curriculum of English/language arts (E/LA), mathematics, social studies, science and a rich array of specials/electives in fine arts and STEM, health, physical education, and world languages, and other electives as described in detail in section 4 herein. The School will deliver instruction in accordance with the Sponsor’s Student Progression Plan and following the Sponsor’s Scope and Sequence to ensure mastery of the FS and NGSSS. Please refer to Section 3E and Section 4 for detailed curriculum, support services and strategies to serve students entering below grade level, at level and above-grade level learners as well as students with special needs.

**Academic Excellence and Leadership Development** are the basis for Somerset’s educational philosophy. Accordingly, the school’s educational program centers on high academic and behavioral expectations for all students for the direct purpose of achieving the School’s mission. For example, we believe that a common goal of high academic standards and behavioral expectations will foster responsible and self-directed learners. Accordingly, the School’s programs emphasize high academic and behavioral expectations for all students. Supporting our mission, we believe in providing opportunities for students to take ownership of their learning and to reflect on their work and its meaning. We also believe that learning should take place beyond the classroom. We have designed strategies to instill a love of learning through real world immersion practices and programs. Teachers will engage students in service learning projects that start in the classroom and extend beyond it, encouraging responsible, caring participation in the local community and in the wider world (e.g. school-based and community beautification projects; community service projects such as canned food drives; involvement in school organizations that promote civic responsibility- student council, environmental club, etc.)

| School Beliefs and Values   | Vision: Actions and Policies  |
|---|---|
| <p>At Somerset Academy, we believe that:</p>  | <p>To meet the needs of the target student population and achieve the school mission and vision, we will:</p>   |
| <p>All students can and will learn;</p> <p>Students learn in a variety of ways and should be given the opportunity to learn with a variety of different strategies and techniques;</p>                    | <ul style="list-style-type: none"> <li>• Create a school environment where all students feel a sense of belonging, where students feel safe and supported</li> <li>• Provide student-centered instruction using Differentiated Instructional (DI) Strategies</li> <li>• Use Technology in all content areas</li> <li>• Provide remediation and enrichment programs</li> <li>• Offer co-curricular and extra-curricular programs</li> <li>• Deliver targeted after-school tutoring programs</li> <li>• Arrange counseling and other specialized services</li> <li>• Create a culture of high academic and behavioral expectations for all; expect parental involvement, build strong and supportive leadership team and a dedicated faculty/staff who believe in the mission and vision</li> </ul> |
| <p>Students live up (or down) to the expectations set for them;</p> <p>Administrators, teachers, staff, parents and community members must agree to hold high expectations and standards in order for</p> | <ul style="list-style-type: none"> <li>• Implement discipline policies and Code of Conduct which foster Character Development and Ethical Behavior</li> <li>• Communicate academic and behavioral expectations through the School's Code of Conduct</li> <li>• Reinforce and model Character Education through school-wide initiatives</li> <li>• As teachers are expected to model this behavior in a professional environment, the School will set high professional expectations for teachers as well and communicate these through the Faculty Handbook and Code of Ethics.</li> <li>• Expect parents to uphold the Code of Conduct</li> </ul>  |

|  |  |
|--|--|
| <p>students to achieve their maximum potential;</p>  | <p>and parent contract which outline the responsibilities they share in promoting their child’s academic and social development</p> <ul style="list-style-type: none"> <li>• Seek, establish, and maintain partnerships with businesses and civic institutions to provide students with an array learning opportunities beyond the classroom</li> </ul>  |
| <p>Parents and teachers are partners in the educational process; Parental “investment” in a student’s education is crucial to student success as well as to the advancement the school’s mission and vision.</p> | <ul style="list-style-type: none"> <li>• Encourage parental involvement through parental involvement agreements to contribute a minimum of 30 volunteer hours of participation in their child’s education.</li> <li>• Encourage school partnerships through a Parent Teacher Student Organization (PTSO), parent clubs, School Advisory Committees and other such outreach and involvement groups.</li> </ul>  |
| <p>The school must be committed to continuous improvement to enable students to become life-long learners;</p>   | <ul style="list-style-type: none"> <li>• Require the ongoing collection and analysis of student performance data and ongoing monitoring of results to set priorities for differentiated and targeted instruction, professional development and program improvements in order to achieve consistent increased student achievement outcomes;</li> <li>• Implement Continuous Improvement processes wherein student assessment results offer opportunities for teacher and student data chats;</li> <li>• Solicit feedback from all stakeholders (through student and parent climate surveys, sponsor’s compliance reviews, teacher and governing board evaluations to determine other areas of school-wide improvement.</li> </ul> |

The school will implement the following best practices, which have been successful throughout the Somerset Network schools.

**Standard-based instruction by certified teachers:** Teachers will deliver instruction directly aligned to the Florida standards and employ effective research-based strategies to maximize learning (referenced in in detail by core subject in Section 4 below). The school’s master schedule will be reflective of the students’ needs in regards to the intensive and remediation courses offered as well as the advanced courses. All core instruction and electives will be provided by teachers certified in the content area.

**Common Methodology** - Teachers will be trained and expected to use Common Board Configuration. Teachers will also use a school-based lesson plan template to reflect differentiation and strategies for low-level, at level, ELL and SWD students and enrichment activities for advanced learners.

Overall, the all subjects and levels will be structured using the “I do, We do, You do” model. This

model allows students to be introduced to a concept while accessing prior-knowledge and then applying both the new information with the prior knowledge; thus allowing students to have a deeper understanding of the concept introduced. It also gives the teacher the ability to model the concept effectively and address the needs of the higher level students as well as those students that need extra support before allowing them to attack the problems on their own during the independent time. The wrap up allows the teacher to formally and/or informally assess the comprehension of the students and implement remediation strategies if necessary to ensure students have a thorough understanding. This model is used cross-curricular so the different subjects can be supportive of one another. It is beneficial to the students as each subject is structured with this model so the consistency allows for better use of time and effective comprehension.

SEE ATTACHED FOR PICTURE CHART 2 (from hard copy text) demonstrating the "I do, We do, You do" model used by Somerset schools.

*Differentiated Instruction (DI)* – Teachers will be expected to tailor the curriculum, classroom environment and practices to create diverse learning experiences based on student needs and learning styles. *DI* strategies will include: Direct Instruction, Scaffolding, Cooperative Learning, Independent and Inquiry-Based Learning. Although differentiation can look different in every classroom based on teaching styles, the School will provide frequent PLC staff development allowing teachers to have common planning times, share best practices, learn new techniques and and/or resources.

Classroom–based instruction in the elementary grades will emphasize developmental learning while providing supports and interventions for struggling students and students with special needs as well as enrichment for advanced learners (See Section 4). The middle school program will bridge middle to high school gaps through a vertically aligned educational program designed by educators working in Professional Learning Communities (PLC) while offering courses for students entering below grade level, at grade level and above grade level.

*Targeted Interventions* - The school will use RtI/MTSS framework as prevention oriented approach to linking assessment and instruction. Using real-time data from frequent assessment results, the school will provide the necessary individual, classroom and/or school-wide intervention programs which include: requiring students to attend specific targeted tutoring during and after school; providing for supplemental intervention programs and support within the respective Reading, Math, Science classrooms through academic coaching, lesson modeling, computerized intervention programs and pull out services (as needed).

In accordance with the requirements of s. 1008.25, F.S., each student who does not achieve a Level 3 or above on the FSA in ELA, FSA in Mathematics, and/or a passing score on the Algebra 1 end of course exam will receive additional diagnostic assessments to determine the nature of the student’s difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. In consultation with the student’s parent, the School will provide interventions and intensive courses (grades 6-8) in addition to core instruction to assist the student in meeting expectations for proficiency. The school will inform instruction and adjust interventions through the MTSS/RtI process, as necessary, depending upon the student’s academic growth and attainment of the grade level/course standards. Progress resulting from the academic support (interventions, tutoring, intensive reading/mathematics courses, etc., as applicable) will be monitored using:

- Grades K-8: i-Ready Diagnostic Test (Reading and Mathematics)
- Grades 3-8: Midyear Assessments (ELA, Mathematics, Algebra 1)
- 
- *B. Describe the basic learning environment (e.g., classroom-based, independent study,*

*blended learning), including rationale for class size and structure and how the learning environment supports and is consistent with the mission.*

The basic learning environment at Somerset Academy Parks will support the school’s mission in that the educational program is designed to serve all students and accommodate diverse needs and learning styles. Teachers will begin the school year with a thorough review of their students’ previous year data which includes pervious course grades and FSA scores (grades 3-8). The school will also administer a pre-test assessment for Reading and Mathematics using i-Ready diagnostic assessments at the beginning of each school year. This will allow the School to gather the most current data in order to determine areas of students’ strengths and weakness, to make accurate placement decisions and to provide differentiated instruction and appropriate interventions/support services. The educational program will be structured in accordance with required minutes of instruction per class and grade level with fidelity to course content and course descriptions in accordance with the FL-DOE and *Broward County Student Progression Plan (See Attachment B – Daily Schedule)*. Also, we believe that students learn best in a personalized small school setting. In an effort to maintain small class sizes, the school will maintain student-to-teacher ratios in accordance with Florida class size legislation as applied to charter schools.

**Elementary Program Design**

| <b>Subject</b>     | <b>Grade</b> | <b>Program Design</b>                                      |
|--------------------|--------------|--|
| <b>ELA Reading</b> | K-5          | 90 minutes consecutive, uninterrupted, daily instruction   |
| <b>Writing</b>     | K-5          | 150 minutes weekly (minimum 30 minute instructional block) |
| <b>Math</b>        | K-5          | 60 minutes consecutive, uninterrupted, daily instruction   |
|                    |              |  |

|                           |       |   |
|---------------------------|-------|---|
| <b>Science</b>            | K-1   | 60 minutes per week   |
|                           | 2-5   | 150 minutes per week including science labs minimum once a week |
| <b>Social Science</b>     | K - 1 | 60 minutes per week   |
|                           | 2-5   | 120 minutes per week  |
| <b>Art</b>                | K-5   | 60 minutes per week   |
| <b>Music</b>              | K-5   | 60 minutes per week   |
| <b>Physical Education</b> | K-5   | 150 minutes per week  |

|                                      |      |   |
|--------------------------------------|------|---|
| <b>Recess</b>                        | K-5  | 30 minutes daily  |
| <b>World Languages</b>               | K-5  | 150 minutes per week (Spanish)  |
| <b>Home Language Arts for ELLS</b>   | K-5  | (Spanish-S) - 150 minutes per week for all ELLs.  |
| <b>Intensive Acceleration Course</b> | 3-4* | 90 minutes of daily intervention incorporating Science and Social Science and opportunities to master Grade 4 NGSS in other core subject areas. |

| <b>Middle School Program Design</b> |                |                  |                  |                  |
|-------------------------------------|----------------|------------------|------------------|------------------|
| <b>Subjects</b>                     | <b>Student</b> | <b>6th Grade</b> | <b>7th Grade</b> | <b>8th Grade</b> |
|                                     |                |                  | M/J Language     | M/J Language     |

**NOTE\***  
 -The SPP, as referenced herein, reflects current

|                           |          |                                    |  |  |   |
|---------------------------|----------|------------------------------------|--|--|---|
| <b>ELA</b>                | Regular  | M/J Language Arts 1                | Arts 2   | Arts 3   | policies and procedure: adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedure: with respect to the SPP, as amended |
|                           | ELLs     | M/J Language Arts 1 through ESOL   | M/J Language Arts 2 through ESOL                         | M/J Language Arts 3 through ESOL                         |   |
|                           | Advanced | M/J Language Arts 1 (Advanced )    | M/J Language Arts 2 (Advanced)                           | M/J Language Arts 3 (Advanced)                           |   |
| <b>Mathematics</b>        | Regular  | M/J Grade 6 Mathematics            | M/J Grade 7 Mathematics                                  | M/J Grade 8 Pre-Algebra                                  |   |
|                           | Advanced | M/J Grade 6 Mathematics (Advanced) | Algebra I Honors   | Geometry Honors  |   |
| <b>Science</b>            | Regular  | M/J Comp Science 1                 | M/J Comp Science 2                                       | M/J Comp Science 3                                       |   |
|                           | Advanced | M/J Comp Science 1 Advanced        | M/J Comp Science 2 Advanced                              | M/J Comp Science 3 Advanced                              |   |
|                           |          |                                    | or Physical Science Honors or Biology Honors (HS credit) | or Physical Science Honors or Biology Honors (HS credit) |   |
| <b>Social Science</b>     | Regular  | M/J World History                  | M/J Civics   | M/J US History   |   |
|                           | Advanced | M/J World History Advanced         | M/J Civics Advanced                                      | M/J US History Advanced                                  |   |
| <b>Physical Education</b> | All      | P.E.                               | P.E.   | P.E.   |   |



| Electives                                       | All                 | Elective                      | Elective                      | Elective                      | from time to time.  |
|---|---------------------|-------------------------------|-------------------------------|-------------------------------|---|
| <b>Intensive Courses (in lieu of Electives)</b> | ELA FSA Level 1-2   | M/J Intensive Reading         | M/J Intensive Reading         | M/J Intensive Reading         | <b>NOTE*</b> - The School will address the specific needs of learners via an individualiz |
|   | ELLs: FSA Level 1-2 | M/J Dev Language Through ESOL | M/J Dev Language Through ESOL | M/J Dev Language Through ESOL |   |
|   | Math FSA Level 1-2  | M/J Intensive Mathematics 6   | M/J Intensive Mathematics 7   | M/J Intensive Mathematics 8   |   |

approach for the placement of students in courses. The School will consider test scores, academic history, state and district requirements, and teacher recommendations when placing students in courses and always for the benefit of the student. In addition, the School will encourage the students to pursue the most challenging coursework in which he or she can demonstrate success.

*C. Describe the research base used to design the educational program.*

Core content will be delivered using the instructional materials, strategies and best practices that have proven successful at Somerset Academy Inc. schools throughout the county. The governing board and Somerset Academy Inc.'s administrative staff will oversee the implementation of the following practices/activities to ensure that the program is implemented with fidelity:

- Teachers will meet periodically by grade level and/or subject area to plan and share best practices and creating lesson plans to be submitted to department heads for review and administration for approval; (through Somerset workshops and on teacher planning days, etc.)
- Teachers will be trained on Common board configuration - outlining the objectives, agenda, essential questions, and home learning assignments for each class
- Principals will ensure implementation through modeling, mentoring, & classroom walkthroughs
- Ensuring that the new school implements researched based curriculum, materials and scheduling process that promotes student success
- Implementing cornerstone elements of all Somerset schools: high expectations; individualized instructional models; targeted tutoring; and parental involvement through School Advisory Council and an active PTSO
- Fidelity of instructional programming by using appropriate grade/subject level pacing guides and focus calendars and implementing state-approved curriculum in content areas
- Ensuring teachers are on task and effective as measured by various processes such as: Formal observations conducted annually (bi-annually for new teachers), informal observations through classroom walkthroughs conducted daily, and ongoing review (at least quarterly) of student performance data and results as a means to inform instruction
- Using qualitative and quantitative data to inform and guide instructional planning

*D. Provide a sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time as Attachment B. (Note: if approved, the Governing Board will formally adopt an annual calendar)*

## See Attachment B - Sample Daily Schedule and Annual Calendar

*E. Explain how the services the school will provide to the target population support attainment of the state-adopted standards, as required by section 1002.33, F.S.*

Somerset is committed to serving the needs of all its students, regardless of level, learning style, and/or special needs. In support of our mission, the goal remains that all students attain and demonstrate mastery of the Florida Standards and NGSSS. As deemed necessary, according to student need, the school may employ Reading and/or Math coaches and adequate ELL and ESE personnel, and counseling staff to adequately support and properly service students as deemed necessary and according to needs (See Staffing Plan). Classroom teachers will use research-based, state adopted texts, enhanced by supplementary materials and programs, to ensure student success (See Section 4) and be required to document in lesson plans when and how each Florida Standard is taught and assessed. Character education is infused in social studies to foster values and virtues of responsible world citizens. Free tutoring will be provided in the afternoons to fill any learning gaps while afterschool enrichment program will also offer creative projects aligned to ELA/Match and Science, Robotics club and various junior honor societies (grades 6-8) to foster an academic culture and love of learning both in and out of the classroom in promoting the school's mission.

To support attainment of the state-adopted standards for our intended student population, the school will provide:

*Data-Driven Individualized Supports all Students:* The school will have a Multi-Tier System of Supports (MTSS) Response to Intervention (Rtl) team composed of administrators, teachers, and specialists trained to use the MTSS/Rtl Framework to effectively meet the academic and behavioral needs of all students. The school will implement strategies designed to address individualized learning needs, including educationally disadvantaged students and students with special needs who may be at-risk of falling behind. The School will screen all students to determine the academic needs in each tier so that instruction may be appropriately aligned for the students at the school. Teachers will be trained to continuously monitor student progress and make data-driven decisions for effective delivery of instruction. Specific interventions shall be initiated as soon as a student first demonstrates deficits in reading, mathematics or behavior. The team will determine the interventions matched to student needs using learning rate over time and level of performance. Through this process the team will plan, evaluate, and revise all tiers of instruction.

Tier I is inclusive of all students. All students in Tier 1 will receive high quality, scientifically based instruction, differentiated to meet their needs and will be screened at minimum in a bi-weekly basis to identify struggling learners who need additional support. Core academic interventions include the use of the core curriculum and whole-class instruction and interventions, following research-based instructional strategies and best practices. Core behavioral interventions would include school-wide discipline policies and procedures, as well as positive behavior supports. Academic assessments at the Tier 1 include i-Ready and Mid-Year Assessments in ELA, benchmark assessments, classroom and textbook assessments as well as summative/end of year assessments. Behavioral assessments at the Tier 1 include observational data, parent conference records and disciplinary data.

*Services for students below grade level and/or at risk of failure:* In Tier 2, students not making progress in the core curriculum will be provided with increasingly intensive instruction matched to their needs including, but not limited to:

- Progress monitoring through data tracking logs (Journeys (K-5) and i-Ready/core texts assessments)

- Small group instruction, one-to-one re-teaching, pull-out intervention, individualized, intensive interventions that address each student’s needs;
- Additional tutoring opportunities with qualified interventionist using research based interventions including summer time remediation and Saturday tutoring
- Assessments at this level include behavioral observations, intervention data and gap analysis, in accordance with District guidelines.

Academic Support in ELA and Mathematics: As per House Bill 7069, the school will evaluate students and provide academic support through Intensive Reading and Intensive Mathematics courses for grades 6-8 students in accordance with the Sponsor’s SPP. In grades K-5, Interventionist (teachers and qualified paraprofessionals) will work with students and provide intense individualized interventions; In grades 6-8, students receive Intensive courses in Reading and Mathematics with appropriate curriculum and interventions (as described in Section 4).

| <b>Reading Interventions for grades K-5</b>  |   |
|--|---|
| General Education  | 30 minutes for daily interventions within the daily schedule  |
| ELLs   | 30 minutes for daily interventions within the daily schedule  |
| SWD  | 30 minutes for daily interventions within the daily schedule  |
| Students needing Intensive Acceleration  | 90-minute Intensive Acceleration course that will incorporate social science and science with a reduced teacher-student ratio |
| <b>Reading Interventions for grades 6-8</b>  |   |
| <i>Intervention Courses could be 55 minutes daily or 100 minutes every other day based on the block schedule</i> |   |
| FSA Level 1 or 2 students  | M/J Intensive Reading in addition to ELA  |
| <b>Reading Interventions for grades 6-8</b>  |   |
| FSA Math Level 1 and 2   |   |

Tier 3 interventions are introduced

students

M/J Intensive Mathematics

when  
students  
need a

more frequent, intense and individualized instructional setting, which may include but would not be limited to: Pull-out tutoring conducted daily, or one-on-one instructions; behavior intervention plan or individualized counseling (if applicable); intensive individualized academic plans following assessments such as Functional Behavioral Analyses (FBA).

*Services for Students with special needs* –the model allows educationally disadvantaged students including Students with Disabilities and students entering below grade level, to benefit highly from the core curriculum. Students with Disabilities must be supported and challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. In order to accomplish this, Somerset will commit to instruction that incorporates supports and accommodates students including: 1) An Individualized Education Plan (IEP) for Special Education and progress monitoring Plan for students below grade level proficiency, which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards; 2) Teachers and specialized instructional support personnel who are prepared and qualified to deliver high quality, evidence-based, individualized instruction and support services; 3) Instructional accommodations in materials or procedures - which do not change the standards but allow students to learn within the framework of the Florida Standards; 4) Assistive technology devices and services to ensure that students with special needs have equal learning and developmental opportunities; 5) Instructional supports for learning based on the principles of Universal Design for Learning (UDL), which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression. In addition to providing the specific services listed in a student’s IEP and/or ELL plan, schools offer tutoring services or other such assistance to ensure students remain successful.

*Support Services for Advanced Learners:* The school will provide advanced coursework as needed to serve the student population. The school will conduct screening to determine placement in advanced coursework. At the elementary levels this includes a school-based assessment for Kindergarten students upon registration and i-Ready diagnostic screening to establish baseline at the beginning of the school year. For grades 1-8, previous year’s data (such as previous coursework, report card grades, Standardized assessments results (FSA/FCAT 2.0 and any applicable EOC’s) as well as teacher recommendation will determine placement for advanced/gifted classes.

The school will offer advanced/gifted as needed in grades K-8. Middle school students may also enroll in selected senior high school courses for the purpose of pursuing a more challenging curriculum. Students will be encouraged to enroll in advanced/honors mathematics and science courses based on potential and teacher recommendation. Advanced learners will have access to Project-based Learning opportunities throughout all curriculum areas; Enrichment opportunities afterschool through Clubs (national honor societies/robotics competitions etc.); Acceleration: (e.g. enrichment, world immersion activities (i.e. as science and Social Science fairs, music and art exhibits, academic competitions, mentoring, career exploration and goal setting integrated into the curriculum); Differentiation: (e.g. curriculum compacting, modifications of content through differentiated curriculum).

## Attachments

### Section 3: Educational Program Design

[Section 3 - Picture Chart from](#)

|     |   |                                  |                  |
|-----|---|----------------------------------|------------------|
| 3.1 | <a href="#">hard copy text - Somerset Instruction Model</a> | May, Bonnie, 2/6/18 1:27 PM      | DOCX / 24.165 KB |
| 3.2 | <a href="#">Attachment C</a>                                | Hernandez, Kevin, 2/5/18 5:31 PM | PDF / 2.756 MB   |
| 3.3 | <a href="#">Attachment F</a>                                | Hernandez, Kevin, 2/5/18 4:45 PM | PDF / 830.229 KB |
| 3.4 | <a href="#">Attachment B</a>                                | Hernandez, Kevin, 2/5/18 4:45 PM | PDF / 538.674 KB |
| 3.5 | <a href="#">No Title</a>                                    | May, Bonnie, 1/31/18 11:59 PM    | DOCX / 24.165 KB |

## 4. Curriculum and Instructional Design

### Section Evaluation

– No Final Rating –

- Meets the Standard Tanya Hutkowski, 3/1/18
- Partially Meets the Standard Terri Coyle, 3/5/18
- Partially Meets the Standard Detra Adams, 3/5/18
- Meets the Standard Ann-Marie Evans, 3/8/18
- Meets the Standard Louise Ball, 3/8/18
- Meets the Standard LoriAyn Stickler, 3/9/18
- Meets the Standard Merylyn Johnson, 3/9/18
- Meets the Standard Sandra Reyes, 3/9/18
- Partially Meets the Standard Hanne Rega, 3/9/18
- Meets the Standard Matt Schroeder, 3/9/18
- Meets the Standard Donna Haynes, 3/14/18
- Partially Meets the Standard Sarah Decotis, 3/13/18

## Section 4: Curriculum and Instructional Design

- A. *Describe the school’s curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum and the formalized multi-tiered level of supports that will be provided to students who are performing below grade level.*

Somerset Academy Parks will provide quality instruction, high expectations, and consistent standards-based curriculum for all students in alignment with the Somerset mission and vision. The content will be challenging for all students and based on the expectation that all students can achieve high standards if given stimulating opportunities and differentiated instructional support. Focusing on the school's mission of individualizing instruction and maximizing learning for all students, teachers will be trained to use varying instructional strategies to address diverse learning styles so that all students will benefit from the curriculum, including students who enter the school below grade level.

Somerset Academy Parks will incorporate a rigorous and relevant STEM/STEAM based curriculum with emphasis on mastery of benchmarks aligned to the Florida Standards in ELA and Mathematics and literacy standards for science and Florida NGSSS, as applicable to course and grade level. This program will provide a rich array of specials/electives in fine arts; health; physical education; world languages; and technology. Project Lead the Way (PLTW), the leading nonprofit organization offering STEM programs consisting of problem-based curriculum combined with intensive teacher professional development, will be incorporated into Somerset Academy Parks educational programs. PLTW's mission is to prepare students for the global economy through their K-12 STEM programs which aligns seamlessly with Somerset's mission to maximize student achievement and foster the development of responsible, self-directed life-long learners.

SWD students will have equal access to the core curriculum as non-disabled peers just as ELL students will have the same daily instructions as non-ELL students. The general education classroom will be the first placement consideration for scheduling and providing access to these courses for students with disabilities.

Beyond the differentiated instruction to meet the varying levels of the anticipated population, the school will create an environment for active learning. Active learning means engaged learners. The School's curriculum will require students to interact with each other, apply curriculum to real-life situations, and use a variety of technological tools beyond the classroom. Students are also exposed to opportunities for project-based learning through Project-Lead the Way (PLTW). PLTW is the nation's leading provider of STEM programs. Students are exposed to engineering and critical thinking as early as kindergarten. PLTW was developed to work with current standards such as the Common Core Standards for Math and English Language Arts and the Next Generation Standards for Science. There are 24 modules where students study concepts such as light, sound, motion, algorithms, and nature. Teachers will incorporate various teaching strategies to accommodate all learning styles. In accommodating individual learning styles and individual learner needs, the School's curriculum incorporates the following instructional practices:

- "I do, We do, You do" - Overall, all subjects and levels will be structured using the "I do, We do, You do" model. This model allows students to be introduced to a concept while accessing prior-knowledge and then applying both the new information with the prior knowledge; thus allowing students to have a deeper understanding of the concept introduced. It also gives the teacher the ability to model the concept effectively and address the needs of the higher level students as well as those students that need extra support before allowing them to attack the problems on their own during the independent time. The wrap up allows the teacher to formally and/or informally assess the comprehension of the students and implement remediation strategies if necessary to ensure students have a thorough understanding. This model is used cross-curricular so the different subjects can be supportive of one another. It is beneficial to the students as each subject is structured with this model so the consistency allows for better use of time and effective comprehension.
- Project & Problem-Based Instruction (PLTW): Instruction that centers on hands-on, real-world activities, projects, and problems that help students to understand the knowledge and skills they develop in the classroom may be applied in everyday life. This approach is predominate in PLTW curriculum and scaffolds student learning through structured activities

and projects that empower students to become independent in the classroom and help them build skill sets to apply to an open-ended design problem. The PLTW approach provides students with unique opportunities to work collaboratively, identify problems, apply what they know, persevere through challenges, find unique solutions, and lead their own learning which correlates to the following model. SEE PLEASE SEE ATTACHMENT FOR PICTURE DIAGRAM FOR THE PROJECT & PROBLEM BASED INSTRUCTION MODEL.

- Vertical and Horizontal Teaming: Horizontal and Vertical Teams will exist throughout the School and also throughout the Somerset Academy, Inc. System, creating opportunities for success in every classroom, as both grade-level and content-area teams work together to align curriculum, instruction, and assessment. These Professional Learning Communities (PLCs) will provide opportunities within the School to engage multiple teaming patterns. For example, PLCs by grade level and PLCs across-disciplinary teams work collaboratively to plan and implement standards-based instruction and connections across content areas, respectively. To further illustrate, in-school curriculum council meets across all disciplines, while another active PLC is meets by subject area
- Differentiated and Standards-Based Instruction –The School’s ultimate goal is to provide a learning environment that will maximize the potential for student success. Teachers will use differentiated instructional strategies that connect with individual student’s learning needs. Teachers will manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience. As detailed in Section 3, classrooms will be arranged to enable active engagement by all student whole-group instruction; teacher-led small groups instruction (groups determined by data and depending on student need); cooperative learning groups and independent student centers. *(Refer to **Section 3E above** for detailed description of programs to support students below, at, and above grade levels)*
- Technology: Somerset Academy recognizes that instructional technology can facilitate learning and enhance the curriculum itself. All members of the school, including parents, will benefit from the success of the technology plan. The teachers will improve their lesson plans and delivery methods. The students will have the opportunity to be exposed to and to learn an enhanced curriculum with all the additional tools for computation and visualization.
  - The School, in an effort to maximize student exposure to the latest technology, equips its classrooms with multi-media, high-speed computers and other hardware with high-speed Internet access. The School will utilize the latest in interactive panels ie Clear touch and/or Promethean boards. Additional equipment can be integrated with best practices to enhance the technological exposure of the students such as the purchase of document cameras, various integrated learning systems and professional development related to such systems, plus other hardware and peripherals to increase staff, teacher, parent and student access to a wide range of advanced equipment that facilitates operations, improves instruction, and encourages the use of 21<sup>st</sup> Century technology thus furthering Somerset’s purpose of developing 21<sup>st</sup> century learners and mission of encouraging life-long learning.
  - Such integration of technology throughout the curriculum requires policies are in place to promote safe, ethical, and appropriate use of such technology in compliance with legal and professional standards. Therefore, a policy for the acceptable use of the Internet as a tool for learning will be included in the respective handbooks produced and agreed to by students and their parents that clearly dictate network etiquette guidelines for such use. Similarly, in the staff handbook, a similar use policy will be included as a reminder of professional standards regarding appropriate use of technology to which the staff must adhere. To establish a policy for the acceptable use of the Internet as a tool for learning, the School will adopt an Acceptable Use Policy for the Exploration and Utilization of the Internet as a Tool for Learning. Students and staff



will be provided with network etiquette guidelines in their respective handbooks. Staff will also be reminded of professional standards regarding appropriate use of technology.

The following course lists for English/Language Arts/Reading, Math, Science, Social Studies and Electives are indicative of the courses the School intends to offer once fully established. The School intends to begin with a modest, albeit healthy, course options and will increase offerings in accordance with student need, interest, demand and district, state and federal mandates and guidelines, always with student's best interest in mind. Course content for these courses will be delivered in accordance with course descriptions provided by the FL-DOE available at [http://www.fldoe.org/bii/curriculum/course\\_descriptions/](http://www.fldoe.org/bii/curriculum/course_descriptions/)

The School will implement the School District's *Student Progression Plan*\* as a vehicle to guide the progression and implementation of the curriculum to be taught and in the manner described herein this petition. Additionally, the School will adopt researched-based district/state-approved instructional materials and *Curriculum Pacing Guides*, 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.

### **Reading/English Language Arts Curriculum**

Teachers will provide instruction in Reading and Language Arts using the Language Arts Florida Standards (LAFS) to promote academic excellence in Reading, Speaking & Listening, Language and Writing. The grade specific LAFS will guide instruction at each grade level and help ensure that students gain adequate exposure to an increasing complex range of texts and tasks as they progress from grade to grade. Using district-adopted pacing guides for instruction, the school's curriculum will cover the standards within each of the Clusters in each Strand.

The ELA program will provide instruction and promote academic excellence in reading, writing, oral communications, and the interpretation of literature. The content will include, but not be limited to, the study and interpretation of traditional and contemporary literature, application of the writing process, formal grammar and usage, and effective use of speaking and listening skills, higher-order reading skills, and study skills enabling success in school and beyond when entering the world of work

**Reading Curriculum**—The School will implement the Sponsor's state-adopted Comprehensive Research-Based Reading Plan (CRRP) in the instruction of Reading.

**(See Attachment D for Reading Curriculum)**

### **Primary Instructional Strategies—**

*Universal Design of Learning*: used as a guide to instructional design and delivery in all curriculum development. Universal Design of Learning is a framework for flexible, differentiated instructional approaches that includes flexible methods for presentation, expression and active learning, and student engagement, so all students (e.g., students with disabilities, ELLs) can participate fully in core instruction.

*Systematic & Explicit Instruction*: The School will use formative and summative assessment data to realign the instructional framework and provide systematic and explicit instruction for text-based vocabulary acquisition and close reading models using complex text that is grade level appropriate.

*Differentiated Instruction (DI)*: For optimal instruction, students will be grouped in various ways

and in flexible settings to accommodate varying reading levels and learning styles. Teachers will utilize the methods of whole-group instruction, small-group instruction, individual instruction, and independent reading to address the various needs of the students. Teachers will set specific reading goals with students during data chats and will monitor the reading goals as a part of their independent reading and accountability strategies embedded into their weekly instruction.

***K-5 Centers*** - DI centers will be set up throughout the classroom in various areas that allow students to work independently or in a small group setting, using instructional materials to explore and expand their literacy. During this time students are engaged in a variety of activities that reinforce and extend learning without the assistance of the classroom teacher. Students will practice reading, writing, speaking, listening, and working with letters and words. Manipulatives such as magnetic letters and sound letter cards are used to increase active participation and provide additional guided practice through multi-sensory approaches. Technology is often incorporated into the DI centers as well. An example of the different centers could be (centers can change based on the needs of the students):

- **Guided Reading Center** - students work with the teacher to read and practice the weekly reading strategies and skills using text at their level.
- **Writing Center** - students are practicing their writing skills related to the week's writing focus. Students are moving through the writing process at their own pace.
- **Test Prep Center** - students are practicing reading skills and strategies relevant to their grade level reading. Students work independently and alongside a teacher when it is time to review the content.
- **Technology/ PLTW Center** - students use technology and receive reading enrichment that challenges them according to their reading rate and comprehension level. Students work through real-life scenarios after reading to help connect what they have read to real-life situations furthering the mission of Somerset of creating self-directed life-long learners.
- *CRISS Strategies (Creating Independence through Student-owned Strategies)*: Project CRISS is an educational initiative designed to help students of all abilities learn content information across the curriculum and throughout the grade levels. Teachers will utilize CRISS strategies in all their lessons.

*Print Rich Environment*: Each class will maintain a classroom library to include a collection of quality literature that includes material written at varying reading levels and in a variety of genre forms, inclusive of both fiction and nonfiction. This collection will offer students reading material that will support their individual interests and abilities. Frequent successful reading experiences using appropriate texts will provide the opportunity to improve their reading proficiency with regard to fluency, vocabulary, and comprehension.

*Word Walls*: Teachers will create effective word walls that consist of high frequency words, word patterns or phonic elements, and interesting, exciting words. Students will use the word wall during lessons and activities to practice recognizing words quickly and accurately.

**Placement & Courses**— Students will receive 90 minutes of consecutive, uninterrupted, daily instruction in Reading/ELA. Students who have been identified through the RtI/MTSS process as Tier 2, will receive a minimum of 30 minutes of uninterrupted, daily, immediate intensive intervention (iii) in addition to instruction in the 90-minute block. Individual intervention beyond the initial block and iii is required for students, which have been identified through the RtI/MTSS process as Tier 3. In grades K-5, the school may choose to modify time requirements in art, music, and/or social science in order to provide these interventions, as long as students receive a minimum of 30 minutes in music and in art and minimum of 60 minutes for Social Science per week. In grades 6-8, students will be required to successfully complete three middle school

annual courses in Language Arts, and emphasize literature, composition, and technical text. The following ELA/Reading courses will be offered in grades 6-8 accordance with the Broward County Student Progression Plan:

**6<sup>th</sup> – 8<sup>th</sup> Grade ELA/Reading Courses**

**Course Name**

**6th grade**

M/J Language Arts 1

M/J Language Arts I through ESOL

M/J Reading 1, Advanced

M/J Intensive Reading - Grade 6

**7th grade**

M/J Language Arts 2

M/J Language Arts 2, Advanced

M/J Language Arts 2 through ESOL

M/J Intensive Reading - Grade 7

**8th Grade**

M/J Language Arts 3

M/J Language Arts 3, Advanced

|  |
|--|
| M/J Language Arts 3 through ESOL               |
| M/J Intensive Reading - Grade 8                |
| <b>ESOL Course by Proficiency Level</b>        |
| M/J Developmental Language Arts Through ESOL 1 |
| M/J Developmental Language Arts Through ESOL 2 |
| M/J Developmental Language Arts Through ESOL 3 |
| M/J Developmental Language Arts Through ESOL 4 |

*Intensive Reading* courses will be in addition to the required Language Arts courses in grades 6-8. All students who score below required proficiency levels on the FSA for English/Language Arts will be in an intensive reading course.

All students, and especially those in primary grades, who exhibit significant risk, will be given intensive intervention as soon as that risk is identified, in order to avoid retention. For example, students who exhibit a substantial deficiency in reading skills, based on results of assessments conducted in K-3, or through teacher observation, will have a progress-monitoring plan through RtI/MTSSS and be given intensive intervention, immediately following the identification of the deficiency. The School will thereby implement the Sponsor’s state-adopted CRRP and the School Board-approved Literacy Plan for Students With Reading Deficiencies in order to meet the requirements. In accordance with s.1008.25 (5)(a), students will continue to be given intensive intervention until the reading deficiency is remediated.

*ELL Students* - A student identified as ELL will be placed in two ESOL courses as applicable to the student’s grade level and language proficiency: M/J Language Arts Through ESOL - content course scheduled by grade level; and M/J Developmental Language Arts Through ESOL - scheduled by English Proficiency Level 1-4. If levels need to be combined, the Developmental Language Arts Through ESOL placement may be in the best combination of mixed language level courses (ESOL levels 1/2 or 3/4).

| <b>Research-Based Instructional Materials (ELA/Reading)</b> |             |                       |                  |
|---|-------------|-----------------------|------------------|
| <b>Grades</b>   | <b>CORE</b> | <b>Supplement and</b> | <b>Rationale</b> |

|                                      |  | <b>Technology</b>                      |  |
|--------------------------------------|--|--|--|
| <b>K-5</b>                           | HMH Journeys<br>(Intensive)                      | i-Ready<br>Wordly Wise<br>(vocabulary) | CRRP adopted program designed to meet the individual needs of all learners, and utilizes small group instruction and leveled text for DI |
| <b>6-8</b>                           | <i>McDougal Littell</i>                          | Study Island<br>USA Test<br>Prep       | Materials Aligned to FS and CRRP   |
| <b>6-8<br/>Advanced</b>              | <i>Springboard<br/>McDougal Littell</i>          | Study Island<br>USA Test<br>Prep       | Springboard used as a supplement /advanced learners  |
| <b>6-8<br/>Intensive<br/>Reading</b> | National Geographic<br>INSIDE Text &<br>Workbook | i-Ready                                | Materials Aligned to FS and CRRP   |

\*Advanced Courses will be offered depending on

the need of the student population.

**Writing**—The writing standards focus mainly on text types, responding to reading, and research. To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. The expectation is that students learn to appreciate that a key purpose of writing is to communicate clearly to an external audience and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. It is also important that students develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, teachers will be expected to provide students significant opportunities and time and to writing, producing numerous pieces over short and extended time frames throughout the year.

**Primary Instructional Strategies**— Students will be required to write across the curriculum on a daily basis through the use of strategies including but not limited to reader response logs, two-column notes, perspective journal entries, completing framed paragraphs. Students writing in response to reading may include: quick-writes, mapping, brainstorming, essay questions and/or journal entries, writing a summary, a learning log entry, writing peer responses. Writing before,

during, and after the main story selection from the state adopted text will provide systematic, explicit writing instruction and ample practice in spelling, grammar, usage, and mechanics daily. Conventions (capitalization, spelling, word usage, grammar and punctuation) will be emphasized at the start of the school year and continue through to the end of school.

Other primary instructional strategies include: **Kinesthetic Aids**- Prewriting and organizational skills are taught through the use of a graphic organizers; **RACE** -(restate, answer, cite and explain) responses will be expected from students to instill the need for evidence-based answers in alignment with the requirements outlined in the FSA writing rubrics; **RAFT** - essay writing that includes a role, audience, format and a topic, plus a strong verb; **SPADE** (*Survey, Predict, Annotate + Analyze, Additional Reads, Dissect Questions, Evidence*) reading strategy for teachers to use to improve reading comprehension. This strategy directly ties to the reporting categories of the FSA. For example, during the 1<sup>st</sup> read of the Annotation & Analysis step, students are asked to determine the general meaning of the text.

**Research-Based Instructional Materials (Writing)**

| Grades | Writing Strategies/Materials  | Rationale   |                             |
|--------|---|---|-----------------------------|
| K-3    | Six- Traits<br>Four Square<br>SPADE   | Six-Traits is used to help students recognize characteristics or “traits” of effective writing. The model has an easy-to-understand, practical vocabulary that can be adapted to fit K-5 students and a variety of modes/genres of writing. SPADE directly ties to FSA reporting categories.  |                             |
| 4-5    | Wordly Wise<br>Four Square<br>FSA Writing Rubrics for Informative and Opinion Writing, specifically in grades 4-5   | Four-square can be applied for the narrative, descriptive, expository and persuasive forms of writing. The Model serves as a foundation for preparing students for evidence –based writing required by FSA writing assessment.  |                             |
| 6-8    | <i>SpringBoard (Writing Workshops)</i><br>McDougal Littel<br>FSA Writing Rubrics for Informative and Argumentative Writing, with emphasis in keyboarding skills | <i>SpringBoard's</i> vertically articulated writing program prepares students to exceed the writing performance expectations outlined Florida Standards writing strand<br><br>The use of technology in the writing process will enhance the program, as students edit, revise, publish and present their work using technology resources. | In grades K-5 students will |

receive 150  
minutes of

weekly instruction with a minimum of 30-minute instructional blocks. For Advanced Classes in 6-8: *SpringBoard* activities and Writing Workshops will deepen students' knowledge of writing process, types, and purposes so that students can produce clear and coherent writing ready for publication. The Embedded Assessments and Writing Workshops provide a comprehensive writing curriculum to foster effective teaching and learning to ensure that all students are prepared for the writing demands of high-stakes state assessments, Advanced Placement courses and exams as they progress unto high school.

### **Mathematics Curriculum**

Through a rich Mathematics curriculum, the school aims to develop students' mastery of mathematical concepts as well as their ability to engage mathematics to reason, communicate, and problem solve making them able to remain competitive in an ever changing, fast-paced and technology-rich society. The cultivation of these skills will help students develop numerical literacy, wherein they will have acquired the mathematical knowledge, problem solving ability, and communication skills required to excel at or above grade level expectations. The School will also utilize the Broward County Mathematics Plan for essential information. The Plan also assists the teacher with designing and implementing lessons that teach to the student's natural learning cycle.

**Instructional Strategies**—This will provide for reinforcement of mathematical terminology, real world applications of mathematical concepts, and organization/visualization of mathematical concepts (e.g. word walls, journals for hypothesizing and/or subsequent reflection of mathematical conclusions, graphing software, etc.)

*Differentiated Instruction through Math Centers:* The number of students in each group may vary based on understanding of concept. If a student is struggling with daily concept the teacher may provide scaffolding and support through:

- **Reteach** – worksheets or use of manipulatives for better understanding
- **Enrichment**- teacher provides worksheet or project that "level up" concept
- **i-Ready** – teacher can assign a lesson allowing for students to practice a concept

Mathematics "print rich environment" - math word walls and bulletin boards will reflect taught and current mathematics topics. Other instructional strategies include:

- *Active Participation:* Active participation is key in mathematics. There are various strategies that support active participation in the classroom. In the middle school grades, giving students each a mini-dry erase board so they can work out problems and then hold it up for review. At the elementary level this may look like big 8x10 digit cards that students hold up as a problem is given. Kahoot!, a game-based learning platform, is also used to make learning fun while students answer questions through electronic devices that then computes onto the classroom Smart Board.
- *Think-Pair-Share:* This strategy gets students to think critically, and use each other as resources before going to the teacher. Students will think independently about the answer to a question they were prompted with. After, students share their response with a partner. They have an opportunity to discuss whether their answers agreed or if one or both need to go back to the drawing board. Next, they share responses with the entire class.
- *Think-alouds:* using explicit explanations of the steps of problem solving through teacher modeling metacognitive thought. Often students see a problem and hear the answer but don't know what happened in between. When a teacher works through what is going on in his/her brain as a problem is solved, students can begin to fill in the gaps. Students are also

required to ‘think aloud’ when explaining their answers for the teachers and students to understand where the mistake took place or to verify that he or she is using the right process to come to the answer.

- *Graphic organizers*: visual displays to organize information into things like trees, flowcharts, webs, etc. These help students to consolidate information into meaningful whole and they are used to improve comprehension of stories, organization of writing, and understanding of difficult concepts in word problems.
- *Student-generated word problems*: students create word problems for a specific math skill. Through the construction of a problem, students learn what to look for when solving word problems they are assigned. It also makes mathematics relevant to the students’ own lives.

**Placement & Courses**— In grades K-5, students will receive 60 minutes of consecutive, and uninterrupted, daily instruction in mathematics following district pacing guides. In grades 6-8, the school will follow the state course descriptions for the following courses to be offered in grades 6-8. The purposes of these courses are to provide instruction and promote academic excellence in basic mathematic skills, geometry, algebra, problem solving, and mathematical reasoning. The skills covered will prepare students for FSA and EOC, as well as promote student success for the real world work environment. The following is a list of Mathematics courses that the School plans to offer in accordance with student need and interest:

| <b>6<sup>th</sup> – 8<sup>th</sup> Grade Mathematics Courses</b> |
|--|
| <b>Course Name</b>   |
| <b>6th grade</b>   |
| M/J Intensive Mathematics Grade 6*                               |
| M/J Grade 6 Mathematics  |
| M/J Grade 6 Mathematics Advanced                                 |
| <b>7th grade</b>   |
| M/J Intensive Mathematics Grade 7*                               |
| M/J Grade 7 Mathematics  |



|                                    |
|------------------------------------|
| M/J Grade 7 Mathematics, Advanced  |
| <b>8th Grade</b>                   |
| M/J Intensive Mathematics Grade 8* |
| M/J Grade 8 Pre-Algebra            |
| Algebra I Honors**                 |
| Geometry Honors**                  |

\*Students at risk of not meeting academic requirements: All FSA Level 1 and 2 students will be required to enroll in an M/J Intensive Mathematics in addition to core Course.

\*\* Senior High School Credit(s) for Students in Grades 6, 7, and 8: students are required to adhere to End of Course requirements as per FLDOE. Middle grades students enrolled in Algebra I Advanced must pass the EOC assessment to earn a standard high school diploma.

*Students in need of Intervention/Remediation* - In the Middle School students will have one of their electives replaced with a required Intensive Mathematics class if scores require it. The intensive class will support the regular class; Teachers of the regular classes will provide data to the intensive teacher to cover topics that students didn't master. i-Ready will consist of 45 minutes weekly and as home learning. In addition to time during school hours for intervention, students will participate in afterschool and Saturday tutorial sessions.

*Advanced:* The School will also address the needs of advanced learners at all grade levels, via rigorous and relevant coursework offered to students, who by virtue of outstanding abilities, are capable of high performance and require a variety of educational programs beyond those normally provided by the regular school program in order to realize their contributions to self and society. Students in grades 6-8 may enroll in selected senior high school courses for the purposes of pursuing a more rigorous program of study. Grades 6-8 students taking any course designated as a grade 9-12 course will receive high school credit and meet middle grades subject area requirements upon receiving a passing course grade and meeting requirements related to statewide, standardized EOC assessment.

| <b>Research-Based Instructional Materials (Mathematics)</b> |             |                                   |                         |
|---|-------------|-----------------------------------|-------------------------|
| <b>Grades</b>   | <b>CORE</b> | <b>Supplement/<br/>Technology</b> | <b>Rationale</b>        |
|   |             |                                   | Materials Aligned to FS |

|  |   |  |  |
|--|---|--|--|
| <p><b>K-1</b></p>                          | <p><i>Go Math</i><br/>(FL edition)</p>  | <p>i-Ready<br/>Think Central</p>   |  |
| <p><b>2-5</b></p>                          | <p><i>Go Math</i><br/>(FL edition)</p>  | <p>Reflex Math (fluency)<br/>i-Ready<br/>Gizmos (grades 3-5)<br/>Think Central</p> | <p><i>Go Math</i> provides multiple resources for all learners: Grab and Go Math Centers, access to ThinkCentral a technology resource, intervention books for students working below level, enrichment books and hands on activities<br/><br/>Reflex – Math Fluency</p> |
| <p><b>6-8</b></p>                          | <p>Carnegie Learning Courses 1-3<br/><br/>Skills Practice</p>   | <p>Carnegie Online (DI)<br/>Khan Academy</p>                                       | <p>Carnegie is aligned to FSA. Technology component mirror FSA testing. Personalized student-centered instruction. Students must explain how they arrived at the Answer rather than just providing answer.</p>   |
| <p><b>6-8</b><br/><br/><b>Advanced</b></p> | <p>Carnegie Learning Courses 2-3<br/><br/>Algebra 1: Gold Series<br/><i>Prentice Hall</i><br/><br/>Geometry: Discovering Geometry</p> | <p>Carnegie Online (DI)<br/>Khan Academy<br/>Algebra Nation</p>                    | <p>Aligned to FSA. Technology component mirror FSA testing. Personalized student-centered instruction. Students must explain how they arrived at the Answer rather than just providing answer.</p>   |
|  |   |  | <p>Text is aligned with Standards for Mathematical Practice; robust online interactive tools which keeps students engaged;</p>   |

|   |  |                           |   |   |
|---|--|---------------------------|---|---|
| <p><b>6-8</b></p> <p><b>Intensive</b></p> | <p>McGraw Hill Math Courses 1-3</p> <p>Textbooks and Student Workbooks</p> | <p>i-Ready</p> <p>IXL</p> | <p>focuses on developing critical thinkers in the world of mathematics.</p> <p>iReady provides a personalized student instruction targeted to student's unique areas of needs. This program allows students of all levels to be successful, which is why it is a great response to intervention tool for students at each tier.</p> | <p>In alignment with the school district goals, Somerset's science curriculum aims into</p> |
|---|--|---------------------------|---|---|

provide cutting edge science instruction, support and resources that can be used to incorporate hands-on, inquiry-based science that provides opportunities for students to learn through discoveries and rigorous and relevant activities. Teachers will utilize the NGSSS Standards, while incorporating test item specifications in their daily lesson plans. Students will participate in weekly hands-on science investigations, exposing students to the scientific process and scientific thinking. Teachers will provide opportunities for emphasis on text-specific complex questions, and give emphasis on student's supporting answers based upon evidence from text, and provide extensive research and writing opportunities throughout each of the science courses.

**Instructional Strategies**—Teaching scientific literacy skills and processes does not have to occur separate from the teaching of content. Teachers at the School will develop lessons using strategies that incorporate the following Essential Science Components<sup>[1]</sup> *Preparing Students for Learning and Prior-Knowledge Assessment*: “frontloading” to elicit prior knowledge related to real-life experiences and applications. Strategies: Using graphic organizer, Concept Mapping, KWL, showing a video clip, conducting a demonstration, using literature. *Developing Active Learners*: Providing opportunities for students to construct their own understanding. These situations should require students to organize, classify, interpret, and draw conclusions about real-life mathematical and scientific problems. Strategies: Posing open-ended questions, real-life scenarios to solve, or situations requiring higher order thinking skills. *Differentiated Instruction*: Strategies: Using scientific laboratory equipment, hands-on activities, and technology-based activities; *Integrated Teaching*: Strategies: Posing authentic problems to solve; bridging and activities that involve students in critical thinking, process skills, and product development; CRISS strategies for math and science; *Critical Thinking and Higher-Order Questioning*: Teachers will encourage students to pose their own questions, evaluate the information presented, and make informed decisions about the information. Examples would include, “How would you solve a similar situation?” or “What criteria would you use to ...?” Strategies: Elaborating, analyzing, hypothesizing, and evaluating; *Continuous Assessment of the Learning*: Strategies: Using performance tasks, essays, portfolios, video presentations, and demonstrations.

**5E’s Instructional Model**

*Engagement* - Teacher engages students with scientific questions and/or defining problems about an event or phenomenon; Learner engages in scientifically oriented questions

*Explanation* - Teacher guides students to analyze and interpret data, synthesize ideas, build models and explain their conceptual understanding of scientific knowledge; Learner analyzes and interprets data, synthesizes ideas, build models and formulates explanations from evidence

*Exploration*- Teacher guides students to explore science concepts through hands-on experiences, formulate and test hypotheses, and solve problems; Learner gives priority to evidence in responding to questions

*Extension/Expansion/Elaboration*: Learner connects explanations to scientific knowledge - Learner communicates and justifies explanations

*Evaluate* (ongoing throughout the 5E's Cycle): Teachers will assess student learning through one or more of the following: observations, whole group open forums, Science Journaling, Inquiry-based labs, etc.; Students answer questions, pose questions, and evaluate own understanding of the concepts explored

**Science Lesson Plan Framework using 5E Model should consist of**

- 15 minutes- Teacher guided Engagement
- 30 minutes- Group Instruction (Explore and Explain)
- 15 minutes (Elaborate and Evaluate)

**Placement— Courses**—Students in grades K-1 will receive 60 minutes per week of science instruction, while students in grades 2-5 will receive 150 minutes per week of science instruction. This instruction will include a block of scientific investigations using the inquiry approach (science lab) at minimum once a week. In grades 4-8, students will be encouraged to participate in Science Clubs where they will be able to explore and investigate the steps to the scientific method. Students will be required to successfully complete three annual middle school science courses in grades 6-8:

**6<sup>th</sup> – 8<sup>th</sup> Grade Science Courses**

**6th grade**

M/J Comprehensive Science 1

M/J Comprehensive Science 1, Advanced

**7th grade**

M/J Comprehensive Science 2

M/J Comprehensive Science 2, Advanced

Physical Science Honors\*

|                                       |
|---------------------------------------|
| <b>8<sup>th</sup> grade</b>           |
| M/J Comprehensive Science             |
| M/J Comprehensive Science 3, Advanced |
| Physical Science Honors*              |
| Biology 1 Honors*                     |

\*Senior High School Credit(s) for middle grade students - Students are required to adhere to End of Course requirements for Biology, as stated by the Florida Department of Education.

Additionally, the School will include the following topics in the Science curriculum:

- Comprehensive Health Education (6-8)
- Human Growth and Development (6-8)
- Sexually Transmitted Diseases - including HIV/AIDS Education (6-8)
- Substance Abuse Education (Health, grades 6-8)

**Research-Based Instructional Materials (Science)**

| <b>Grades</b> | <b>CORE</b>            | <b>Supplement/<br/>Technology</b>  | <b>Rationale</b>  |
|---------------|------------------------|--|---|
|               |                        |  | All Materials Aligned to NGSSS  |
| <b>K-5</b>    | Harcourt <i>Fusion</i> | Zaner-Blossser<br><i>I Read to Write</i><br><i>Science Weekly</i><br>Brain Pop<br>Gizmos<br><i>Think Central</i><br>Project Lead the Way | <i>Fusion</i> provides informational texts along with many hands-on labs. Teachers and students have access to <i>ThinkCentral</i> , which provides interactive labs. |

|                                |  |  |  |
|--------------------------------|--|--|--|
| <p><b>6-8</b></p>              | <p>Pearson<br/><i>Interactive Science FL</i></p>   | <p>Brain Pop<br/>Gizmos<br/>Project Lead the Way</p>                 | <p>Program provides a variety of interactive tools to help support, extend, and enrich classroom instruction.</p>  |
| <p><b>6-8<br/>Advanced</b></p> | <p>Pearson<br/><i>Interactive Science FL (pacing Adv)</i><br/><br/>Physical Science: <i>CPO Science</i><br/><br/>Biology:<br/>Pearson<br/>Prentice Hall<br/><i>Miller &amp; Livine Biology</i></p> | <p>Khan Academy<br/><br/>Brain Pop<br/><br/>Project Lead the Way</p> | <p>Interactive Science embodies the 21<sup>st</sup> century learner by infusing the core subjects and themes throughout the program; provides continuum of accelerated intervention strategies<br/><br/>CPO Science- rich in STEM connections and aligned with NGSSS<br/><br/>Biology- state adopted text that will prepare students for Biology EOC</p> |

Additional Science

instructional materials will be gathered for lesson plans using the following resources: Florida Association of Science Teachers; Science FCAT 2.0 Test Item Specifications and Resources; National Institute for Science Education; National Science Teachers Association.

**Social Science Curriculum**

The School will deliver a Social Science curriculum that will prepare students to achieve mastery of Social Science NGSSS as well as content area literacy standards for all grades. Social Science education will promote loyalty and love of country and community, and it will prepare students to participate intelligently in public affairs. Its component disciplines foster in students the knowledge and skills needed to understand current political and social issues. Social Science education will provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond their borders. The comprehensive Social Science program will emphasize content, concepts, and skills from the social sciences, the humanities, and, where appropriate, mathematics, and the natural sciences.

Among the many goals of the program, the school aims to encourage students' civic responsibility; promote high expectations for all students; promote understanding of social, political, and economic institutions (when appropriate and relative); encourage student involvement in community service; focus on the identification of the potential solutions to local, national, and world problems.

The school will use District suggested pacing guides for K-8 to support mastery of NGSSS-SS and CCSS and incorporate the following topics in the Social Science curriculum:

- African-American History & Holocaust Education (K-8)
- Hispanic & Women’s Contributions to the United States (K-8)
- Sacrifices made by veterans in protecting democratic values (K-8)
- History and content of the Declaration of Independence and the U.S. Constitution (K-8)
- History of the State (K-5) & Florida History, Government, and Geography (6-8)
- “Celebrate Freedom Week” Instruction - shall be in accordance with Florida Statutes and district guidelines.
- Digital Citizenship, Multicultural education & Character Education (K-8)
- Economic Education (6-8)
- History of the U.S., including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the U.S. to its present boundaries, the world wars, and the civil rights movement to the present (Grade 8)
- Bullying Curriculum (K-8)
- Sexting Curriculum (6-8)

### Instructional Strategies—

- **Use visuals** such as graphs, maps, information and digital materials (google earth) in social science instruction. The School will also use Newspapers as a literacy enrichment supplement and to incorporate data analysis daily by means of graphs and charts and will integrate Reading and Writing strategies within the Social Science Content using Literacy Standards for Social Science.
- **Claim Evidence Reasoning (C-E-R)** - requiring students to state a **claim** (may be in response to a question); to provide **evidence** to support the claim, and state a **reason** why the evidence answers the question.
- **Inquiry-based learning** – through primary sources of information - allowing students to: **Connect:** to prior knowledge, interpreting and questioning an information source; **Wonder:** develop focus questions to guide their inquiry investigations; **Investigate:** use a combination of primary and secondary sources to pursue their questions in depth; **Construct:** organize and draw conclusions from the information to confront conflicting ideas and form and defend their evidence-based opinions; **Express:** develop a product to demonstrate their new understandings and share with others, they solidify their own learning; and **Reflect:** think about what they have learned about the topic or idea and about inquiry itself.
- **History Labs:** require in-depth learning and thinking on the part of the student guided by an essential question, analysis of primary or secondary source documents, and ending in a rigorous writing assignment or other rigorous learning task. History/Social Science labs ensure that engaging lessons are designed to increase student skill level in interpreting documents.
- **Stimuli Based Instruction** – using primary or secondary sources of information, emphasizing content/skills explicitly stated in standards/benchmarks, to increase student content knowledge, analytical skills, and engagement (e.g., political cartoons, graphs, quotes, etc.)
- Use of Item Specifications for Civics EOC to guide instruction

**Infusing Literacy skills:** Teachers will incorporate reading comprehension strategies, including vocabulary, into their lessons. Reading Comprehension strategies such as monitoring comprehension, connecting, questioning, visualizing, inferring, determining importance, and summarizing with emphasis on vocabulary will be incorporated in the delivery of social science curriculum. Students will also familiarize themselves with major newspapers (*USA TODAY, New York Times, Washington Post*)

**Placement & Courses** — Grades K-1 will receive 60 minutes per week of social science instruction, while grades 2-5 will receive 120 minutes per week. Students in grades 6-8 will follow

the progression of courses below. The school will also incorporate district-published lesson plans and resources with assessments aligned to tested End of Course Exam Benchmarks in order to maximize opportunities for students to master tested content. The content in these courses will also allow for students to master such skills, including but not limited to: Analyzing primary and secondary sources of information; Interpreting trends in government that span across multiple time periods; Evaluating Civics from political, economic, and social perspectives; Understanding, evaluating, and interpreting graphic information (e.g., from charts); Drawing conclusions from multiple pieces of complex information; Researching and writing about important historical tie periods; Understanding and being able to explain the meaning of political cartoons.

Students will be required to successfully complete three credits of Social Science as follows:

|   |
|---|
| <b>6<sup>th</sup> – 8<sup>th</sup> Grade Social Science Courses</b> |
| <b>6th grade</b>  |
| M/J World History   |
| M/J World History Advanced  |
| <b>7th grade</b>  |
| M/J Civics*   |
| M/J Civics Advanced   |
| <b>8th grade**</b>  |
| M/J US History  |
| M/J US History Advanced   |

| <b>Research-based Instructional Materials (Social Science)</b> |             |                    |                  |
|--|-------------|--------------------|------------------|
| <b>Grades</b>  | <b>CORE</b> | <b>Supplement/</b> | <b>Rationale</b> |



|  |   | <b>Technology</b>   |   |   |
|--|---|---|---|---|
| <b>K-1</b>   | <b>McGraw-Hill Florida Social Studies: Living, Learning and Working Together</b>    | Safari  | Provides standards-based content derived from the latest research; involves reading in every lesson and instills citizenship through real life models |   |
| <b>2-5</b>   |   | Discovery Education<br>Zaner-Blossser<br><i>I Read to Write</i> |   |   |
| <b>6 History</b><br><br><b>Regular</b><br><br><b>Advanced</b>    | <b>McGraw-Hill World History</b>  | Khan Academy  | Standards-based district adopted materials aligned to FS/NGSSS  |   |
| <b>7 Civics</b><br><br><b>Regular</b><br><br><b>Advanced</b>     | <b>McGraw Hill Civics, Economics, and Geography Florida Edition</b>                 | Khan Academy  | Standards-based district adopted materials aligned to FS/NGSSS  |   |
| <b>8 US History</b><br><br><b>Regular</b><br><br><b>Advanced</b> | <b>McGraw Hill Discovering Our Past: A History of the United States-Early Years</b> | Library of Congress Primary Sources<br>PBS Website              | Standards-based district adopted materials aligned to FS/NGSSS  | <i>B. If the curriculum is fully developed,</i> |

summarize curricular choices (e.g. textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence [2] for each core subject for each division (elementary, middle, and high school) the school would serve.

The curricular choices by core subject and rationale for each are described in the Tables for each Core Subject in Section 4A above. **See Attachment C - Sample Course Scope and Sequence**

Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school's reading curriculum as Attachment D.

The school will adopt the Sponsor's Comprehensive Research-Based Reading Plan (CRRP) in making reading/literacy a primary school-wide focus. The CRRP includes strategies for students who are reading at grade level or higher and, independently, or below grade level (**See Attachment D - Reading Curriculum**)

In accordance with the district's K-12 Comprehensive Research-Based Reading Plan, the school will ensure that:

- Leadership at the school level is guiding and supporting the reading initiative.
- The analysis of data drives all decision-making.
- Professional development is targeted at individual teacher needs as determined by analysis of student performance data.
- Measurable student achievement goals are established and clearly described.
- Appropriate research-based instructional materials and strategies are used to address specific student needs

*C. If the school will adopt or develop additional academic standards beyond those mandated by the state, explain the types of standards (e.g., content areas, grade levels). Describe the adoption or development process. Select one grade level and subject area as an example and explain how these additional standards exceed required standards and contribute to meeting the mission of the school.*

N/A

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

Somerset used research-based programs and state adopted textbooks to develop the curriculum, as further described under each respective subject area above in the curriculum tables in Section 4A above. These resources and instructional materials are currently being used at other Somerset schools throughout Broward County, and served as the foundation materials to develop the curriculum. These materials have been approved by the FLDOE and the Sponsor for use as applicable to each course and grade level. The District Pacing Guides also contain approved instructional resources and technology that assist students in mastering the Florida Standards/NGSSS. For example, Houghton Mifflin Harcourt **Journeys**, **the district approved researched-based Core Reading Program in K-5 uses** a rich range of diverse print and digital media and provides the instructional support and materials to teach to the rigor, intent, and depth of the new Language Arts Florida Standards (LAFS). The program provides support for: building a strong reading foundation, accessing complex text, finding and using text evidence, engaging in collaborative conversations, and writing to sources. Somerset ensures that all courses are delivered with integrity to course content outline and that material is taught sequentially, consistently and in a challenging format, and that teachers cover concepts and utilize materials that are appropriate for mastery of FS/NGSSS.

Additional Science foundation materials using the following resources: Florida Association of Science Teachers; Science FCAT 2.0 Test Item Specifications and Resources; National Institute for Science Education; National Science Teachers Association

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

### **Grades K – 5 Special Areas**

**Health, Physical Education, and Safety** - The P.E. program will consist of a standards based, balanced, sequential and progressive program-involving moderate to vigorous physical activity. It

always strives to be in step with the current practices and procedures in education and to contribute to the all-around development and education of students. This course also focuses on Health. Students are taught not to take their health for granted, but rather to develop habits of health that contribute to the continued good functioning of the body. The School will be designated a “Drug Free School Zone” and a smoke-free worksite.

In grades K-5, the Physical Education program will consist of the required 150 minutes of PE per week for grades K-5, will incorporate these components and will communicate knowledge, offer group experiences, teach the joy of effort and achievement, and build lasting recreational interests.

In Grades 6-8, the equivalent of one class period per day of physical education for one semester of each year is required. This requirement shall be waived for a student who meets one of the following criteria: the student is enrolled or required to enroll in a remedial course; the student’s parent indicates in writing to the school that: 1) the parent requests that the student enroll in another course from among those courses offered as options by the school district; i.e. art, music, language, etc. OR 2) the student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement; i.e. afterschool sports, dance classes, physical activity as part of an after school program, etc.

**6<sup>th</sup> – 8<sup>th</sup> Grade Physical Education Courses**

M/J Comprehensive PE I

M/J Comprehensive PE II

M/J Comprehensive PE III

M/J Dance I

M/J Dance II

M/J Dance III

**World Language** - In grades K-5, up to 150 minutes weekly of World Languages (Spanish) or Home Language Arts - (Spanish-S). The School will focus on developing students’ understanding of international and cross-cultural issues as well as their ability to communicate in more than one language. Thus, the school will implement Spanish as a foreign language program for non-speaking and Spanish-speaking students in grades K-5.

In grades 6-8 the following courses will be offered as applicable to the student:

---

**6<sup>th</sup> – 8<sup>th</sup> Grade World Language Courses**

M/J Spanish, Beginning (Non-Speakers)

M/J Spanish, Intermediate (Non-Speakers)

M/J Spanish, Advanced (Non-Speakers)

M/J Spanish for Spanish Speaker Beginning

M/J Spanish for Spanish Speaker Intermediate

Spanish for Spanish Speaker Advanced

Spanish for Spanish Speaker I ( High School Credit)

Spanish 1 (Non-Speakers) (High School Credit)

**Music** – The music curriculum includes both vocal and instrumental music.

Teacher will introduce students to both skills and knowledge of various genres. Skills and techniques will be developed throughout all grade levels and will focus on music instruction in skills and techniques involved in singing and playing instruments, practice in musical interpretation, and training in creative expression. The classroom teacher will also integrate music into core subject areas whenever possible and applicable. In grades 6-8, student will choose from the list of electives.

**Art** --The Art curriculum includes planning, developing, and implementing the fine arts as outlined in the Standards. The school will emphasize the interdisciplinary connections between Art and the core subjects. Authentic assessment is one of the focal points of the curriculum and will be implemented through a series of community based art experiences, festivals and art exhibitions. The classroom teacher will also integrate art into core subject areas whenever possible and applicable. In grades 6-8, student will choose form the list of electives.

**Grades 6-8:** There will be two annual elective courses at each grade level. *For ELL* students' only one elective course is allowed since the second elective is the required M/J Developmental Language Arts through ESOL. The School may establish appropriate requirements greater than prescribed district requirements, subject to the approval of the Governing Board.

**6<sup>th</sup> – 8<sup>th</sup> Grade Other Elective Courses**

M/J Two-Dimensional Studio Art 1

M/J Two-Dimensional Studio Art 2

M/J Two-Dimensional Studio Art 3

M/J Band 1

M/J Band 2

M/J Chorus 1

M/J Chorus 2

M/J Theatre 1

M/J Theatre 2

M/J Creative Writing

M/J Journalism I (Newspaper)

M/J Journalism II (Newspaper)

M/J Research 1 (Robotics)\*

M/J Research 2 (Robotics)\*

M/J Research and Critical Thinking (Project Lead the Way)\*

**STEAM initiatives** – The school plans to offer STEAM education programs through elective courses that empathize STEAM practices in order to prepare students for the challenges of tomorrow. Middle school students can choose STEAM initiatives courses including any of the

Arts courses (including Art, Music, Dance, etc.) and/or the following science focused courses:

- **Robotics Courses** (M/J Research 1 and 2): Student can also chose the Robotics elective course where they will use LEGO MINDSTORMS EV3 program to build, program and command their own robots. Robotics courses feature teaching software, programming, writing code, and program building. In the robotics program, students are provided with real-world problems, which they need to solve by using critical thinking to design and program their own robots. They learn to collaborate with peers to explore solutions, work through robotics programming and design phases, create and evaluate their models. Students also learn to document their research and findings just as an engineer would in the real word.
- **Project Lead the Way** - Project Lead the Way provides transformative learning experiences for K-12 students and teachers across the U.S. We create an engaging, hands-on classroom environment and empower students to develop in-demand knowledge and skills they need to thrive. We also provide teachers with the training, resources, and support they need to engage students in real-world learning. Middle school students will be participating in courses in 3D Design and Modeling, Robotics, and Computer Science.

**The Robotics & Coding Club** will be an extra-curricular activity offered twice a week after school. The club will allow students to explore real-world scientific concepts through research, teamwork, construction, and imagination as students prepare for local and state competitions

*F. Discuss the system and structures the school will implement for students at risk of not meeting academic requirements or of dropping out.*

Refer to *Section 3E* for detailed supports and services the school will implement for students at risk of not meeting academic requirements. The school's mission is to maximize learning for all students by providing a setting wherein all students benefit from the curriculum, including students with special needs and/or students who enter the school below grade level. Sections 4 above details specific strategies to be implemented in each content area to support varying leanings styles. Teachers will differentiate instruction as necessary to ensure all students remain successful and provide specific services and interventions required by the MTSSS/Rtl process and/or a student's IEP or ELL plan as applicable. Students not making adequate progress towards the Florida Standards will be identified MTSSS/Rtl and given specific interventions. Student performance will be continuously assessed as described in the *Section 5* below and those students consistently demonstrating non-mastery of Benchmarks on teacher-generated assessments, chapter tests, i-Ready and Mid-Year assessments will be targeted for supplemental and intensive instruction/intervention. Reading strategies in the content areas will be provided to students in addition to those taught during language arts classes. Daily pullout and afterschool tutoring may be required for those students consistently demonstrating non-mastery. Each class will attend group sessions using computer lab at least once a week wherein technology resources and supplements will be used in addition to classroom use.

---

[1] *Science Leaders Handbook* - Division of Mathematics, Science, and Advanced Academic Programs Science Department

[2] Do not include a course code directory.

## Attachments

### Section 4: Curriculum and Instructional Design

|     |   |                                  |                   |
|-----|---|----------------------------------|-------------------|
| 4.1 | <a href="#">Section 4 - Project and Problem Diagram from hard copy text</a> | May, Bonnie, 2/6/18 11:22 PM     | DOCX / 133.038 KB |
| 4.2 | <a href="#">Attachment FF</a>   | Hernandez, Kevin, 2/5/18 5:31 PM | PDF / 1.141 MB    |
| 4.3 | <a href="#">Attachment D</a>  | Hernandez, Kevin, 2/5/18 4:46 PM | PDF / 1.186 MB    |
| 4.4 | <a href="#">Attachment C</a>  | Hernandez, Kevin, 2/5/18 4:46 PM | PDF / 2.756 MB    |
| 4.5 | <a href="#">No Title</a>  | May, Bonnie, 2/1/18 12:17 AM     | DOCX / 133.038 KB |

## 5. Student Performance

### Section Evaluation

– No Final Rating –

Meets the Standard Adrienne Reynolds, 3/1/18

## Section 5: Student Performance

### Performance Goals

- A. *Describe the expected incoming baseline of student academic achievement of students who will enroll in the school. Based upon the expected incoming baseline performance, describe the school’s goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Describe how the school’s academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the desired overall results to be attained through instruction.*

The School’s educational goals for improving student achievement each year aim to increase student proficiency from year to year, remain competitive with district/state achievement targets, and increase student performance and learning gains annually. The following performance goals were developed with the rationale of reaching the average proficiency levels of the Somerset Academy K-8 school model as compared to district averages.

Somerset Academy schools are currently yielding higher proficiency rates compared to the District’s area schools, while serving higher rates of minority and economically disadvantaged student populations. Thus, by replicating and implementing the same best practices and curriculum in serving the target student population, the School expects to have a similar and/or higher rate of academic growth and improvement as the Somerset schools beyond the first year of inception.

\* Source:

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2017.stml#AR>

**Kindergarten through 2<sup>nd</sup> Grade Reading/Math**

**Baseline:** Baseline scores in grades K-2 will be determined using the i-Ready Diagnostic assessments administered in Aug/Sept.

**GOAL:** 80% of students in grades K-2 will have made learning gains in Reading and Mathematics as measured by results on i-Ready Diagnostic (pre and posttests) administered in the fall and spring of the 2019 school year.

Below is the i-Ready growth expectations by points for all students who are on grade level.

|         | Grade K | Grade 1 | Grade 2 |
|---------|---------|---------|---------|
| Reading | 46-60   | 46-60   | 39-52   |
| Math    | 32-41   | 30-39   | 27-36   |

**Third through 8<sup>th</sup> Grade:**

Incoming Baseline of student academic achievement – The expected incoming baseline for grades 3-8 in Year 1 was determined using the Sponsor’s average performance of students in the District for the 2017 assessment year. The rationale is that the School’s incoming students are presumed to be representative of the demographics of District. Due to the fact that the incoming baseline projected here may not actually be the exact student population in year 1 of the school, the goals and projections below establish the basis for academic growth and improvement that students are expected to show each year but will be realigned once the school collects actual baseline data after the first year of operation.

**ELA**

**Baseline:** 55% - District Grade 3-8 FSA ELA Average

**GOAL :** At least 65% of students in Grades 3-8 will score a level 3 or higher in ELA, as evidenced by scoring a level 3 or higher on the FSA ELA within the first year of operation. In years 2 through 5, the cohort will grow 2% annually.

**Rationale:** 72% of Somerset Academy students in grades 3-8 scored proficient or higher on the FSA ELA during the 2017 testing year.

**Mathematics**

**Baseline:** 60% - District Grade 3-8 FSA Mathematics Average

**GOAL:** At least 65 % of students in grades 3-8 will score a level 3 or higher in Mathematics, as evidenced by scoring a level 3 or higher on the Florida Standards Assessment (FSA) in Mathematics within the first year of operation. In years 2 through 5, the cohort will grow



2% annually.

**Rationale:** 74% of Somerset Academy students in grades 3-8 scored proficient or higher on the FSA Mathematics during the 2017 testing year.

### Science

#### **Grades 5 and 8**

**Baseline:** 49% District NGSSS Science Assessment Average

**GOAL: At least 60% of students in grades 5 and 8 will score a level 3 or higher in Science**, as evidenced by scoring a level or higher on the Statewide Science Assessment Science within the first year of operation. In years 2 through 5, the cohort will grow 2% annually.

**Rationale:** Somerset schools achieved 54% proficiency during the 2017 testing year.

### Learning Gains

**GOAL: At least 65% of students in grades 3-8 will make learning gains on FSA ELA and at least 60% of the lowest 25% of the students will make learning gains by:** Improving one or more achievement levels from one year to the next; or Level 1 and 2 students increasing their score from one subcategory to a higher subcategory; or Level 3-4 students maintaining a Level 3 or 4 and improving their score by at least 1 point from one year to the next; or Level 5 students: Maintaining a level 5 from one year to the next.

**GOAL: At least 65% of students in grades 3-8 will make learning gains on FSA Mathematics and at least 60% of the lowest 25% of student will make learning gains by:** Improving one or more achievement levels from one year to the next; or Level 1 and 2 students increasing their score from one subcategory to a higher subcategory; or Level 3-4 students maintaining a Level 3 or 4 and improving their score by at least 1 point from one year to the next; or Level 5 students: Maintaining a level 5 from one year to the next.

### **Civics**

**Baseline:** 70% -District NGSSS Civics EOC % Level 3 or Above

**GOAL: At least 75% of 7<sup>th</sup> grade students will score a level 3 or higher in Social Studies**, as evidenced by scoring a level 3 or higher on the **Civics EOC** Assessment in year 1 of operation and grow by a minimum of 2 percentage points annually.

*Rationale for Growth* - 75% of students at the Somerset Academy schools being replicated achieved a passing score on the Civics EOC

#### ***For middle school students enrolled in high school courses:***

**Years 2 -5:** The school's overarching goal for academic growth and improvement is to increase student proficiency from year to year towards universal mastery for all students on all grade level assessments. To achieve this, the school will set realistic AMOs targets in Year 2, based on actual student performance results of the school's population in Year Classroom-based, district-adopted and statewide assessment results will measure student

progress toward mastery of the standards across all grade levels served. Using previous year's results on all applicable assessments, the school will compare student progress from year to year to determine progress and areas of instructional focus.

### Algebra 1 EOC

**Baseline:** 92% - District FSA Algebra 1 EOC % Level 3 or Above

**GOAL: At least 94% of middle school students enrolled in Algebra 1 will score a level 3 or higher in Mathematics**, as evidenced by achieving a passing score on the **Algebra 1 EOC**. The school expects to grow by a minimum of one percentage point annually.

*Rationale for Growth:* Somerset Academy schools had an average passing rate of 100% during the 2017 testing year.

### Geometry

**Baseline:** 96% - District FSA Geometry 1 EOC % Level 3 or Above

**GOAL: At least 98% of middle school students enrolled in Geometry will score a level 3 or higher in Mathematics**, as evidenced by achieving a passing score on the **Geometry EOC**. The school expect to grow by a minimum of one percentage point annually.

*Rationale:* Somerset Academy will meet the district's achievement level

### Biology

**Baseline:** 64% -District NGSSS Biology 1 EOC % Level 3 or Above

**GOAL: At least 65% of middle school students will score a level 3 or higher in Science**, as evidenced by scoring a level 3 or higher on the **Biology 1 EOC**. The school expects to grow by 2 percentage points annually.

*Rationale:* Somerset Academy will meet and/or exceed the district's achievement level.

*B. Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.*

**GOAL:** 100% of 8<sup>th</sup> graders will take the PSAT 8-9 state assessments each year.

**GOAL:** At least 80% of parents/guardians of students enrolled at the school will indicate a high level of satisfaction with their child's schooling experience as evidenced by positive feedback on Stakeholder Satisfaction Survey administered in the second semester of the 2017 school year.

*Revising academic goals for improving student learning* – The School will establish educational goals for improving student achievement each year. These educational goals will reflect the School's commitment to continuous improvement, and will aim to increase student proficiency from year to year as well as remain competitive with district/state achievement targets. If the actual incoming baseline is substantially different than the expected baseline, the school's academic goals and objectives will be revised depending on the need for setting higher targets than expected.

*Desired Overall Results and Evaluating Success* - The school's overarching goal for academic growth and improvement is to increase student proficiency from year to year and demonstrate mastery of the Florida Standards.. To achieve this, the School will set realistic AMOs target for Year 2 based on actual student performance results of the school's population in Year 1 (as detailed above). Classroom-based, district-adopted, statewide assessments (e.g. i-Ready, MYA, FSA, FCAT Science 2.0, EOCs) and national assessments will measure student progress toward mastery of the standards, mastery of course content as outlined by the FLDOE. Using each previous year's results on all applicable assessments, the school will compare student progress from year to year to determine growth and areas in need of instructional focus. Student academic progress will be compared from quarter to quarter and from year to year as a means to determine whether students are continuously improving and making learning gains (i.e. baseline established during Year 1 will be used to determine student academic improvement in Year 2). The school will use this data to evaluate the effectiveness of the curriculum by determining the extent to which the school is meeting the Annual Measurable Objectives (AMO) each year. Data will be used to determine annual student growth and to inform stakeholders to the extent which the school's educational goals and performance standards are been met each year.

### ***Placement and Progression***

*B. Describe the school's student grade level and course placement procedures.*

The School will follow the Sponsor's Student Progression Plan (SPP) with regard to placement and promotion requirements. The school will adhere to the Sponsor's minimum promotion criteria as required for each year upon opening and annually thereafter.

**K-1 Placement:** Students must turn the age of five (5) on or before September 1st of the school enrollment year. Per 1002.69(1), F.S., children entering kindergarten will participate in the Florida Kindergarten Readiness Screener (FLKRS) within the first thirty days of the school year to assess school readiness. Grade 1 students must turn the age of six (6) on or before September 1st of the and successfully completed the kindergarten program or have otherwise met the criteria for admission or transfer in a manner similar to that applicable to other grades. The school will follow district requirements regarding out of state transfers in accordance with 1003.21(2)(a), F.S and Florida Administrative Rule 6 A.1.0985.

**Grades 2-8 Placement:** Students academic records must document/indicate successful completion of and promotion from the previous grade level. Grade placement of students registering in Broward County from within the state, other states, non-public schools, home education programs, or other countries, will be determined by the principal of the receiving school.

**Placement Decisions for SWD:** The information contained in the IEP for each student will form the basis for the placement decision. Placement decisions will be made based on each student's abilities and needs. The general education setting will be the first consideration when determining placement for SWD.

**Placement for ELLs:** Instructional time for ELLs will equal the time non-ELLs are required to participate in the regular English language arts/reading program. The courses M/J Language Arts (1, 2, and 3) Through ESOL will mirror the course descriptions for regular middle school Language Arts. In addition, students will be enrolled in a second course: M/J Developmental Language Arts Through ESOL according to ESOL level (1-4).

**Student Progression in K-5:** In accordance with the SPP, each student in grades K-5 must meet specific levels of performance in reading, writing, mathematics, science and social science for progression from one grade to another. If a student fails to meet specific levels of performance on

District and State assessments and/or if the teacher judges that the student is not proficient, the school will provide the appropriate interventions and progress monitoring through the school's MTSSS/Rtl process (see Section 4 for Interventions).

**Successful Progression - Retained 3<sup>rd</sup> Grade Students:** In accordance with Section 1008.25(7)(b), F.S., the School will provide students who were retained in grade 3 with intensive instructional services and supports to remediate the identified areas of reading deficiency which includes a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**Required Program of Study (Grades 6-8):** Students in Grades 6-8 will be required to complete the following courses:

| Grade | ELA | Ma<br>th | Social<br>Science | Science | P.E. | Electives | Total |
|-------|-----|----------|-------------------|---------|------|-----------|-------|
| 6     | 1   | 1        | 1                 | 1       | .5   | 1.5       | 6     |
| 7     | 1   | 1        | 1                 | 1       | .5   | 1.5       | 6     |
| 8     | 1   | 1        | 1                 | 1       | .5   | 1.5       | 6     |

Students will be required to be enrolled in a course, which includes the development of a personalized academic and career plan.

**Student Progression in Grades 6-8:** Teachers and administrators must consider all available data including standardized test results, progress tests, daily assignments, teacher observation, and other objective information. The student's mastery of the course content in which he/she is enrolled, as determined by the teacher, is a further condition for passing the course. As per 1003.4156, F.S., *General requirements for middle grades promotion*, in order for a student to be promoted to high school from eighth grade, the student must successfully complete the following courses:

|     |   |
|-----|---|
| ELA | 3 middle grades or higher level courses |
|     |   |

|  |   |  |
|--|---|--|
| <b>Math</b>                            | 3 middle grades or higher level courses   | <p><b>EOC/High School Credit: Algebra 1:</b> To earn high school credit for Algebra I, a student must take the Algebra I EOC assessment and pass the course. A middle grades student is not required to earn a passing score in order to earn high school credit or be promoted to high school. Performance on the Algebra I EOC assessment constitutes 30% of the student's final course grade.</p> <p><b>Geometry:</b> To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.</p> |
| <b>Social Studies</b>                  | 3 middle grades or higher level courses   | <p><b>Civics EOC:</b> Must include a civics education course. Students must pass the Civics course in order to be promoted to grade 9. Performance on EOC assessment in civics education constitutes 30% of the student's final course grade.</p>  |
| <b>Science</b>                         | 3 middle grades or higher level courses   | <p><b>EOC/High School Credit:</b> To earn high school credit for a Biology 1 course, a middle grades student must take the Biology I EOC assessment, which constitutes 30 % percent of the student's final course grade, and earn a passing grade in the course.</p>   |
| <b>P.E.</b>                            | As per 1003.455, F.S., one class period per day of physical education for one semester of each year |  |
| <b>Career &amp; Education Planning</b> | 1 course of the state-approved courses  |  |

*D. State whether the applicant intends to use the local school district's pupil progression plan. If not, explain the policies and standards for promoting students from one grade level to the next or provide the pupil progression plan as Attachment E.*

The School will use the Broward County Public School's Student Progression Plan (SPP).

*If the school will serve high school students, describe the methods used to determine if a student is satisfied the*

*requirements specified in section 1003.428, F.S., and any proposed additional requirements.*

N/A

*F. Discuss how and when promotion and graduation criteria will be communicated to parents and students.*

Somerset is committed to keeping an open line of communication between the school and the parents. At the beginning of the year promotion and applicable graduation criteria is communicated in writing to parents through the school’s curriculum bulletin. The curriculum bulletin, as well as the parent/student handbook will be given to parents at time of registration and will be shared through multiple parent orientation workshops, at open house at the beginning of each school year, and posted on the School’s website. Furthermore the school will notify parents in writing at any time during a grading period when it is apparent that the student may fail or is performing unsatisfactory work in any course, which may adversely affect the grade assignment and drop the student below a C average.

**Assessment and Evaluation**

*G. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments) including a **proposed** assessment schedule as Attachment F. Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school’s curriculum, performance goals, and state standards.*

As a public charter school, the School is also accountable to students, parents, the community and all stakeholders in its responsibility to provide an adequate and relevant education for all students. Thus, the school will participate in Florida’s statewide assessment program and will use state standardized assessment scores, and school-based and district adopted assessments to measure student progress toward mastery of FS and NGSSS across all grade levels.

The School will participate in the statewide assessment program created under section 1008.22, F.S. and comply will all applicable requirements under 1003.43, F.S. The school will adopt the Sponsor’s Assessments calendar annually (**See Attachment F**) which directly aligns with the school’s standards-based curriculum and all state and federal requirements. The School will thereby administer and use state standardized assessment and district-adopted assessments in each course offered (as required) to measure mastery of FS/NGSSS across all grade levels and monitor student performance. These assessments align with the school’s curriculum, performance goals, and state standards in that they specifically assess those benchmarks being taught as well how individual students are progressing toward mastery of the standards. They also allow the school to assess, from a school-wide perspective, how the school is progressing towards meeting AMO targets and to inform parents on whether their child is gaining at least a year’s worth of learning for every year spent in the charter school.

| Assessments |  |  |  |  |  |  |  |
|-------------|--|--|--|--|--|--|--|
|             |  |  |  |  |  |  |  |

| <b>Grade Course</b> | Science Baseline | i-Ready | MYA | ELA Writing | FSA** ELA/Math | FSA EOC | FCAT Science 2.0 | NGSS EOC | FAIR- FS or BAS             |
|---------------------|------------------|---------|-----|-------------|----------------|---------|------------------|----------|-----------------------------|
| K                   |                  | X       |     |             |                |         |                  |          | BAS                         |
| 1                   |                  | X       |     |             |                |         |                  |          | BAS                         |
| 2                   |                  | X       |     |             |                |         |                  |          | BAS                         |
| 3                   |                  | X       | X   |             | X              |         |                  |          | BAS                         |
| 4                   |                  | X       | X   | X           | X              |         |                  |          | BAS<br>(struggling readers) |
| 5                   | X                | X       | X   | X           | X              |         | X                |          | BAS<br>(struggling readers) |
| 6                   |                  | X       | X   | X           | X              |         |                  |          | FAIR<br>(FSA 1-2)           |
| 7                   |                  | X       | X   | X           | X              |         |                  |          | FAIR<br>(FSA 1-2)           |
| 8                   | X                | X       | X   | X           | X              |         | X                |          | FAIR<br>(FSA 1-2)           |
| Intensive Rdg/ Math |                  | X       |     |             |                |         |                  |          | X                           |
| Civics              |                  |         | X   |             |                |         |                  | X        |                             |

|            |  |  |   |  |  |  |   |   |  |
|------------|--|--|---|--|--|--|---|---|--|
| Algebra 1* |  |  | X |  |  |  | X |   |  |
| Geometry*  |  |  | X |  |  |  | X |   |  |
| Biology*   |  |  | X |  |  |  |   | X |  |

For all current ELLs: ACCESS for ELLs 2.0 (grades K-8)

\* For 6-8 graders enrolled in high school courses

\*\* For eligible SWD: Florida Standards Alternate Assessment (Grades 3-8)

**Baseline and Interim Assessment** include a school-based assessment

for Kindergarten upon registration and i-Ready Diagnostic screening to establish baseline at the beginning of the school year (K-8) in Reading and Mathematics and Baseline Interim Assessment (BIA) in Science (Grades 5-8). These will help to determine students' strengths and weaknesses on FSA/NGSSS. Any available data from the student's previous school year (such as coursework, report card grades, Standardized assessments results (SAT-10/FSA/FCAT 2.0 and any applicable EOC's, teacher recommendation, etc.) will assist to establish determine placement including advanced/gifted classes.

The i-Ready Diagnostic will be administered 3 times per year to determine student needs and as an ongoing progress-monitoring tool to determine whether students are on track to achieve end-of-year targets in reading and mathematics. Mid-Year Assessments (MYA) administered in the second semester of the school year (as described above for 3-8) will be used to target instruction on FS/NGSSS in ELA, Mathematics, Science, Civics, as well as to monitor ongoing student progress. MYA results reports (generated at the student, classroom, school level) will be used for differentiation of instruction, progress reporting, and as a measure for School Improvement Plan. The school will use i-Ready reports as a method of communicating with parents on whether their child is reading at grade level.

Additional evaluation methods to monitor student progress throughout the school year include:

- Teacher-generated quizzes and Assessments Rubric (FSA writing rubrics)
- Textbook adopted assessments (Journeys/i-Ready)
- Quarterly Examinations, projects/investigations
- Portfolios and presentations
- UDL Design Framework (adaptations for ELL and SWD students)

*H. Describe how student assessment and performance data will be used to evaluate and inform instruction. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?*

Student assessment and performance data will be used to not only evaluate school effectiveness but more importantly to inform continuous improvement efforts by targeting benchmarks indicating which students need additional support to master specific standards and/or grade level skills. The school is committed to continuous improvement and will ensure that responsibility is aligned with



accountability and that all stakeholders are involved achieving the schools mission and vision for our students. The school's comprehensive assessment program (described above) will be used to inform stakeholders (students, parents, and teachers) about where a student is succeeding and what areas need strengthening.

Assessment will serve as a feedback system to:

- guide administrators in instructional focus areas and which teachers may need additional PD and support
- to guide teachers in lesson planning and individualizing instruction
- to guide students in understanding their own progress towards of each respective standard
- to keep parents involved and informed about student achievement and progress.

Accordingly, the responsibility to manage, evaluate and interpret student data will be a collaborative effort as follows:

- Students are assessed at the beginning of the school year on all benchmarks (as described above)
- Administrative staff and lead teachers collect and disaggregate data on an on-going and consistent basis (bi-weekly, after every quarterly assessment, and ongoing throughout the school year). I-Ready and other data tracking reports are generated by student, by standard, by teacher, and school-wide results are immediately available to teachers to target instruction and make adjustments as necessary.
- Teachers are trained on how to properly analyze the data and log in the individual student data folder.
- Teachers then use the data folders to group students by strengths and weaknesses for differentiated instruction and intervention. (Evidenced in their lesson plans).
- During their differentiated instruction centers/intervention, students receive remediation in the skills they are weakest in and are reassessed to determine progress.
- Periodically and as necessary in the course of classroom instruction, students are moved between groups in order to ensure that their learning needs are being met and that they are progressing towards mastery.
- *Data Tracking*: students will use personal data trackers to track their growth data by benchmark. Data folders are sent home for parents to review, sign and return to the teacher.
- *Data chats*: the administrative team manages the process by conduction data chats with teachers on classroom data, while teachers conduct ongoing individual data chats with students. AS necessary, teachers communicate with parents via phone or in person conference.

Furthermore, Somerset Academy Inc. has access to a data specialist to assist the school in collecting, disaggregating and processing school wide and individual teacher/student performance and achievement data, on an on-going and consistent basis. At the beginning of each school year and at least quarterly, the data specialist will work collaboratively with the school to generate meaningful reports on assessment data to identify areas of instructional weaknesses pinpointing thresholds of student progress. State standardized assessments will be used to determine mastery of content standards and make decisions regarding school-wide improvement from year to year (see Attachment F- Assessment Schedule). The data specialist will also share data with schools and with the governing board to identify trend data and assist the governing board to identify necessary and targeted support that might be needed across Somerset schools.

The aforementioned process has proven to be highly effective in our other high-performing Somerset schools, as it gives students, parents and teachers a clear understanding of how students are performing and facilitates open communication and an understanding, by all parties,

as to how best support our students.

*I. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.*

Annually, teachers report to school a week in advance of their students. During this week, workshops are held daily and organized to target and tap the diversified needs of teachers, such as beginning teachers, teachers new to Somerset, the entire faculty, department or content specific workshops, etc. each with a set of criteria to be addressed and wherein disaggregating data training occurs, in a different way, at each of those meetings. This approach sets the tone for all faculty and staff, that the school is not only data-rich, but data-driven.

Additionally, monthly in-house workshops will be held by administrators to address student achievement data by content area, and anecdotal information from in the core curriculum areas. Depending on the need, the School may elect to contract for delivery of a targeted PD to share best practices in areas that need to be remedied. Additionally, at least monthly, and as often as biweekly, team leaders will facilitate support and encourage communication during Department Meetings- which will work as Professional Learning Communities wherein team planning and troubleshooting will occur. Select teachers will attend local, state and national conferences and serve as trainer to the remainder of the staff, as applicable, upon return to the School.

The School Instructional Leadership team –which could consist of the principal, assistant principal, grade level chairs, ESE and ESOL Specialist, Reading/Curriculum Coach will oversee the data management process and provide support for teachers to make data including technology and resources to make data readily available. All teachers will receive specific training on data-driven decision-making process and procedures as well as Professional Development on how to interpret and use data to improve student learning.

As mentioned before, Somerset schools contracts a data specialist, who is available to meet with school leadership and/or faculty to review data and identify trends for a particular teacher or within the school. Data serves as a feedback system to guide teachers in lesson planning and individualizing instruction as well as to provide students with knowledge of their current levels of performance. The School will use data on an ongoing basis to inform instructional practices allowing for increased student learning outcomes as well as to inform students of their progress including strengths and opportunities for improvement. These actions will enhance instructional interventions by closely monitoring activities and aligning results with effective instructional decision-making.

*J. Describe the corrective actions the school would take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, sub-group, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing it.*

Corrective Action - As was previously mentioned in sections 3B and 3C, the School will use RtI/MTSS framework as prevention oriented approach to linking assessment and instruction. Using real-time data from frequent assessments, the School will provide the necessary individual, classroom and/or school-wide intervention programs which include: requiring students to attend specific targeted tutoring during and afterschool; providing for supplemental intervention programs and support within the respective core course classrooms through academic coaching, lesson modeling, computerized intervention programs and pull out services (as needed).

In accordance with the requirements of s. 1008.25, F.S., each student who does not demonstrate proficiency towards mastery of LAFS and MAFS standards will receive additional diagnostic assessments to determine the nature of the student's academic need, and strategies for

appropriate intervention and instruction. In consultation with the student's parent, the School will provide interventions and intensive courses (grades 6-8) in addition to core instruction to assist the student in meeting expectations for proficiency. The school will inform instruction and adjust interventions through the MTSS/Rtl process, as necessary, depending upon the student's academic growth and attainment of the grade level/course standards. Progress resulting from the academic support (interventions, tutoring, intensive reading/mathematics courses, etc., as applicable) will be monitored using:

- Grades K-8: i-Ready Diagnostic Test (Reading and Mathematics)
- Grades 3-8: Midyear Assessments (ELA, Mathematics, Algebra 1)

All students, who exhibit significant risk, will be given intensive intervention as soon as that risk is identified and provided support. The School will implement the Sponsor's state-adopted CRRP and the School Board-approved Literacy Plan for Students with Reading Deficiencies in order to meet the requirements. In accordance with s.1008.25 (5)(a), students will continue to be given intensive intervention until the reading deficiency is remediated.

Implementing Corrective Actions - If the School falls short of student academic achievement expectations or goals, the School will implement a corrective action plan under the direction of the administration (Principal) and the Instructional Leadership team described above.

At the school-wide level: The Instructional Leadership team will review school-wide data to determine school-wide areas in need of improvement. Faculty and Staff will work collaboratively through PLCs (by content area and grade level) to create the action plan including identifying strategies that were successful and strategies/curriculum/ and intervention processes that ought to be revised.

At the Classroom Level: The administration would determine (based on classroom/teacher data reports, observations and classroom walk-throughs) which teachers need additional support and provide professional development and or mentoring support accordingly. A plan for the teacher/class would be implemented and documented through the teacher's lesson plans. Teachers would be expected to implement corrective action/change in intervention or content in the classroom with support from the administration.

At the Sub-group, or individual student level: The student's teachers and administrative team would review data (individual assessments/IEP or ELL Plans) and determine where instruction or interventions needs to be modified. Changes in intervention plan and/or varied strategies to target individual students' needs would be identified and communicated to the parents and documented by the teacher and in the student's ELL or IEP plan if applicable.

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

Students will participate in the statewide assessment program under s. 1008.22 and in the state's education performance accountability system under s. 1008.31. The comprehensive assessment program will be used to inform stakeholders (students, parents, and teachers) about where a student succeeds and what areas need strengthening and improvement. The school will thereby provide parents with assessment results on a yearly basis for each year their child participates in the FS assessment and/or EOC examinations (as applicable) and any other district based examinations. The Department of Education reports student assessment data pursuant to s. [1008.34\(3\)\(c\)](#) and the school will then report the information to each parent of a student at the charter school, the district, and the governing board of the charter school. Reports will also provide parents with student with specific information regarding their child's progress and learning gains. This means of communication informs parents whether or not their child is reading at grade

level and whether or not their child has gained a year's worth of learning for each year spent at the school.

The school will use various methods to share information with students and parents including the parent and student data chats (as described in the section above). Ongoing communication between the School parents will be maintained through on-line reporting systems such, web-based grade book and progress reports, parent conferences, and other forms of written and oral communication that the parents may prefer. The school will also host open house meetings, parental workshops, and coordinate other appropriate methods of communication with parents/guardians, as necessary. The school will make every effort for communication to take place in the home language for those students from homes where a language other than English is spoken.

Specifically, the School will ensure communication with students/parents occur as follows:

- *Written Notices & Email* - Parents will be notified, in writing, at any time during a grading period when: it is apparent that the student is doing unsatisfactory work; when course or grade assignments drop abruptly or significantly; if a student is in jeopardy of failing a course, and/or if a student is in jeopardy of not meeting promotion criteria. Parents will also be notified in writing when a student is receiving instruction in an accelerated class or grade placement to include courses taken with Florida Virtual School and/or other district-approved online courses. A copy of this notification will be placed in the cumulative record;
- *Phone & In Person* – Teacher and/or administrator will call parents with updates or concerns and/or request in-person conference. The school will also host open house at the beginning of the school year wherein they will make parents aware of policies, procedures, and how to request conferences. Parent conferences will be held as requested by parent or as deemed necessary by teacher or administration.
- *Interim Progress Reports* - Parents receive an interim report between grading periods, which indicate student progress by course and contains academic, behavioral and attendance data.
- *Parent Portal/ Online Gradebook* – Parents have access to all the child's grades/assignments in all subjects.
- *Data Reports* - Parents and students will be notified of student performance and progress through data reports (PM Tracking logs) Quarterly i-Ready and MYA Reports of student individual performance and progress.
- *School Grades* - (School Accountability Reports) will be made available to stakeholders and the community at-large via the School website and other means. The school will provide parents with assessment results on a yearly basis for each year their child participates in the state-mandated assessments. Following the release of assessment results, school personnel will disseminate the information to parents individually and following all student confidentiality procedures.

Additionally, the School will coordinate parent workshops to bring parents into the School and invite open dialogue. The School will coordinate other appropriate methods of communication with parents/guardians, as necessary, and the School will make every effort to communicate with parents in their home language.

*L. Describe the plan for protecting the privacy of individual student academic performance data and other student-related information.*

*Maintaining student records* - The school will act in accordance with Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99) and maintain both student and financial records in accordance with Chapter 119, Florida Statutes. The school will keep both active and archival records for current and former students in accordance with federal, state, local

laws and with the regulations prescribed by the Florida Department of Education. The school ensures that all student records will be kept confidential as required by applicable law. All student records (including IEP/504 and ELL plans) will be kept in locked, fireproof cabinets in the school’s administrative office. School personnel must be authorized by an administrator to review any student records and a sign-in log is kept.

All permanent records of students leaving the school will be transferred to the district school in which the student is enrolled. All students leaving the school to attend an out-of county school or a private educational institution shall have a copy of their permanent record forwarded to the school in which the student is enrolled. All permanent records remain in the last school in which the student was enrolled.

Individual Student Academic Performance Data – Students data is protected and can only be retrieved by the principal on a secure website. The data is presented by First and last Name and a partial state ID number. The individual data score sheet for each student is delivered in copies of 2: one is for the parent and the other is for the student's cumulative record. Teachers are able to access each of their own student’s data by SPI, a program that contains only the teacher’s student’s scores via a secure website. Teachers will undergo an ethical training session as part of opening of school procedures, describing the information (including student’s name and ID number) which cannot be shared with others; Teachers shall comply with State and Federal laws and regulations, and Board policies relating to the confidentiality of student records. Unethical conduct includes, but is not limited to, sharing of confidential information concerning student academic and disciplinary records, personal confidences, health or medical information, family status and/or income, and assessment/testing results.

## Attachments

### Section 5: Student Performance

|     |                              |                                  |                  |
|-----|------------------------------|----------------------------------|------------------|
| 5.1 | <a href="#">Attachment F</a> | Hernandez, Kevin, 2/5/18 4:52 PM | PDF / 830.229 KB |
| 5.2 | <a href="#">Attachment E</a> | Hernandez, Kevin, 2/5/18 4:46 PM | PDF / 117.919 KB |

## 6. Exceptional Students

### Section Evaluation

**– No Final Rating –**

Meets the Standard Allisyn Axelrod, 3/7/18

Meets the Standard Kim Punzi-Elabiary, 3/7/18

Meets the Standard Laurie Steinberg, 3/7/18

## Section 6: Exceptional Students

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

The School will be nonsectarian in its programs, recruitment, admission policies and operations. The promotional plan to be followed in publicizing the School will be designed to reach the entire community and, accordingly, all groups within it. By publicizing the availability of the School throughout Broward County, the School's demographic composition should mirror that of the local community. Therefore it is anticipated that the School's total enrollment should include approximately 13% of Students with Disabilities (SWD). The 13% of SWD will include students eligible for: Autism Spectrum Disorder, Deaf or Hard-of-Hearing, Emotional or Behavioral Disabilities, Orthopedic Impairment, Other Health Impaired, Specific Learning Disabilities, Speech Impaired, Language Impaired or Visually Impaired. The School has based its projections on the average current enrollment in the District, which currently estimates an average of 13% student population. The data was derived from the 2017 FLDOE EdStats: <https://edstats.fl DOE.org>.

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

The School will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Any eligible student who submits a timely application shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. The School will be open to any student residing in the county. The School 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 conducted by the School's accounting firm in conformity with Florida's Charter School Legislation. This process doesn't take into account a student's background, ethnicity, race, socio economic status or disability, and therefore allows for every student who applies to have an equal opportunity to enroll in the school.

*C. Describe how the school will work with the sponsor and through the Individual Education Plan (IEP) process when necessary to ensure students with disabilities receive a free appropriate education (FAPE) in the least restrictive environment (LRE).*

In order to ensure students with disabilities receive FAPE in the LRE, the School will work with the Sponsor to provide, to the maximum extent appropriate, that children with disabilities are educated with children who are nondisabled. A school district shall use the term "inclusion" to mean:

- that a student is receiving education in a general education regular class setting reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community;
- a student with a disability is a valued member of the classroom and school community;
- the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and
- a student is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research.

Operating under the auspices of the Sponsor as the Local Education Agency (LEA), the School will assume responsibility for programming and delivering related services to exceptional students, as identified in the student's IEP with adherence and fidelity to the Sponsor's policies. The School acknowledges a need for a collaborative linkage with the Sponsor in determining supplemental aids and services. The School will access the Sponsor's instructional resources and support, especially with respect to the responsibilities that exist for providing FAPE to children with disabilities and ensuring that the needs of ESE students are met. For example, the School will work with the Sponsor to access professional development opportunities and guidance on how to identify and implement supplementary aids and services. The School will also access support by

the Florida Discretionary Projects, such as FDLRS, FIN, & UM/NSU CARD (<http://www.fldoe.org/core/fileparse.php/7567/urlt/projectslisting.pdf>).

Testing accommodations will be implemented based on the *Accommodations for Florida's Statewide Student Assessments* manual:  
<http://fldoe.org/core/fileparse.php/7690/urlt/statewideassessmentaccommodations.pdf>.

In providing or arranging for the provision of nonacademic and extracurricular services and activities (including meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the School, and referrals to agencies that provide assistance to individuals with disabilities) the School will ensure that each student with a disability participates with students who are not disabled to the maximum extent appropriate to the needs of the student. This will be reflected in the School's documents, master schedule, logs, rosters, and list of referrals.

The School will make adaptations to school facilities, to the maximum extent appropriate and within provisions of the law, the Americans with Disabilities Act of 1990 (ADA), to ensure that students with disabilities enrolled in the School will be educated in the LRE.

The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to serving students with disabilities, including the procedures for identifying students with special needs, developing Individualized Education Plans, and 504 Plans (as applicable). Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); the Americans with Disabilities Act of 1990 (ADA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.05 and 1003.57, Florida Statutes; Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administrative Code. Additionally, the School will follow guidelines and procedures detailed in the *Broward County's Special Programs and Procedures (SP&P) for Exceptional Students Manual*: <http://beess.fcim.org/sppDistrictDoc.aspx>.

**Developing Individualized Education Plans:** Students will be guaranteed FAPE, evaluations, as well as consequent placement and implementation of an appropriate IEP. The written IEP for each student will include:

- Measurable annual learning/behavioral goals that may involve the evaluation of behavior through a FAB and development of a BIP
- Program Components
- Goals: **S** Specific, **M** Measurable, **A** Use Action Words, **R** Realistic and relevant, **T** Time-limited (SMART)
- Progress reports to parents
- Diploma options
- Curriculum (Standard or ACCESS)
- Assessment
- Supplementary aides and services
- Accommodations

The Sponsor will work with the School to ensure that appropriate personnel will be trained in using Broward County's IEP system and in Quality IEP. The Sponsor's assigned ESE staff will assist with the creation of a well written IEP by providing feedback, sharing best practices, participating in required IEP meetings, and reviewing findings on ESE monitoring activities. The School will also use the Florida Department of Education's *Developing Quality Individual Educational Plans* (<http://fldoe.org/core/fileparse.php/7690/urlt/0070122-qualityieps.pdf>) as a guide when developing IEPs, as well as access the resources and guidance available to them via the Sponsor and Florida's Discretionary Projects, such as the Quality Individual Educational Plans self-paced

training found on CPALMS (<http://www.cpalms.org/Public/PreviewProfessionalDevelopment/Preview/47>).

The IEP Team will include: Parent, LEA, General Education Teacher, Special Education Teacher and all additional members of the team that will be notified with a reasonable amount of time and all appropriate contacts will be made. Input from all team members and student data will be used to create an IEP. The School will work with the Sponsor to identify any additional team members that may need to be present at an IEP meeting.

The School will establish procedures that provide for parents, guardians, surrogate parents, or persons acting in loco parentis to participate in decisions concerning the IEPs. Parents of each student with a disability will be members of any group that makes decisions for their child. In order to ensure that parents are present at each meeting, or are afforded the opportunity to participate at each meeting: (a) parents will be notified of the meeting at least ten days prior to set meeting to ensure that they have an opportunity to attend; (b) the meeting will be scheduled at a mutually agreed upon time and place; (c) a written notice to the parent will indicate the purpose; time; location of the meeting; who, by title or position, will be in attendance; and will include a statement informing the parents that they have the right to invite individuals with special knowledge or expertise about their child. If neither parent can attend, the School will seek approval from the Sponsor of possible other methods that can to ensure parent participation (e.g., individual or conference telephone calls or video conferencing). NOTE - A meeting may be conducted without a parent in attendance if the parent indicated in the notification of meeting that they will not be able to attend and gives permission to proceed without or the school is unable to obtain the attendance of the parent. In this case, the School will maintain a record of its attempts to arrange a mutually agreed upon time and place and share those attempts with the Sponsor if requested.

The School will take whatever action is necessary to ensure that the parents and the student, beginning at age fourteen (14), understand the proceedings at a meeting, including arranging for an interpreter for parents and students who are deaf or whose native language is other than English. The Sponsor will assist the School in identifying individuals/companies who can serve as interpreters. Decisions as to which particular teacher(s) or special education provider(s) are members of the IEP team will be made by the School in consultation with the Sponsor based on the needs of the student.

The IEP team, with a reasonable number of participants, shall include:

- at least one regular education teacher of the student;
- the parent(s) of the student;
- at least one Special Education teacher;
- A representative of the School who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general curriculum, and is knowledgeable about the availability of the schools resources;
- An individual who can interpret the instructional implications of evaluation results,
- At the discretion of the parent or the school, other individuals who have knowledge or special expertise regarding the student, including related services personnel, school counselor, special area teachers or support personnel;
- The student, if appropriate, and in all cases where a purpose of the meeting will be the identification of the student's transition service's needs. If the student does not attend the IEP team meeting to identify transition service's needs, the school will take steps to ensure that the student's preferences and interests are considered;
- Agency representatives— To the extent appropriate and with the consent of the parents the school will invite a representative of any participating agency that may be responsible for providing services.



A member of the IEP team is not required to attend an IEP team meeting, in whole or in part, if the parent of a student with a disability and the School agree, in writing, that the attendance of the member is not necessary because the member's area of curriculum or related services is not being modified or discussed in the meeting. A member of the IEP team also may be excused from attending an IEP team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if the parent, in writing, and the School consent to the excusal and the member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.

If a required IEP team member is unable to attend the meeting as scheduled, the parent can agree to continue with the meeting and request an additional meeting if more information is needed, or request that the meeting be rescheduled.

Timelines for IEPs include the following:

- An IEP will be developed within thirty (30) calendar days following the determination of a student's eligibility for special education and related services and be in effect prior to the provision of these services.
- A meeting shall be held at least annually to review, and revise, as appropriate, each IEP.

The School will work with the Sponsor's ESE staff to ensure their calendars are available for participation in such meetings.

The IEP team will consider the following factors in the development, review, and revision of the IEP:

- Strengths of the student and concerns of the parents for enhancing the education of their child;
- Results of the initial or most recent evaluation or reevaluation;
- As appropriate, results of the student's performance on state or district-wide assessments; and/or
- Academic, developmental, and functional needs of the student.
- In the case of a student whose behavior impedes the student's learning or the learning of others, strategies, including the use of positive behavioral interventions, supports, and other strategies to address that behavior.
- In the case of a student with limited English proficiency, the language needs of the student as related to the IEP.
- In the case of a student who is blind or visually impaired, provision of instruction in Braille and the use of Braille.
- The communication needs of the student.
- Whether the student requires assistive technology devices or services.
- At least annually, whether extended school year (ESY) services are necessary for the provision of FAPE to the student.
- If, after considering all the factors mentioned above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or other modification, in order to receive FAPE, the IEP includes a statement to that effect.

Each IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general curriculum.
- A statement of measurable annual goals, including academic and functional goals designed

to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general curriculum.

- A description of benchmarks or short-term objectives for students with disabilities who take alternate assessments aligned to alternate achievement standards, or any other student with a disability, at the discretion of the IEP team.
- A statement of the special education and related services, and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student.
- A statement of the classroom accommodations, modifications, or supports for school personnel that will be provided for the student to advance appropriately toward attaining the annual goals.
- An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class or in the activities described above.
- A statement addressing any individual appropriate accommodations necessary to measure the academic achievement and functional performance of the student on the State or district assessments.
- If the IEP team determines that the student will take an alternate assessment instead of the regular state or district assessment of student achievement, the IEP must include a statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student.
- The projected date for the beginning of the special education, services, accommodations, and modifications described and the anticipated frequency, location, and duration of those services.
- A statement of how the student's progress toward meeting the annual goals will be measured and when periodic reports on the progress the student is making toward meeting the annual goals will be provided.

The School will ensure that the IEP team revises the IEP as appropriate to address:

- Any lack of expected progress toward the annual goals and in the general curriculum, if appropriate;
- Results of any reevaluation conducted;
- Information about the student provided to or by the parents;
- The student's anticipated needs or other matters; and/or
- Parent requests for revisions of the student's IEP.

Generally, changes to the IEP must be made by the entire IEP team at an IEP team meeting and may be made by amending the IEP rather than by redrafting the entire IEP (interim IEP). The School will work with the Sponsor in determining when a new IEP must be created or whether an Interim IEP can be held. An IEP must be in effect before special education and related services are provided to an eligible student and will be implemented as soon as possible following the IEP team meeting. In addition, the IEP will be accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation. All teachers and providers will be informed of their specific responsibilities related to the implementation of the IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP. The School will make substantial efforts to assist the student in achieving the goals and objectives or benchmarks listed on the IEP.

The School will take steps to ensure that SWD have available to them the variety of educational programs and services available to nondisabled students in the area served by the school district, including art, music, industrial arts, consumer and homemaking education, and vocational education.

**504 Plan Procedures:** A student is entitled to FAPE and may be entitled to Section 504

accommodations if he or she has a physical or mental impairment that substantially limits one or more major life activities. That is to say, for students experiencing difficulty in the classroom and for whom there is the suspicion of a disability, should initially be referred to the SST. Parents may also request a consideration 504 eligibility. The School will seek guidance from the Sponsor’s ESE staff (District Specialist or Psychologist) to assist with the appropriate option(s). The SST will follow all established SST procedures and determine if appropriate to refer for possible 504 Plan services. In addition, the School will follow the FLDOE District Implementation Guide for 504 ( <http://fldoe.org/core/fileparse.php/7690/urlt/0070057-sect504.pdf>) and Broward County Public Schools Section 504 ([http://bcps-esls.com/html/Section\\_504.php](http://bcps-esls.com/html/Section_504.php)).

The School will seek guidance and assistance from the Sponsor on 504 eligibility determinations by the requesting the availability of the District Specialist or the Psychologist to schedule a Section 504 eligibility meeting and, as eligibility/ineligibility is based on a variety of sources, determining which sources will be needed to assist in meeting eligibility and obtain them for the meeting. (These may include teacher observations, information from parents, and information from medical providers, standardized test scores, grades, or other pertinent information.) The School will ensure parents receive notice of the Section 504 meeting and are invited to attend. Parents and students will be encouraged to attend the meeting and provide input that would help the committee in making decisions. Section 504 teams that convene for annual or interim meetings will consist of the parents, the student, the school administrator or designee, and school personnel who are familiar with the student, such as the student’s teacher or counselor. If eligibility is determined, the Section 504 accommodations that may be considered fall under the categories of:

| <b><u>Category</u></b>                                   | <b><u>Accommodation</u></b>   |
|--|---|
| Effective teaching strategies                            | Use visual aids to capitalize on students’ visual strengths and provide auditory/visual with new concepts |
| Increase listening/Auditory skills                       | Demonstrate or model  |
| Textbook adaptation                                      | Pair students   |
| Assignments and homework                                 | Check for understanding   |
| Motivation   | Provide steps required to complete task   |
| Teach appropriate social skills for academic development | Practice social skills  |
| Effective behavior management                            | Use sincere and positive reinforcement  |

|                                    |   |
|------------------------------------|---|
| Increased instructional time       | Facilitate smooth transitions                     |
| Increased engaged time             | Adopt seating arrangements to encourage attention |
| Increased productive learning time | Provide immediate, corrective feedback            |

**Federal and State Reports:** Unless otherwise exempted by Chapter 1002, Florida Statutes, the School will complete federal, state and any other reports deemed necessary in accordance with the timelines and specifications of the Sponsor and the State Department of Education. The School will comply with Section 1003.57(1)(f), F.S., once every three years, and complete a Best Practices in Inclusive Education (BPIE) assessment.

*D. Describe the methods the school will use to identify students with disabilities that have not yet been identified.*

The School will follow the Broward County Public Schools (BCPS) Tiered System of Intervention Delivery (<https://www.browardprevention.org/mtssrti/>), the BCPS SP&P, and use the PS RtI/MTSS (Problem Solving Response to Intervention/ Multi-Tiered System of Supports) framework to make informed decisions about students' individual academic needs ( [http://floridarti.org/educatorResources/MTSS\\_Book\\_ImplComp\\_012612.pdf](http://floridarti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf)). A multi-tiered Response to Intervention (RtI) model has been adapted for the implementation of research based instruction and intervention.

At Tier 1, research-based core instructional and behavioral methodologies, practices and supports designed for all students provide the foundation in general education. Tier 2 consists of supplemental instruction and interventions that are provided in addition to and in alignment with core instruction and behavioral supports to targeted groups of students identified as needing additional assistance. Tier 3 is targeted for those students who require intensive instructional or behavioral intervention in addition to and in alignment with core instruction. At this tier, instruction and intervention intensity is reflected in increased frequency, greater duration and/or more individualization.

As part of the RtI process (not required for gifted), a request will be made for a formal evaluation of students who are suspected of needing a special program. This request for a formal evaluation is made by the Problem Solving Team - PST (which must include the school's ESE staffing specialist) and occurs only after the team determines that extensive evidence/research-based efforts have been ineffective in meeting the student's educational needs OR that the intensive interventions were successful in meeting the student's educational needs, but sustained implementation of said interventions is not feasible for a regular education teacher. This decision by the team is documented on the Case Analysis form. The school will use the RtI process to provide and document interventions.

Once the team determines that the student is not making adequate progress at Tier III or the student is making progress but only with the implementation of intensive interventions that cannot be sustained long-term by the regular education teacher, then the PST will refer for formal

evaluation. Records of social, psychological, medical and achievement data in the student's cumulative folder are reviewed. Attendance records will be reviewed and where appropriate investigation of reasons for excessive absenteeism will be conducted.

Sensory screenings will be completed during the RtI. Students being considered for exceptional student programs, excluding hospital/homebound, will be screened for vision and hearing prior to conducting an evaluation to determine the student's eligibility. Sensory screening dates must be within one year of the date of evaluation. If vision and/or hearing screenings are failed, these issues must be resolved prior to the request for a psychological evaluation.

PST members (including the parents) will decide what areas are to be evaluated. School personnel are responsible for obtaining parent consent to evaluate. Procedural Safeguards and the proposed evaluation procedures will be explained to the parent. School personnel compile the Request for Psychological/Social Work Services, sensory screening data, and the Student Services copy of the Individual Consent to Evaluate. This packet, along with Response to Intervention documentation and the Case Analysis paperwork, is forwarded to the ESE Charter Office. All evaluations will be completed within sixty student calendar days of which the student is in Attendance following school receipt of the parent consent. Sixty days is determined from the date the parent signed consent.

**EXCEPTIONS:**

The general education interventions described here are not required for students who demonstrate speech disorders, severe cognitive, physical or sensory disorders or severe social/behavioral deficits that require immediate intervention to prevent harm to the student or others. The activities described in this section are not required for students considered for eligibility for specially designed instruction for students who are homebound or hospitalized as described in Rule 6A-6.03020 or students who are gifted as described in Rule 6A-6.03019. General education intervention activities are also not required for children below entry age to kindergarten.

**Referral Procedures** – A referral for students suspected of having a disability will be initiated by school personnel with supporting documentation when the following determinations have been made:

1. The activities described in the general education intervention procedures above have been implemented, but have been unsuccessful in addressing the areas of concern for the student.
1. The parents of the child receiving general education interventions requested, prior to the completion of the interventions, that the school conduct an evaluation to determine the child's eligibility for specially designed instruction and related services as a student with a disability. In this case, the activities described in the general education interventions procedures will be completed concurrently with the evaluation but prior to the determination of the student's eligibility for specially designed instruction.
1. Significant risk factors are present or if the student demonstrates severe cognitive, physical or sensory impairments, or presents as a danger to self or others, an individual intervention plan will be developed as the child awaits the Multi-Disciplinary Team evaluation.

If a student is suspected of having a disability consistent with PS RtI/MTSS guidelines, the School will follow the procedures found in the *SP&P* (Section H.1: Initiating an Evaluation for Exceptional

Student Education and H.2: Conducting Student Evaluations and Reevaluations. The School will work collaboratively with the Sponsor to determine eligibility for a special program for children with a disability. This eligibility will be determined after the completion of the comprehensive evaluation and the activities described in the general education interventions procedures are completed.

*E. Describe the programs, strategies, and supports the school will provide, including supplemental supports and services and modifications and accommodations to ensure academic success of students with disabilities whose education needs can be met in a regular classroom environment with at least 80% of instruction occurring in a class with non-disabled peers.*

The Florida Standards articulate rigorous grade-level expectations in the areas of Mathematics and English Language Arts. Students with disabilities must be supported and challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. In order to accomplish this, the School will commit to instruction that incorporates specialized instruction. Specialized instruction adapts as appropriate to the student's needs the content, methodology, or delivery of instruction which ensures access to the LRE.

The School will first consider the LRE for all SWD. Students whose needs can be met in the General Education setting will receive either consultative or collaborative service from the Special Education teacher. Depending on the needs of the students and as stated on an IEP, the following collaborative services may be offered by the Special Education Teacher:

*Consultation*—An inclusion model with Special Education support will be used, as appropriate, wherein one general education teacher is providing instruction and a Special Education teacher is providing documented consultation services in accordance with the student's IEP in relation to the students educational, behavioral, and transitional goals. For consultation services the general education teacher and Special Education teacher meet face-to-face on a regular basis to plan, implement, and monitor instructional strategies designed to ensure the student's success in the general education classroom. The general education teacher and Special Education teacher will regularly monitor students' progress on attaining goals stated on the IEP as well as grade-level curriculum goals.

*Support facilitation*—One general education teacher is providing instruction and one Special Education teacher is providing support by meeting with an individual student or small group of students on an individualized basis within a traditional classroom but not as co-teacher. The frequency and intensity of support varies based upon student's IEP needs. Support facilitation provides the level of support based on general educators' and students' need for assistance. Support may be provided on alternating days (M-W-F, T-TH), split periods (45 minutes in one class, 45 minutes in another), all in accordance with the student IEP. Both teachers use collaborative planning to make instructional decisions based on student data. Differentiated instruction strategies are implemented within lessons that support learning for all students. The Special Education teacher arranges for classroom and testing accommodations for students with disabilities.

Examples of specialized instruction include:

- An IEP, which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.
- Teachers who maintain a culture of rigor and high expectations in alignment with the Florida Standards expectations.
- Instructional accommodations in materials or procedures, which do not change the standards but allow students to learn within the framework of the Florida Standards.
- Instructional accommodations in materials or procedures, which do not change the standards but allow students to learn within the framework of the Florida Standards.

- Instructional strategies used to present information in a manner that achieves learning. Strategies include, but are not limited to the following: direct instruction, teaching social skills, self-monitoring strategies, organizational strategies, time management strategies, and the use of metacognitive modeling.
- Accommodations include, but are not limited to the following: the use of visual cues, visual schedules, preparing for transitions, breaking tasks into subtasks with clear deadlines, use of a timer, and color coding. NOTE – this list is not exhaustive and the School, may in its discretion, offer additional strategies and accommodations.
- Assistive technology devices and services to ensure access to the general education curriculum and the Florida Standards.
- Instructional supports for learning based on the principles of Universal Design for Learning (UDL), which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.

\*NOTE – this list is not exhaustive and the school, may at its discretion, offer additional strategies and accommodations.

Apart from providing the specific services listed in a student's IEP, the School's faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance to ensure students remain successful. Student performance will be continuously assessed and students not making adequate progress towards mastery of the Florida Standards will be provided with appropriate supports and interventions as follows:

- Reading strategies in the content areas will be facilitated throughout the curriculum to provide students with additional practice in addition to those taught during Reading/Language Arts classes.
- Daily pullout tutoring as well as after school tutoring may be required for those students consistently demonstrating non-mastery of the standards.
- Students consistently demonstrating non-mastery of benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention.
- For all students showing deficiencies in any of the content areas, the IEP team will reconvene to review the current IEP, modify the goals and/or accommodations, and incorporate the use of supplementary aids and services in an effort to remediate the student and provide the most appropriate educational plan of action.

The use of supplementary aids and service are critical elements in supporting the education of SWD in general education classes. Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable SWD to be educated with nondisabled children to the maximum extent appropriate.

Supplementary aids and services are categorized by four categories: (1) Environmental/Physical accommodations; (2) Instructional; (3) Social/ Behavioral/Interventions Supports; (4) Staff Supports/Collaboration, and (5) Testing Accommodations. Classroom examples include:

*Environmental/Physical Accommodations*— Providing preferential seating, altering physical arrangement of classroom, reducing distractions, providing quiet corner/room, modifying equipment, adapting writing utensils, allowing use of study carrel, providing assistance in maintain uncluttered space, providing space for movements or breaks

*Instructional*— Teaching to learning style, Differentiating instruction, Varying method of instruction, Varying content of lesson, Providing alternative assignments, Providing study sheets, Conducting an assistive technology evaluation, Allowing use of computer and calculator, Providing books in

digital/auditory forms, Reducing workload or length of assignments/test, yet not decreasing rigor or high expectations, Adjusting time demands by allowing additional time for assignments and tests, Providing hands-on activities and use of manipulatives, Following routines or schedule, Teaching time management skills, Alternating quiet and active time

*Social/Behavioral Interventions/Supports*—Providing immediate feedback, allowing rest breaks, conducting a Functional Analysis of Behavior (FAB), Implementing a Behavior Intervention Plan (BIP), Providing counseling, providing verbal and visual cues regarding transition, directions, or staying on task, providing study skills instruction, providing peer buddies, giving notice, warning before change in activities, providing visual schedule daily, Providing agenda book

*Staff Supports/Collaboration*— Participating in the Sponsor’s professional development sessions, providing total staff development during monthly faculty meetings by sharing “Best Practices” in ESE, working with the Sponsor’s designated staff (social worker, staffing specialist, and psychologist), providing small group instruction, Using cooperative learning groups.

Supplementary aids and services will be provided on a need basis as stated on a student’s IEP. Contracted SLP, OT, PT, and itinerant personnel will be hired by the School to service the needs of each student (as described in staffing - Section I below and included in the budget).

*F. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a regular classroom and resource room combination (between 40-80% of instruction occurring with non-disabled peers) can be provided FAPE by the school.*

The Florida Standards articulate rigorous grade-level expectations in the areas of Mathematics and English Language Arts. SWD must be supported and challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. As stated in Section E, in order to accomplish this, the School will commit to instruction that is specialized and incorporates differentiation. In addition, the School’s master schedule will be built around the additional needs requiring a Resource Room delivery model for students whom the IEP team deems appropriate in order for the student to access FAPE. At the 6-8 grade levels, designated class sections created for ESE students only in the core subjects of English and Mathematics will be taught by a certified ESE teacher. Reading and Math Intensive classes and the Learning Strategies class may also be provided for a student requiring this combination. This will enable SWD to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based found on IEP.

*G. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a separate classroom (less than 40% of instruction occurring with non-disabled peers) can be provided FAPE by the school.*

Special classes or separate schooling of SWD from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. For students requiring a more restrictive learning environment to support their educational needs (less than 40% of instruction occurring with non-disabled peers), an IEP team meeting will be held with the Staffing Specialist, a representative from the student’s home school, a general education teacher, and the child’s parents to discuss the appropriate educational setting. The School will initiate the following procedures in conjunction with the Sponsor:

- Hold a meeting to review the IEP;
- The placement decision is made in accordance with the LRE provisions previously defined;
- The placement decision is made by a group of persons, including the parents, and other



persons knowledgeable about the student, the meaning of the evaluation data, and the placement options;

- The placement decision is based on the student's individual needs and evaluation;
- The setting is designed to meet the student's educational needs;
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he or she needs; and
- The placement is located as close as possible to the student's home school.

*H. Describe the plans for monitoring and evaluating the progress and success of students with disabilities to ensure the attainment of each student's goals as set forth in the IEP or 504 plan, including plans for promoting graduation for students with disabilities (high schools only).*

The Every Student Succeeds Act (ESSA) requires schools, school districts, and states to measure their progress objectively and report their progress every year. The U.S. Department of Education is encouraging school districts to adopt progress monitoring for all students, including SWD who have IEPs. The School will implement progress monitoring to monitor and evaluate the progress and success of SWD through the School's RtI/MTSS Framework. As members of the student body, SWD will participate in the school-wide progress monitoring process described in Section 5G and 5H (Assessment and Evaluation). The School's IEP Team will be responsible for evaluating the progress and success of students with an active IEP/504 Plan by monitoring student progress towards meeting the goals stipulated in the IEP/504 plan. In addition, the School will use progress monitoring to design a more effective, individualized instructional program as documented by the goals on the IEP/504 Plan.

Progress monitoring will be conducted as needed depending on student needs to provide an easy and quick method for gathering student performance data on important, grade-level skills/content. The data gathered will allow the IEP Team to analyze student progress (performance across time) in order to accommodate instructional programs when needed and/or adjust student goals upward. Progress monitoring will improve special education accountability and effectiveness by directing attention to monitoring student progress toward long-term goals, similar to how IEP goals are developed. This, in turn, will make IEP goals manageable yet will allow for ambitious goals to be incorporated, which will stimulate increased achievement.

Data that may be used to evaluate progress and success may include: Behavioral records; Classroom work samples; Course grades; Teacher observations; Relevant classroom data derived from formative assessments; Intensive remediation activities on the required course standards; Higher-level, related coursework (honors, advanced placement, etc.); Results of a statewide, standardized assessment (FSA or FAA); Other standardized academic assessments; and School based portfolios.

- I. Identify the staffing plan, based on the above projection, for the school's special education program, including the number and qualification of staff.*

The School will employ teachers with proper certifications available to serve students with disabilities as projected by an estimated 13% of SWD currently attending the district schools. The school teaching staff will include an ESE Specialist /certified ESE Teachers with demonstrated experience in providing support and services to children with disabilities (See Budget – Attachment X for Staffing Plan). The ESE Teachers will be an employee of the School and will at a minimum possess full certification in special education and additional certifications in core subjects. The School will increase number of staff based on actual enrollment of SWD (ranging from 1 to 28 teachers), in accordance with the level of support needed to implement specialized instruction detailed on the IEP.

The School will employ service providers who meet all licensure and/or certification requirements

that apply to the related services area. Speech-language, occupational, and physical therapy services will be contracted services that the School may provide for students who qualify for those services. Similarly, all personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental health professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service.

The School will employ teachers with proper certifications available to serve Gifted students. The School's teaching staff will include a certified Gifted Teacher with demonstrated experience in providing instruction to Gifted students. The Gifted Teacher will be an employee of the School and will at a minimum possess a bachelor's degree or higher degree with certification in an academic class coverage and the Gifted Endorsement courses which include 15 semester hours in Gifted education. The endorsement includes: (a) Nature and needs of gifted students; (b) Curriculum and instructional strategies; (c) Guidance and counseling; (d) Educating special populations; and (e) Theory and development of creativity. The school will increase number of staff based on actual enrollment of Gifted, in accordance with the program delivery model chosen by the School to implement the EP.

The School will also access the services and be provided support by Academica's National Director for Special Education and Student Support, Ms. Liliana L. Salazar\*. Her services and support will include: technical assistance, compliance, professional development, mediation with parents, coaching and mentoring of administration and faculty.

\*Ms. Salazar was formerly the District Director of Exceptional Student Education for M-DCPS and has worked in the field of education for over twenty years. She has a Bachelor's of Science degree in Exceptional Student Education, a Master's of Science degree in Special Education, a second Master's of Science degree in Education, and an Educational Specialist degree in PreKindergarten/Primary Education. Ms. Salazar is currently completing her doctoral program in Special Education at Florida International University.

*J. Describe how the school's overall effectiveness in serving exceptional education students will be evaluated.*

The School's effectiveness in serving special education students will be evaluated in the ability for the student to demonstrate learning gains consistent with the annual goals specified in the child's IEP. In addition, data from State, district and school based assessments (baseline, screening, progress monitoring and diagnostic) will be collected and monitored regularly by the ESE and General Education teachers to measure growth and determine if accommodations to instruction and testing/assessments are needed. Accommodations may involve a wide range of techniques and supports that help students work around the limitations that are placed upon them due to handicapping conditions.

Similarly to these goals, data from district and state assessments will be used to determine whether students' needs are being met. Parents will be notified of student progress on a quarterly basis, at minimum, through a Status Report on such goals. In addition, feedback from the Sponsor's annual ESE compliance review will also help the School to measure its effectiveness in serving student's needs.

The School's effectiveness in serving Gifted students will be evaluated in the ability for the student to demonstrate mastery (Levels 3-5) on the Florida Standards Assessment (FSA) English Language Arts and Mathematics. The School recognizes that Gifted students need gifted education programs that will challenge and enrich them to facilitate continuous progress in school. With this in mind, the School's effectiveness in serving Gifted students will also be evaluated in the ability for the students to evidence the Accelerated Student learning gain (students who

increase their score from one achievement level to a higher achievement level) in the FSA English Language Arts and Mathematics. In addition, data from State, district and school based assessments (baseline, screening, progress monitoring and diagnostic) will be collected and monitored regularly by the Gifted teacher to ensure appropriate curriculum and instruction for highly able students is being implemented on a daily basis. The School's administration will adopt a stimulating curriculum to develop the talent of a gifted student and, through classroom walk-throughs and teacher evaluations, will ensure the learning experiences within the classroom are rich and individualized. Teachers will be expected to teach at a higher degree of difficulty with their content, processes and products being more complex, more abstract, more open-ended, and more multifaceted. The School will adopt Florida's Frameworks for K-12 Gifted Learners at <http://www.fldoe.org/core/fileparse.php/7567/urlt/k12giftedlearners.pdf>.

- The Frameworks are instrumental to help design and revise gifted education services.
- The standards provide the content that will be contained in courses cited as Gifted in the Course Code Directory.
- Is a tool for enhancing curricular design, assisting the School in its goal to create rigorous and challenging learning experiences.
- Can be used in the creation of an EP as it describes many areas (66 traits within 22 objectives with seven program goals of focused study.
- Can be used as an assessment tool, helping the School to hone and organize its Gifted program.

Moreover, feedback from the Sponsor's annual Gifted compliance review will also help the School to measure its effectiveness in serving student's needs. Ultimately, the School envisions the schooling of a Gifted child as an escalator on which the student continually progresses, rather than a series of stairs, with landings on which advanced learners consistently wait.

*K. Describe how the school will serve gifted and talented students.*

The School recognizes the special needs of gifted learners and is committed to offering programs that provide maximum development of each student's academic talents. Instructional programs for gifted students emphasize acceleration and enrichment based on students' strengths and needs as indicated by their giftedness. The philosophical focus of the gifted program promotes increased access, rigor, and achievement.

Gifted Education Program will emphasize a quantitatively differentiated curriculum based on content, concepts, processes, and applications through products/projects in language arts, mathematics, science and/or Social Science. Such a differentiated curriculum provides for in-depth consideration of topics and concepts beyond the requirements of regular courses, and therefore, is designated as an academically accelerated program.

The curriculum for the gifted student assures access to the general curriculum, with emphasis on what the Educational Plan (EP) team determines will offer opportunities for growth for the gifted learner based on the student's strengths and present level of performance. Therefore, the curriculum for gifted students reflects Florida Standards and Next Generation Sunshine State Standards through the implementation of the appropriate Pacing Guides and the Gifted Goals and Objectives identified in the students' EPs. These include, but are not limited to, the important concepts of: critical thinking, creative thinking, developing independence in learning, personal growth, leadership skills, research skills, and problem solving.

**Instructional Strategies for Gifted:** The School will offer various services to meet the needs of the gifted student based on the Educational Plan. Specific instructional strategies include an effective and differentiated approach designed for the abilities of gifted students. The following

curriculum differentiation strategies will be in place to ensure that each individual student progresses in the curriculum to the maximum extent appropriate: (1) Acceleration, (2) Differentiation, (3) Flexible Grouping, (4) Ability Grouping, (5) Independent Study, (6) Curriculum Compacting, (7) Learning Centers, and (8) Enrichment Clusters.

A range of service delivery options will be available to meet each gifted student's special needs based on the student's Educational Plan (EP) and will be provided with administrative support to assure adequate funds for materials and professional development. The following delivery models may be available for students depending on the number of students enrolling in the School:

1. **Gifted/Self-Contained Class** - The teacher of the gifted provides total instruction in these models in which all of the students have met gifted eligibility. Content and pacing is differentiated to the degree that activities are clearly intended for students evidencing a need beyond the general curriculum as indicated by their individual EP.
2. **Resource Room or Pull-out** - The setting is other than the general education classroom for the special instructional period. Curriculum should have an academic content-based foundation, and focus on activities as related to the EPs of the students. Content and pacing should be differentiated to the degree that activities are clearly intended for students evidencing a need beyond the general curriculum. The teacher of the gifted provides total instruction in these models in which all of the students have met gifted eligibility.
3. **Cluster Grouping** - Identified gifted students with strengths in the same content area(s) placed as a group - typically three to six identified students with similar strengths - into an otherwise heterogeneous general classroom. If there are more than six students, more clusters could be formed based on their areas of strength. Classroom teacher has the gifted endorsement in addition to the required certification. The gifted-endorsed teacher clearly documents in lesson plans the curriculum modifications/differentiation for students who are gifted to address the EP goals.
4. **Advanced Content Class for gifted and non-gifted students** - Students are grouped on the basis of achievement and interest in specific content area, and the class may include students who have and who have not been identified as gifted (Honors and/or Advanced Placement courses). The content, pacing, process skills emphasis, and expectations of student outcomes differ from other courses in the same content area. The gifted-endorsed teacher will clearly document in the lesson plans the differentiation provided as necessary to match the student's EP goals.
5. **Support Facilitation** - The teacher of the gifted provides support for the gifted students' achievement in the general classroom. Gifted-endorsed teacher, general classroom teacher, and the gifted student (as appropriate) collaboratively plan the development of challenging assignments that substitute for or extend core curriculum objectives to meet the needs of the student. The teacher documents curriculum modifications through (a) separate lesson plans, (b) time log of collaborative planning, and (c) individual student contracts. The teacher of the gifted may provide support facilitation by working and moving among two or more classrooms working with teachers and students identified as gifted as needed. Frequency and intensity of support varies based upon students' and/or educators' need for assistance. Services may include revised lessons, independent research or related activities for gifted learners.

### **Identification of Gifted Students:**

The School will follow guidelines and procedures detailed in *Part III of the M-DCPS SP&P, Policies and Procedures for Students Who are Gifted, Section A. ESE Eligibility for Students Who are Gifted* (<http://beess.fcim.org/sppDistrictDocView.aspx>), and *Section B. Educational Plans for Students Who are Gifted* (<http://beess.fcim.org/sppDistrictDocView.aspx>).

A student is eligible for special instructional programs for the gifted from kindergarten through

Grade 12 if the student meets the criteria under 1. or 2. below:

1. The student demonstrates:
  - a. The need for a special program
  - b. A majority of characteristics of gifted students according to a standard scale or checklist
  - c. Superior intellectual development as measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence
  
1. The student is a member of an underrepresented group and meets the criteria specified in Broward's plan for increasing the participation of underrepresented groups in programs for students who are gifted. Underrepresented groups are defined in Rule 6A-6.03019, F.A.C. as students with limited English proficiency or students from low socio-economic status families.

The School will implement the following procedures for those students who may be gifted:

- (1) The screening process for the School will include the development of a talent pool of students who demonstrate unusual ability;
- (2) A student profile is developed for a student being referred to the SST;
- (3) A SST meeting is convened in order to review the information gathered in the student's profile; and
- (4) The SST makes the determination of whether or not to continue the evaluation process, based on the supporting documentation and a majority of gifted characteristics as measured by the Gifted Characteristics Checklist.

Once it has been determined that a student meets the screening requirements to proceed with a gifted evaluation, the gifted coordinator will collect the documentation required for referral and schedule a meeting with the student's parent, teachers, and school psychologist to review the documents and secure parent permission to evaluate the student. The minimum evaluations for determining eligibility address the following: (a) Need for a special instructional program; (b) Characteristics of the gifted; (c) Intellectual development; and (d) Evaluation procedures included in SP&P Appendix C to increase participation of students from underrepresented groups in programs for the gifted.

Upon review of the completed evaluation and referral packet, district staff will notify the gifted coordinator of eligibility. If the student is found ineligible, parents will be notified in writing. If it is determined that the student is eligible for gifted services, the gifted coordinator will schedule an EP meeting with the district, the student's parent(s), and a teacher of the gifted to develop an Education Plan (EP).

## **EP**

The School will be responsible for developing EPs for students who are identified solely as gifted.

- The EP will include:
- A statement of the student's present levels of educational performance that may include, but is not limited to, the student's strengths and interests, the student's needs beyond the

general curriculum, results of the student's performance on state and district assessments, and evaluation results;

- A statement of goals, including benchmarks or short-term objectives;
- A statement of the specially designed instruction to be provided to the student;
- A statement of how the student's progress toward the goals will be measured and reported to the parents; and
- The projected dates for the beginning of services and the anticipated frequency, location, and duration of these services.

The EP team will consider the following during development, review, and revision of the EP:

- The strengths of the student and the needs resulting from the student's giftedness;
- The results of recent evaluations, including class work and state or district assessments; and
- In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP.

Timelines for development of the EP will include the following:

- An EP is in effect at the beginning of each school year for each student identified as gifted who is continuing in a special program;
- An EP is developed within 30 calendar days following the determination of eligibility for specially designed instruction in the gifted program and is in effect prior to the provision of these services;
- Meetings are held to develop and revise the EP at least once every three years for students in Grades K-8; and
- EPs may be reviewed more frequently, as needed, such as when a student transitions from elementary to middle school or from middle to high school.

EP participants will include:

- The parents, whose role includes providing information on the student's strengths, expressing concerns for enhancing the education of their child, participating in discussions about the child's need for specially designed instruction, participating in deciding how the child will be involved and participate in the general curriculum, and participating in the determination of what services the district will provide to the child and in what setting;
- At least one teacher of the gifted program;
- One regular education teacher of the student who, to the extent appropriate, is involved in the development of the student's EP; involvement may include the provision of written documentation of a student's strengths and needs for review and revision of the subsequent EPs;
- If needed, a representative from the District who is qualified to provide or supervise the provision of specially designed instruction for students who are gifted and is knowledgeable about the general curriculum and the availability of resources of the school district; at the discretion of the district, one of the student's teachers may be designated to serve as the representative of the district;
- An individual who can interpret the instructional implications of the evaluation results; this individual may be a teacher of the gifted, a regular education teacher, or a representative of the school district as described above;
- At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel (**Note:** The determination of the knowledge or special expertise shall be made by the party who invited the individual to participate in the EP meeting); and
- Whenever appropriate, the student.

The School will take the following steps to ensure that one or both of the parents of a student identified as gifted is present or provided the opportunity to participate at EP meetings:

- Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend;
- Scheduling the meeting at a mutually agreed on time and place; and
- A written notice to the parent indicating the purpose, time, location of the meeting, and who, by title or position, will be in attendance. It will also include a statement informing the parents that they have the right to invite an individual with special knowledge or expertise about their child. If neither parent can attend, the School will use other methods to ensure parent participation, including individual or conference telephone calls

A meeting may be conducted without a parent in attendance if the School is unable to obtain the attendance of the parents. In this case, the School will maintain a record of its attempts to arrange a mutually agreed on time and place. These records include such items as:

- Detailed records of telephone calls made or attempted and the results of those calls;
- Copies of correspondence sent to the parents and any responses received; and
- Detailed records of visits made to the parent's home or place of employment and the results of those visits.

The School will take whatever action is necessary to ensure that the parent understands the proceedings at the meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English. A copy of the EP shall be provided to the parent at no cost.

An EP is in effect before specially designed instruction is provided to an eligible student and is implemented as soon as possible following the EP meeting.

The EP will be accessible to each of the student's teachers who are responsible for the implementation, and each teacher of the student will be informed of specific responsibilities related to the implementation of the EP.

## Attachments

### Section 6: Exceptional Students

– No Attachments –

## Notes

### Allisyn Axelrod, 3/7/18 2:21 PM:

This application was reviewed by Allisyn Axelrod (CSMSD) and Kim Punzi-Elabiary, Laurie Steinberg, Lisa Cunningham (ESLS Department) There are no concerns at this time.

## 7. English Language Learners

## Section Evaluation

– *No Final Rating* –

Meets the Standard Celina Chavez, 3/8/18

Meets the Standard Leyda Sotolongo, 3/8/18

## Section 7: English Language Learners

- A. *Describe how the school will meet the needs of English Language Learners as required by state and federal law, including the procedures that will be utilized for identifying such students, ensuring that they have equitable access to the school's programming and communicating with their families.*

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. The School will meet the requirements of the Consent Decree entered in Lulac, et al. vs. State Board of Education. The School hereby agrees to adopt and implement the most recent version of the **School District of Broward County's ELL Plan** in serving English Language Learners (ELL).

**Identification and Placement of ELLs:** The school will survey ALL parents upon initial entry (registration) using the Home Language Survey (HLS). 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. Initial ELL testing will be completed within first twenty days of entry in the school using the following Listening and Speaking assessments:

- **IDEA Language Proficiency Test I Form G (grades K-5)**
- **IDEA Language Proficiency Test II Form E (grades 6-12)**
- **WIDA MODEL (kindergarten)**
- **WIDA Online Screener (grades 1-12)**

K-12 students who score English proficient on the Listening and Speaking assessment are interviewed informally for further proficiency. In grades 3-12, schools may request a Reading and Writing assessment from the district to determine if a student needs ESOL services. Any students in grade 3 or above, who scores at or below 32nd percentile on reading comprehension and writing or language usage subtests of the approved test or scores below the English proficient level on an approved assessment in reading and writing shall be classified as ELL and provided ESOL services. The Reading and Writing assessments used to ascertain if a student is an ELL in grades 3-12 will be Kaufman Test of Educational Achievement II Brief Form and WIDA Online Screener.

**Communicating with Families of ELLs.** Upon completion of testing the school's ELL Coordinator will notify the student's parents of the following:

- The reason for testing (initial placement, continuation of ESOL program, or exiting of ESOL program);
- The level at which the student was assessed (levels 1-5 of increasing proficiency, 5 reflecting total proficiency and exiting of the program);
- The ESOL program model employed at the school and



- The academic content areas model used at the school

The School agrees to meet its obligations under Federal law including in its registration and enrollment of students and to implement the School Board's enrollment policies. Somerset will provide all information about the School to parents/guardians, to the extent required by law, in English, Spanish, Portuguese, and Haitian Creole.

**ESOL Program Placement:** The School will provide ESOL instruction in English and ESOL instruction in the basic core subject areas in accordance with the District's guidelines. The ESOL coordinator/ ESOL Teacher will be responsible for initiating, within 20 days of initial enrollment, a Programmatic Assessment Student Profile for each English Language Learner. The students' programmatic assessment results will be used to ensure that students are placed into appropriate programs and courses. At the time of registration, school personnel will meet with the new student and their parents, to review student's transcripts and available records.

**An ELL Committee** is convened to analyze all available academic information and determine the most appropriate educational placement. The ELL Committee may use any recommended assessment instrument or other academic information to ensure that the student is placed in the instructional program or combination of instructional programs that best meet his/her academic needs. The **ELL Committee** will also be responsible for resolving any issue relating to the instructional program of an ELL student including, but not limited to:

- Reviewing instructional programs and student progress
- Addressing parental/teacher concerns
- Extension of ESOL Services (Three Years or More Anniversary date in ESOL)
- Reviewing instructional program of former ELL (LF) students during the 2-year post-reclassification period with consistent pattern of academic underperformance
- Reviewing academic progress for Extension of ESOL services
- Reviewing all available data to consider exiting a student out of the ESOL program.
- Scheduling meetings to review the student's progress and make recommendations after thorough review of all necessary data
- Inviting parent(s)/guardian(s) to attend all meetings, discuss and explaining all recommendations
- Ensuring that the parent(s)/guardian(s) understands the proceedings of the meeting, which may include arranging for an interpreter for parent(s)/guardian(s) whose native language is other than English
- Convening meetings in a timely manner and recording recommendations
- Maintaining an ELL Committee log to detail the date, name of child, reason for convening a meeting, and the outcome of the meeting
- 

*B. Describe specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students, including those below, at, or above grade level.*

**Ensuring Equitable Access:** In accordance with Florida Board of Education Rule, 6A-6.0904, and in the 1990 League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree, all ELLs will receive instruction, which is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students.

The School will provide ESOL instruction in English and ESOL instruction in accordance with the guidelines and procedures outlined by the Sponsor's Student Progression Plan. Program instruction in ESOL will be designed to develop the student's mastery of the four language skills,

including listening, speaking, reading, and writing, as rapidly as possible.

## ESOL Instructional Models

### **Elementary:**

- Mainstream-Inclusion English Language Arts Model - ELL and non-ELL students are grouped in a classroom and the ESOL endorsed teacher provides them with specialized English language instruction.
- Mainstream-Inclusion Core/Basic Subject Areas - ELL and non-ELL students are grouped in a classroom and the endorsed classroom teacher adapts instruction delivered in English to address the language proficiency needs

CCHL (Curriculum Content in Home Language) for ELLs, Levels 1 and 2 (with less than two years in ESOL) will comply with SPP instructional time requirements. CCHL may be scheduled using pull-out or in-class models. An Individual Educational Plan (IEP) Team can consider the provision of Curriculum Content in the Home Language (CCHL) for ELL students with disabilities.

### **Middle School:**

- Sheltered English Language Arts model: ELLs will be placed in two ESOL courses as applicable to the grade level and language proficiency: **1. Language Arts content course scheduled by grade level:** M/J Language Arts 1,2, or 3 Through ESOL and **2. Language proficiency course scheduled by English Proficiency Level:** M/J Developmental Language Arts Through ESOL (Level 1,2, 3 or 4 Reading). Instructional Materials for the Developmental Language Arts through ESOL classes will include state-adopted texts such as National Geographic and Hampton Brown Inside.
- Mainstream-Inclusion Core/Basic Subject Areas: ELL students are scheduled with non-ELL students and instruction is delivered through the use of second language strategies to ensure that instruction in the basic subject areas is understandable for ELL students.

Instructional Materials for the Developmental Language Arts through ESOL classes will include state-adopted texts. If English Proficiency levels need to be combined in the *Developmental Language Arts Through ESOL course*, placement may be in the best combination of mixed language level courses. **The Content-area instructional delivery model** will include CCE/ESOL (Curriculum Content in English Using ESOL Strategies). Administrators will be responsible for monitoring the implementation of strategies by the classroom teacher using classroom walk-through models. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their lesson plans or quarterly on the ESOL Instructional Strategy Checklist.

Some of the ELL Strategies to assist ELLs include but are not limited to Robert Marzano's High Yield Strategies, and as follows:

- **Identifying Similarities and Differences** - Mind mapping, Venn diagrams, T Charts, Cause and Effect Organizers, Word Sorts
- **Cooperative Learning** - Group Projects, Language Experience Approach, Shared Reading and Writing, Book Pass, Dramatizations
- **Nonlinguistic Representations** – Pictures, Manipulatives, Concept Maps, Student Drawings Mnemonic Clues, Visualization, 5 Senses Organizer
- **Questions-Cues-Advanced Organizers** - Activate background knowledge, Frontload key vocabulary, Predicting, inferencing, concluding, Reciprocal teaching and modeling, Think alouds and guided questions, KWL

- **Home learning and Practice** - Lesson opening with review and preview, Metacognition of strengths and weaknesses. Reflective journals, Sharing goals and objectives with parents, Praise efforts to use English, Hold high expectations, Honor individual learning styles, Use authentic assessment.
- **Resources:** Word-to-Word dictionaries in the students' heritage language/English language will be available in the ESOL and Content classrooms throughout the year, as well as, for all district and state assessments.

Services will be provided in accordance with federal, state and local mandates. Students will be provided with English instruction designed to develop integrated language skills through the use of specific ESOL curriculum strategies and instructional delivery models for both Basic ESOL and content subject areas such as mathematics, science, social studies, and computer literacy. Teachers of ELLs will be appropriately certified and ESOL trained, making use of appropriate instructional strategies in the delivery of the course or program curriculum.

The School will commit to provide instruction to ELL students in equal amount, sequence and scope, as to non-ELL students, by ensuring that:

- The same program goals and objectives for ELLs as non-ELLs exist (content of basic subject area courses is the same in scope, sequence and quality as the instruction provided to non-ELLs);
- Teacher classroom goals and objectives are for mastery of state standards
- ELL students have access to honors, college preparatory, and advanced placement courses, as appropriate and regardless of language proficiency;
- Instructional delivery, not content, is modified to meet the needs of ELLs; and
- Content area teachers receive appropriate ESOL training, and utilize appropriate ELL strategies when ELLs are enrolled in their classes.

Administrators will be responsible for monitoring the implementation of strategies by the classroom teacher using the classroom walk-through model. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their lesson plans.

**Interventions.** The school will ensure that all students will be engaged in and benefit from the curriculum, including ELLs who enter the school below grade level. Apart from providing the specific services listed in the ELL Plan, any student in need of remediation for not making adequate progress towards mastery of the Florida Standards will be provided with appropriate interventions through the Rti/MTSS process and have access to tutoring (e.g. after school, Saturday mornings, etc. or other such assistance that is also offered to non-ELL students). Progress monitoring will be done for ELLs using the Gradual Release Instructional Model that includes, but it not limited to, DI, and in the system, using the teachers' feedback, report cards, test scores, etc. to monitor ELLs in progress in all subject areas as well as ELLs in post program who are monitored for two years after they are exited.

**Ensuring Equitable Access.** In accordance with Florida Board of Education Rule, 6A-6.0904, and in the 1990 League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree, all ELLs will receive instruction, which is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students by ensuring that the same program goals and objectives for ELLs as non-ELLs exist (content of basic subject area courses is the same in scope, sequence and quality as the instruction provided to non-ELLs); Teacher classroom goals and objectives are for mastery of standard ; Instructional delivery, not content, is modified to meet the needs of ELLs; Content area

teachers receive appropriate ESOL training, and utilize appropriate ELL strategies when ELLs are enrolled in their classes; and, All ELLs participate in statewide assessments – and accommodations are provided in accordance with State and District mandates and guidelines, which may include: English to heritage language dictionary; Flexible setting (parent must be notified prior to testing); Flexible scheduling; and Assistance in the heritage language (as specified in testing manual for each respective section of test to determine level of assistance).

**Home Language Assistance Program:** If the school has 15 or more ELL students speaking another language (per language group) other than English upon registration, the school will ensure that a linguistically qualified teacher or paraprofessional will be staffed to assist ELL students in understanding content instruction. (LULAC et al vs. School Board of Education Consent Decree). Teachers and paraprofessionals assigned to this program are expected to assist ELL students using their home language in the core subject areas of mathematics, science, and social sciences. Tutoring logs indicating services provided will be kept at the school by the administrator supervising the program.

Bilingual paraprofessionals will assist students through the use of the following:

- working in small groups
- translating information
- interpreting test questions and homework assignments as appropriate helping students comprehend textbooks and other written materials

*C. Provide plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

**The ELL Plan:** All students classified as ELL will have a Student ELL Plan. The ESOL Resource Teacher and the ELL Chair are responsible for initial identification, assessment and development of the student ELL Plan using data from the HLS, Student Programmatic Assessment Profile and ELL Committee Recommendations. These individuals also update the Student ELL Plan after an annual re-evaluation. The ELL 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
- Provide for student exit from and reclassification into the program.
- Provide documentation for post program review for students who have exited the ESOL program

The School will designate an ESOL Coordinator to be responsible for developing and updating all Student ELL Plans, annually and keeping a record of parental contact.

**The ELL Committee:** The main function of the ELL Committee is to resolve any issue that affects the instructional program of an ELL student. It is composed of: an administrator or designee, the ESOL teacher/coordinator, the home language teacher (if any), the classroom/subject area

teacher(s), and a guidance counselor, or other educators as appropriate for the situation. The parent(s) will be invited to attend any meeting of the ELL Committee.

The ELL Committee will:

- Review instructional programs or progress.
- Address parental/teacher concerns.
- Review instructional program of former ELL (LF) students during the 2-year post-reclassification period with consistent pattern of academic underperformance.
- Handle Reclassification of former ELL.
- Review academic progress for Extension of ESOL services.
- Review all available data to consider exiting a student out of the ESOL program.
- Request evaluations/support from RtI /MTSS team
- Schedule meetings to review the student's progress and make recommendations after thorough review of all necessary data
- Invite parent(s)/guardian(s) to attend all meetings, discuss and explain all recommendations
- Ensure that the parent(s)/guardian(s) understands the proceedings of the meeting, which may include arranging for an interpreter for parent(s)/guardian(s) whose native language is other than English
- Maintain an ELL Committee log to detail the date, name of child, reason for convening a meeting, and the outcome of the meeting.

**Progress Monitoring:** The School will follow guidelines detailed in the Sponsor's Student Progression Plan, as applicable to ELL students, for appropriate grade level placement, progress monitoring, and promotion requirements of ELL students. The ELL plans will ensure the provision of appropriate services to ELLs and allow the school to monitor the progress made by such students.

Progress Monitoring tools include school-based diagnostic tests and technology based assessments and native language assessments statewide and district assessment programs (FSA/EOC). ACCESS 2.0 for ELLs will be used as the annual summative English language proficiency assessment that will be administered to all ELL students to monitor students' progress in acquiring academic English. The school will administer ACCESS for ELLs 2.0 (grades K-8), and Alternate ACCESS for ELLs, an assessment for English language learners with significant cognitive disabilities in accordance with district guidelines.

All students who are not meeting grade level expectations will be monitored for academic progress in consultation with the parent. ESOL/Reading strategies in the content areas will be facilitated throughout the curriculum to provide additional practice in addition to those taught during language arts classes. Students consistently demonstrating non-mastery of Benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention. Early bird, Super Saturday, and daily pullout tutoring may be required for those students consistently demonstrating non-mastery of the standards.

**Promotion:** A student identified as an ELL must meet the District levels of performance as indicated on the Sponsor's Student Progression Plan charts. Promotion for an ELL shall be based on the student's academic performance, regardless of the level of English Language proficiency. An ELL is required to meet student performance standards for the appropriate grade level. However, ELLs who have been in an approved ESOL Program for less than two complete school

years should not be accountable to demonstrate the standards in English. The Consent Decree and Title III requirement is to measure the student's ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's home language.

**Exit Criteria:** Students may be considered for exit at their scheduled reevaluation date or any time prior to that date if exit requirements are achieved. School personnel or parents may request an ELL Committee at any time to determine whether a student is eligible to exit the ESOL Program.

According to Rule 6A-6.0903, ELLs shall be English language proficient and exited from the ESOL program upon obtaining the following:

**Grades K-2**

Proficient score in all domains and proficient composite score on ACCESS for ELLs 2.0

**Grades 3-8**

Passing score on FSA ELA (above Level 3) AND Proficient score in all domains and proficient composite score on ACCESS for ELLs 2.0

**Post Program Review** - The School ESOL coordinator/designee with input from classroom teacher(s), and any other applicable staff will be required for conducting follow-up of former ELLs once they have exited the program. Exited student's academic performance in Language Arts/English will be monitored on an on-going basis and Post Program Review updates will be documented via the following timeframe:

- At the end of the first grading period after exiting.
- At the end of the first semester after exiting.
- At the end of the first year after exiting.
- At the end of the second year after exiting.

The school will monitor the student's progress via:

- report cards
- test scores
- classroom performance.
- Benchmark Assessments
  
- Post Program Review Reports (as applicable)
- Standardized tests (as applicable)
- Teacher/Parent input

This information will assist schools in determining if student's progress as well as the School's effectiveness servicing the needs of its ELL population. Post Program Review will be the responsibility of the classroom teacher and ELL Coordinator/Designee. If the student is not performing due to language deficiencies, the student is referred to ELL committee. If the student's performance is unsatisfactory, the ESOL coordinator or designee will convene an ELL Committee meeting to determine the reason(s) for the student's lack of progress and to recommend appropriate alternative interventions.

*D. Describe the staffing plan for the school's English Language Learner program, including the number of and proposed qualifications of staff.*

The School will ensure that experienced and ESOL certified teachers, as appropriate, will be hired to serve the School's English Language Learner Program, based on students' proficiency levels. Based on the overall enrollment of these students in the District, the School expects to have an ELL population totaling approximately 8% of the total student population (based on the average of other schools in the surrounding areas). However, the number of teachers will be adjusted as needed based on the number of students identified upon student enrollment (results from home language surveys and/or ESOL proficiency levels). The School is committed to ensuring that all core curriculum personnel instructing ELL students will have the appropriate training (ESOL endorsement/required coursework including ESOL Issues and Strategies -18 or 60 MPP) documentation. The School will offer on-site staff development opportunities for all staff to acquire ESOL endorsement. The School will work with the district's Professional Development to provide ESOL in-service training program(s) to assist language arts, basic subjects and other subject area teachers.

All instructional members will be trained and expected to: identify the students in their grade book and record the ESOL level next to each student's name; use appropriate lessons and reflect ESOL strategies being used in lesson plans; and use appropriate grading guidelines and report card comments.

Additionally, once the School has 15 or more ELLs who speak the same language, the School will employ a bilingual paraprofessional or teacher, as required. Teachers and/or paraprofessionals assigned to this program will be expected to assist ELL students using their home language in the core subject areas and providing instructional assistance in the classroom to ensure the delivery of comprehensible instruction for the ELL students. Bilingual paraprofessionals will assist students through the use of the following: working in small groups, translating information, interpreting test questions and homework assignments as appropriate, and helping students comprehend textbooks and other written materials. The ESOL program coordinator, who will serve as a staff contact person, will have the responsibility of overseeing/assisting staff in meeting the needs of the School's ELL population throughout the school year.

## Attachments

### Section 7: English Language Learners

– No Attachments –

## Notes

### **Celina Chavez, 3/6/18 8:36 PM:**

This section was reviewed by Leyda Sotolongo, Curriculum Supervisor and Celina Chavez, Education Specialist, ESOL Below is a question for clarification. 1. The application refers to the use of the WIDA Online Screener. How is this assessment aligned with District ELL Plan? 2. The application refers to (CCHL) Curriculum Content in the Home Language for ELLs. Please elaborate. How is this aligned with the K-12 ESOL Program Plan? 3. The application refers to offering a Sheltered English Language Arts and Reading model. Please explain how students will be grouped and how is this aligned to the K-12 ESOL Program Plan?

## 8. School Culture and Discipline

## Section Evaluation

Meets the Standard Debra Kearns, 3/9/18

– *No Final Rating* –

## Section 8: School Culture and Discipline

A. *Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.*

The school's approach to classroom management and student discipline is derived from its overall mission of inspiring all children to reach their full potential. The School's belief system includes:

**S**et high expectations

**O**bjective

**M**eaningful curriculum

**E**ffective

**R**esourceful and responsible life-long learners

**S**tudents who achieve proficiency and beyond

**E**valuate continuously and use data to drive curriculum

**T**eachers who are highly qualified

The governing board members of Somerset Academy, Inc. believe that the future of education lies in partnerships between communities, parents, and educators and their commitment to prepare lifelong learners. Therefore Somerset Academy, Inc. upholds an educational culture where academic excellence is respected and pursued and caring for others is intrinsic. The 'neighborhood school paradigm' as mentioned in previous sections, makes everyone a valued part of the Somerset family, and a school environment is created where everyone feels welcomed when they are on a Somerset campus. This leads to students that excel, parents and community members wanting to be involved in the process, and where everyone is committed to students and accountable for student results. These results are not only measured in academic gains but also character building and appropriate behavior throughout the school day.

Students will be taught the school's values and beliefs along with character education throughout the school year, as a vehicle for reinforcing a sense of responsibility in their actions and deeds, molding them to be self-aware, caring, and responsible citizens. All stakeholders will reinforce student intellectual success as well as positive social development by actively participating in fostering a discipline and structured learning environment. Character education will also be infused across curriculum with extra focus in the socials study courses to foster values and virtues of responsible world citizens. Banners throughout the campus will be displayed with the five core principles that the school community will focus on: Honesty, Responsibility, Kindness, Respect, & Courage. Based on these five principles, the teachers will vote on a student of the month which



receives a balloon and reward for displaying that specific character trait. Somerset Academy Parks will be focused on rewarding positive and appropriate behavior as well as providing counseling and consequences for behavior that is not appropriate.

It is in students' best interest that parents and staff work together to ensure a happy, safe and productive learning experience. The Somerset Academy family will promote this culture through communication and upholding a common philosophy of high expectations for all, a commitment to educational excellence, an expectation of parental involvement, and a collaborative infrastructure.

**RtIB** - The school will use the Response to Intervention for Behavior /Multi Tiered System of Supports model (RtIB/MTSS) as the school-wide model in creating a safe and positive school climate. RtIB/MTSS is a researched-based, problem solving process that provides a continuum of tiered interventions with increasing levels of intensity and duration to prevent inappropriate behavior by means of teaching and reinforcing appropriate behavior.

- Tier I consist of school-wide behavioral policies (rules, routines, and physical arrangements), which will be created by school staff and taught to students to prevent initial occurrences of problem behavior. Interventions may include: Increasing Positive Reinforcements, Safety, Alternative to Suspension Program (ASP) or Crisis Prevention Planning, Positive Behavior Support (PBS).
- Tier II provides services for students whose behaviors require supplemental group intervention matched to the function of the students' behavior. Interventions may involve small group counseling sessions for specific topics such as anger management, problem-solving and conflict resolution, violence prevention, grief, assertiveness, developmental issues and social skills; Alternatives to Suspension such as detention after school, Saturday school, etc.
- If a student is not meeting expectations after it is determined that Tier I core instruction + Tier II supplemental interventions have been implemented with fidelity, the student may require intensive/Tier III interventions through the SST process. RtIB Tier III increases the individual student's rate of progress through intensive individualized interventions derived from the results of the functional assessment of behavior (FAB), used to create the behavior intervention plan (BIP).

With the school's mission in mind of educating the whole child, this Problem Solving approach is intended to assist and support each child, avoiding, whenever possible, the necessity for punitive measures that will interrupt the integrity of the everyday academic or social setting of each student.

*B. State whether the applicant intends to use the local school district's code of conduct policy. If the applicant does not intend to use the local school district's code of conduct policy, describe in detail the school's approach to student discipline. If already developed, provide the proposed discipline policy or student code of conduct as Attachment G. Taken together, the narrative and code of conduct (if provided) should:*

The school will follow the Broward County Code Book for Student Conduct & Discipline Matrix.

## Attachments

### Section 8: School Culture and Discipline

8.1 [Attachment G](#)

Hernandez, Kevin, 2/5/18 5:51 PM

PDF / 110.026 KB

## 9. Supplemental Programming

### Section Evaluation

Provided LoriAyn Stickler, 3/9/18

– *No Final Rating* –

### Section 9: Supplemental Programming

*A. Describe any extra- and co-curricular activities or programming the school will offer, if applicable; how often they will occur; and how they will be funded.*

With a core philosophy combining high expectations for both students and teachers, the school will stress academic and character/social development. The school will provide students with a rigorous curriculum, as well as an extra-curricular program of activities, including team sports and a range of school clubs. Each student will have the opportunity to get involved and learn important skills such as sportsmanship, hard work, accountability, and teamwork. Students will also have opportunities to compete both athletically and academically through athletic leagues and various Future City and Robotics competitions. Students will be able to participate in school-wide productions such as the Holiday Show, a Talent show, End of Year Show, Career Day, Hispanic Heritage Show, Black History Month Show, and Spring Show. Students will also benefit from Somerset Network's annual, interscholastic competitions such as Battle of the Books, Math Bowl, Somerset's Got Talent, and Somerset Spelling Bee.

Other **Co-curricular and extra-curricular** activities include: Student Council, Guitar Club, Art Club, Spanish, National Junior Honor Society, Robotics Club, Environmental Club, Safety Patrol, Elementary Guitar Club, Newspaper Club, Future City, Math Club, Science Club and Tech Club. Other activities could be added based on student interest such as Chess Club, Boys in Blue (Male empowerment club), or Somerset Sisters (Female empowerment club), and Helping Hands (Community service groups). Students will have opportunities to practice their sport at least three times per week while in season. Co-curricular activities will meet weekly; though, when preparing for a competition, or special event, it may require meeting more often to adequately prepare. From a 1<sup>st</sup> grade cheer team to an 8<sup>th</sup> grade basketball team, the school will give all students an opportunity to participate in an array of sports that will be implemented based on student interest. Other activities and/or clubs can be added as student interest is determined. The school programs will be reflective of the student population in regards to student and family interests.

Fundraising will serve as a catalyst to fund these programs. Throughout the school year, the School will conduct fundraising activities to generate capital and to supplement the per pupil allocations. Examples of fundraising activities include Book Fairs, Yearbook Sales, School Pictures, Community Coupon Books, and a School Fair. The School will also receive a percentage of the sales made from school pictures, uniform sales, and yearbook sales. The School will also welcome and encourage sponsorship and donations from local business partners within the local community. This includes financial and in-kind donations that will promote the educational program from the benefit of the community.

The school will also offer parents a Before Care Program as well as an After Care Program, which in turn helps to fund the various expenses for co-curricular activities and tutoring that will take place after school and on Saturdays. The school will also participate in various community service

projects and fundraisers such as the Scholastic Book Fair, Community Coupon Books, World's Finest Chocolates, Family Nights at Local Restaurants, and Walk-a-Thons.

## **Attachments**

### **Section 9: Supplemental Programming**

– No Attachments –

# ORGANIZATIONAL PLAN

## 10. Governance

### Section Evaluation

– *No Final Rating* –

Meets the Standard Jody Perry, 2/13/18

Meets the Standard Brenda Santiago, 3/8/18

*A. Describe the school’s existing or planned legal status, including non-profit status and federal tax-exempt status.*

Somerset Academy, Inc., a non-profit Florida corporation, is the legal entity that will operate the School as per the *Articles of Incorporation*, (Attachment H) and *Bylaws* (Attachment J). Somerset Academy, Inc. is exempt from federal income tax as per the *501(c)(3) tax-exempt status determination letter* (Attachment I).

*B. Provide the following documents, if available, as attachments:*

- *The articles of incorporation for the applicant organization (or copies of the filing form) – Attachment H*
- *501(c)(3) tax exempt status determination letter (or copy of the filing form) –Attachment I*
- *Governing board by-laws – Attachment J*
- *Governing board code of ethics and conflict of interest policy – Attachment K*

Please see **Attachments H, I, J, and K** attached.

*C. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board; committee structure (if applicable); and how the board will interact with the principal/head of school and any advisory bodies.*

The Somerset Academy, Inc. Governing Board is the ultimate policy-making body with the responsibility of operation and oversight of the school including but not limited to academic direction, curriculum, and budgetary functions. The school principal, hired by the board, will be responsible for all aspects of school operations within the scope of operating policies and procedures and budgetary functions as adopted and approved by the Governing Board. The school’s faculty and staff will report directly to the principal, who shall report to the Governing Board.

The governing board of directors (the “Governing Board”) will have the responsibility for the activities and affairs of the corporation, including management of the school and for providing continuing oversight of school operations. All corporate powers and functions shall be exercised by the Governing Board. The Governing Board is committed to the mission of the school and is cognizant of its responsibility to effectively and properly manage public funds.

The School's on site administration (principal, an assistant principal and/or lead teacher) will

ensure that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the School as adopted and approved by the Governing Board. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School. The faculty and secretarial staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents and the community.

The policies and procedures by which the board will operate, including specific board member powers are specifically detailed in the attached Bylaws.

A brief overview of those policies and procedures is as follows:

**Board Member Powers:** Subject to the limitations of the Florida not-for-profit corporation law, the corporation's Articles of Incorporation and Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board shall have the following powers in addition to any other powers enumerated in the Bylaws and permitted by law

- Select and remove all of the officers, agents and employees of the corporation and prescribe powers and duties for them which are not inconsistent with the law
- To conduct, manage and control the affairs and activities of the corporation
- To adopt, make and use a corporate seal
- To borrow money and incur indebtedness for the purpose of the corporation
- To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust
- To acquire by purchase, exchange, lease, gift, devise, bequest or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property
- To assume any obligations, and enter into any contracts or other instruments
- To form and be a member or shareholder of a not-for-profit entity organized under the law of any state
- To carry out such duties as described in the Articles of Incorporation and Charter Contract

**Board Member Duties:** The Governing Board will perform the following duties, as well as any and all other duties specified in Florida Statutes regarding Governing Boards of Charter Schools and any other duties specified in the Bylaws:

- Oversee operational policies; Academic accountability, and financial accountability.
- Annually adopt and maintain an operating budget.
- Exercise continuing oversight over charter school operations.
- Report its progress annually to its sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports.
- Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit who shall submit the report to the governing body.
- Review and approve the audit report, including audit findings and recommendations
- Monitor a financial recovery plan in order to ensure compliance (if applicable).
- Report progress annually to its sponsor

### Advisory Bodies

**Somerset Finance and Strategic Planning Committee:** The Finance & Strategic Planning Committee serves as an advisory board to the Governing Board of Directors. They provide non-binding strategic advice and recommendations to the charter school board.

The committee consists of the board members, president, vice-president, and principals, all of

which are appointed by the board at a regularly posted public meeting. The committee reviews agenda topics such as facility/ project requests, budget forecasting, special projects, guidance to principals, network growth, future facility reviews, etc. All meetings are open to the public and operate in the Sunshine.

School Advisory Council (SAC): SAC will consist of school personnel, parents, students, local business, and community members and reports to the administration of the school. Members will be able to address and vote on pertinent school matters on a regular basis. The SAC's function and purpose is to involve stakeholders in decisions that affect instruction and the delivery of programs.

*D. State the frequency of board meetings and describe how the board will comply with open meetings and records laws.*

A procedure for selection of meeting schedule is clearly written in the Applicant's Bylaws. Please see Attachment J. The Applicant will vote upon and post their meeting schedule for the opening school year, and annually thereafter, in accordance with chapter 119 of the Florida Statutes, relating to public records, and public meetings.

*E. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are or will be represented on the governing board.*

The following is a list of the members of the school's governing board and a brief description of their backgrounds, skills, and experience highlighting their proposed contribution in servicing as a governing board member.

#### **Somerset Academy, Inc. Board Members**

##### **Lourdes Isla – Director / Board Chair**

Ms. Lourdes Isla is an accomplished educator with over 15 years of experience in the field of education and charter school administration. Ms. Isla is currently the principal of Mater Gardens Academy Elementary and Middle Charter Schools, both A+ charter schools in Miami-Dade County. The school was honored with the distinction of being recognized as one of the countries outstanding public schools by the U.S. Department of Education and awarded designation as a National Blue Ribbon School. Ms. Isla provides school administration, charter operations and budgeting and education expertise.

##### **Todd German – Director / Vice-Chair/Treasurer**

Mr. German is an 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. Most recently, in addition to serving as board member and Treasurer of the Somerset board, Todd is the President of the Key West Collegiate School, Chairman of Hometown PAC, and member of the Key West Citizen Editorial Board. His past volunteer time was spent as the President of the Key West Business Guild, Vice Chair of the Community Foundation, President of the Montessori Charter Elementary School, Chair of the Key West Citizen's Review Board, and former President of the Key West Botanical Garden Society. Todd is a graduate of Leadership--Monroe County, the Key West Ambassador Program and the Key West Citizen's Police Academy. He holds memberships in all the associations promoting business in Key West--the Attractions, Lodging, Innkeeper's and Realtor's Associations. Mr. German brings financial, real estate and charter school governance experience.

**Ana Diaz, M.S. Elementary Ed. – Director / Secretary**

Ms. Diaz has been in the field of education for over fifteen years. She earned her Master's Degree in Elementary Education from the University of Florida and began her career as a teacher in the Miami-Dade County Public School System. Ms. Diaz continued her studies at Nova Southeastern University where she completed her certification in Educational Leadership. In the fall of 2005, Ms. Diaz began working with Charter Schools and she serves as the Principal of Pinecrest Preparatory Academy Charter School. In addition to supervising the daily school operations, her areas of expertise include curriculum planning, program evaluation, data analysis, assessment design and professional development. Since her election to the board in 2013, Ms. Diaz has effectively provided oversight and support in her areas of expertise for several of the Somerset schools.

**Jenny Equijarosa – Director / Parent Representative**

Ms. Esquijaosa has been with the Somerset Board since 2014. She coordinates marketing, promotional and public relations programs for the live entertainment division, including an exclusive concert series for the Florida Marlins. Her background in event planning and marketing makes her a valuable asset to the Somerset Board. Additionally, Ms. Equijarosa is a charter school parent, having served on the Pinecrest Academy Charter School Board.

**David Concepcion – Director**

Mr. Concepcion has been a part of the Charter School movement, originally serving as Board Member and Chairman of Mater Academy Charter Schools from 2003-2006, and later joining the Somerset Academy Charter Schools as an Executive Board Member since 2006. David worked as the Chief Legislative Aide with the Florida House of Representatives, Mayor's Chief of Staff and City Clerk in the City of Hialeah, FL. Mr. Concepcion has experience in the areas of bill-drafting, presentation of legislation, implementation of legislation among governmental agencies, fundraising, governmental relations, and municipal management. Mr. Concepcion works directly with local constituency and serves as a liaison to the community with the media, state, federal and local agencies. Mr. Concepcion attended the University of Florida, where he obtained a Bachelor of Arts Degree in Political Science with a specialization in International Relations and Latin American Studies.

**Dr. Bernard Kimmel- Director**

Dr. Kimmel is a physician and former politician in the state of Florida. Kimmel was born in Highland Park, Michigan. He attended public school in Royal Oak Michigan, graduating high school in 1944. He served in the United States Navy (1944-46) during World War II in the Pacific Theater. He attended Ohio Wesleyan University and the University of Michigan where he earned a M.D. Degree in Medicine. Dr. Kimmel has been on staff over years of St. Mary's Hospital, Good Samaritan Hospital, John F. Kennedy Hospital, Doctor's Hospital, Pine Ridge Hospital. A few of the positions he has held and accolades received include: President of Palm Beach County Medical Society 1972/1973; President of Family Practice Academy State of Florida 1980/1981; Family Practitioner of the Year, State of Florida 1985; Member Palm Beach County School Board 1972/1980 Chairman 2 years; Member Florida House of Representatives 1980/1982 and 1984/1986; Member Palm Beach Community College Board 1986/1990; Team Physician Forest Hill High School 1957/1985 Retired 1997; President of Board of JFK Charter School 2008/2016.

**George B. Ozuna – Director**

Mr. Ozuna is a hydrologist with the U.S. Geological Survey (USGS) whose public service spans 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 and his background in STEM initiatives are a valuable contributing to Somerset's educational programs.

### **Louis J. Marin – Director**

Mr. Marin is the 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. He serves on several volunteer committees and is a certified Sports Official in basketball, soccer, football and softball. Mr. Marin brings to the board his finance and fiscal management expertise.

*F. Describe how board members have been and will be selected including term limits and selection of officers.*

The Applicant's Bylaws, Attachment J, clearly specify the selection, removal procedures, and term limits of Board Members, and is summarized as follows:

**Selection:** Directors shall be elected at a duly organized meeting of the Governing Board. Notice of the Governing Board's intentions to elect any such Director shall be included in the agenda for that meeting and publicly announced in accordance with Sunshine Law requirements. Newly created directorships resulting from an increase in the number of directors comprising the board and all vacancies occurring on the board for any reason shall be filled by the majority of the members in office at a duly organized meeting of the Governing Board. A member elected to fill a newly created directorship or a vacancy will serve until a successor is elected. Newly elected members will agree to support the founding organization's vision in order to maintain continuity between the founders and the subsequent board members.

**Removal Procedures:** A Director may be removed without cause by a majority of the Directors then in office.

**Term Limits:** Each member of the Board of Directors shall have a term of five (5) years and may only be elected for up to three (3) consecutive years. Upon serving the maximum term, a Director's term shall automatically expire without further action of the Board.

*G. Explain how this structure and composition will ensure that the school will be an academic, operational, and financial success.*

Somerset Academy, Inc. is a Florida not-for-profit educational institution with two decades of successful development and operation of over 50 high-performing charter schools serving nearly 18,000 students in Pre-K through 12th grade in Miami-Dade, Broward, Palm Beach, Monroe, St. Lucie and Duval counties, as well as D.C., Las Vegas, NV and San Antonio, TX. The institution and its board of directors have over a decade of experience in charter school operations and management and oversight of public funds. Somerset Academy has developed a multi-tier system (management, instruction, assessment and professional development) that has achieved increased performance across all student populations and subgroups as evidenced by their academic performance over the past two decades. Somerset Academy has been able to implement unique and innovative strategies aimed at student achievement and have proven these strategies to be successful with all student populations, including ELL and ESE students, as well as those entering schools below grade level. The results on standardized exams and learning gains, especially in mathematics, have proven its success. Somerset has successfully replicated



approximately 50 high quality programs, which have and continue to increase student performance in grades K-12. This Board has a proven track record of operating successful, financially sound charter schools in Florida since 1997. Somerset Academy, Inc.'s structure and composition has ensured the academic, operational, and financial success of the existing schools within its network and will continue to do so with the proposed school.

*H. Complete the table below (add lines as necessary) and for each individual identified here provide 1) a completed and signed Board Member Information Sheet (template provided), and 2) resume*

| <b>Name</b>        | <b>Current or Prospective Governing Board Member?</b> | <b>Role on Board (e.g. Member, President, etc.)</b> | <b>Submission Requirements</b>   |
|--------------------|---|---|--|
| Lourdes Isla       | Current   | Director/Chair                                      | <input checked="" type="checkbox"/> Information Sheet<br><input type="checkbox"/> Resume |
| Todd German        | Current   | Director/Vice-Chair/Treasurer                       | <input checked="" type="checkbox"/> Information Sheet<br><input type="checkbox"/> Resume |
| Ana Diaz           | Current   | Director/Secretary                                  | <input checked="" type="checkbox"/> Information Sheet<br><input type="checkbox"/> Resume |
| Jenny Equijarosa   | Current   | Director/Parent representative                      | <input checked="" type="checkbox"/> Information Sheet<br><input type="checkbox"/> Resume |
| Dr. Bernard Kimmel | Current   | Director  | <input checked="" type="checkbox"/> Information Sheet<br><input type="checkbox"/> Resume |
| David Concepcion   | Current   | Director  | <input checked="" type="checkbox"/> Information Sheet<br><input type="checkbox"/> Resume |
| George B. Ozuna    | Current   | Director  | <input checked="" type="checkbox"/> Information Sheet<br><input type="checkbox"/> Resume |

|             |         |          |   |
|-------------|---------|----------|---|
| Louis Marin | Current | Director | <input checked="" type="checkbox"/> Information Sheet<br><input checked="" type="checkbox"/> Resume |
|-------------|---------|----------|---|

I. *Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development to increase the capacity of the board.*

Since the Governing Board is an existing entity and has already been established, the Governing Board will recruit members as vacancies arise, and will endeavor to fill these vacancies with those who will commit to forward the mission of the School. Board members will agree to oversee the operational policies, and ensure academic accountability and financial accountability of the School as well as participate in charter school governance training and successfully undergo a background check by the Sponsor, as specified by law.

Governance Training: The administrators and Governing Board members will be trained in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. This training will be provided by The Florida Consortium of Charter Schools or another approved vendors. Further, as presented in the Applicant's Bylaws, The Applicant shall develop an orientation and training program for new directors and an annual continuing education program for existing directors.

J. *Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest.*

**Conflict of Interest Policy:** As a nonprofit, tax-exempt organization authorized to operate charter schools, the operations of the Applicant can also be viewed as a public trust, which is subject to scrutiny by and accountable to the public. Consequently, a fiduciary duty exists between the Board, officers, management employees, and the public, which carries with it a duty of loyalty and fidelity. The Board, officers, and management employees have the responsibility of administering the affairs of corporation honestly and prudently. Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not improperly use their positions with, or knowledge gained from the organization for their personal benefit.

Nature of Conflicting Interest: A conflicting interest may be defined as an interest, direct or indirect, with any persons or firms mentioned above. Such an interest might arise through:

- Owning stock or holding debt or other proprietary interests in any third party dealing with the Corporation.
- Holding office, serving on the Board, participating in management, or being otherwise employed (or formerly employed) with any third party dealing with the Board.
- Receiving remuneration for services with respect to individual transactions involving the Corporation.
- Using the corporation's time, personnel, equipment, supplies or good will for other than Board - approved activities, programs and purposes.
- Receiving personal gifts or loans from dealing or competing third parties. Receipt of any gift is disapproved except gifts of a value less than \$150, which could not be refused without discourtesy. No personal gift of money should ever be accepted.

Interpretation of this Statement of Policy: The areas of conflicting interest listed and the relations

in those areas, which may give rise to conflict are not exhaustive. Conflicts might arise in other areas or through other relations. Directors, officers and management employees will hopefully recognize such areas and relation by analogy. However, it is the policy of the Board that the existence of any conflict of interest shall be disclosed before any transaction is consummated. It shall be the continuing responsibility of the Board, officers, and management employees to scrutinize their transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures.

**Disclosure Policy and Procedure:** Transactions with parties with whom a conflicting interest exists may be undertaken only if all of the following are observed: The conflicting interest is fully disclosed; 2. The person with the conflict of interest is excluded from the discussion and approval of such transaction; 3. Where products, goods or services are being procured or sold, that there exists reliable independent evidence of fair value (which shall be specifically identified in and attached to the minutes), which may include a competitive bid or market survey or comparable valuation or other reliable evidence of market value; and The Board has determined that the transaction is in the best interest of the organization.

Disclosure in the organization should be made to the Board Chair who shall bring the matter to the attention of the Board. Disclosure involving the directors should be made to the Board. The Board shall determine whether a conflict exists and in the case of an existing conflict, whether the contemplated transaction may be authorized as just, fair and reasonable. If the conflict is not deemed to be material and the conflicted party is excluded from the decision making process, then the Board can use its reasonable judgment and make a decision, which it deems to be in the best interest of the entity. The decision of the Board on these matters will rest in its sole discretion, and its concern must be the welfare of the Corporation and the advancement of its purpose.

*K. Describe, if applicable, any school advisory bodies or councils that are in place or will be formed, including the roles and duties of each and the reporting structure of such entity relative to the school's governing board and leadership.*

The advisory bodies listed below, as Somerset stakeholders, will provide the school and the school's governing board with knowledge, understanding, and advise on school related matters. Their main purpose is to become actively involved in fostering the school's vision and mission as well as guiding the school towards continuous improvement.

### **Advisory Bodies**

Somerset Finance and Strategic Planning Committee: The Finance & Strategic Planning Committee serves as an advisory board to the Governing Board of Directors. They provide non-binding strategic advice and recommendations to the charter school board.

The committee consists of the board members, president, vice-president, and principals, all of which are appointed by the board at a regularly posted public meeting. The committee reviews agenda topics such as facility/ project requests, budget forecasting, special projects, guidance to principals, network growth, future facility reviews, etc. All meetings are open to the public and operate in the Sunshine.

School Advisory Council (SAC): SAC will consist of school personnel, parents, students, local business, and community members and reports to the administration of the school. Members will be able to address and vote on pertinent school matters on a regular basis. The SAC's function and purpose is to involve stakeholders in decisions that affect instruction and the delivery of programs.

*L. Briefly explain the process that the school will follow should a parent or student have an*

*objection to a governing board policy or decision, administrative procedure, or practice at the school. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.*

The school's governing board will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative may be a governing board member, charter school employee, or individual contracted to represent the governing board. The representative's contact information will be provided annually in writing to parents and posted prominently on the charter school's website if a website is maintained by the school. If the governing board oversees multiple charter schools in the same school district, the governing board will appoint a separate representative for each charter school in the district. The appointed representative will reside in the school district in which the charter school is located in accordance with 1002.33(9)(p)(2), Florida Statute.

Positive relations between the School and its parents and families are a primary concern. For that reason, every effort will be made to handle disputes in the most positive way possible. Parents are always welcome to voice their opinions and/or concerns at governing board meetings. Board meeting dates and speaker forms are available at the school and on the website. The following steps have been outlined in order to facilitate resolution of such issues:

- Step 1: Make an appointment to clarify issue with your student's teacher (if applicable).
- Step 2: Make appointment to clarify issue with the school administrator.
- Step 3: Contact Educational Support Provider
- Step 4: Contact Board Appointed Parent Liaison
- Step 5: State concerns at a scheduled Governing Board meeting.

*If the school is filing the application in conjunction with a college, university, museum, educational institution, another non-profit organization or any other partner, provide the following information:*

- A. *Name of the partner organization. N/A*
- B. *Name of the contact person at the partner organization and that person's full contact information. N/A*
- C. *A description of the nature and purpose of the school's partnership with the organization. N/A*
- D. *An explanation of how the partner organization will be involved in the governance of the school. N/A*

## Attachments

### Section 10: Governance

|      |                              |                                  |                  |
|------|------------------------------|----------------------------------|------------------|
| 10.1 | <a href="#">Attachment L</a> | Hernandez, Kevin, 2/5/18 4:56 PM | PDF / 7.156 MB   |
| 10.2 | <a href="#">Attachment K</a> | Hernandez, Kevin, 2/5/18 4:49 PM | PDF / 215.569 KB |
| 10.3 | <a href="#">Attachment J</a> | Hernandez, Kevin, 2/5/18 4:49 PM | PDF / 1.065 MB   |
| 10.4 | <a href="#">Attachment I</a> | Hernandez, Kevin, 2/5/18 4:49 PM | PDF / 192.08 KB  |
| 10.5 | <a href="#">Attachment H</a> | Hernandez, Kevin, 2/5/18 4:48 PM | PDF / 838.729 KB |

## 11. Management and Staffing

### Section Evaluation

Meets the Standard Rhonda Stephanik, 3/16/18

– No Final Rating –

A. *Submit as Attachment M organization charts that show the school governance, management, and staffing structure in*

- *The pre-operational year;*
- *The first year of school operations;*
- *At the end of the charter term; and*
- *When the school reaches full capacity, if in a year beyond the first charter term.*

*Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, staff, and any related bodies (such as advisory bodies or parent or teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.*

### See Attachment M – Organizational Charts

*B. School Leader: Process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide as Attachment O the position's qualification requirements. What are the key skills and competencies for the school leader? What qualities must the school leader have for this school to be successful?*

At the time of application and charter contract approval with the Sponsor, the Governing board alongside support personnel, will begin the process of identifying the school leader. The school principal will be hired by the board, and will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The Board intends to recruit talented individuals who have knowledge of and experience with instructional, educational, and school-site matters. In order to recruit the most qualified individual who will carry out the mission and vision of the school, the Governing Board will evaluate administrators/assistant principals within the network to identify any possible candidates who are prepared and qualified for a principal position at the new school and who have expressed an interest in such a position. Additionally, the board may as the ESP for assistance in recruitment of the school leader in order to reach a broader pool of possible candidates and to assist with advertising the new position. The school will adhere to the anti-discrimination provisions of s. 1000.05, Florida Statutes.

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. See Attachment O. School Leader Qualifications.

The governing board will conduct formal administrator evaluations annually in accordance with s. 1012.34, F.S. More details on the evaluation of the school leader may be found in Section 12B of this application.

*C. Describe the management structure of the school. As Attachment P provide job descriptions for each administrative or leadership position that identifies key roles, responsibilities, and accountability.*

The management structure for the school's day-to-day operations will be as follows:

**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 and is 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.

**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 duties and key roles for these key personnel are detailed in the job descriptions, *Attachment P*.

The Board expects it will contract with Academica, an Educational Services and Support Provider, to provide off-site support to the school. Detailed information on the ESP may be found in **Addendum B**.

The Governing Board has the ultimate responsibility of ensuring that the school's finances are managed properly. As per the duties described in *Section 10 - Governance*, the Board will annually adopt and maintain an operating budget and maintain oversight of all school-based finances. The Governing Board will ensure that the charter school has retained the services of a certified public accountant for the annual financial audit. The ESP, as contracted by the Board, will assist the School with additional preparation and reporting of the school's finances. The board has also established financial policies and internal controls for the school's operational and internal accounts. These policies and controls are detailed in Section 21, *Financial Management and Oversight*, of this application.

*D. Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other sections of the application. Provide as Attachment Q the proposed job description and qualification requirements for the school's teachers.*

Refer to Staffing plan provided in **Attachment X** (Operating Budget/Staffing Plan)

Refer to **Attachment Q** for Job Descriptions for the school's teachers

*E. Explain the school's plan for recruitment, selection, and development of a highly qualified and*

*appropriately certified instructional staff that is aligned with applicable federal laws and state requirements as well as the school's design.*

**Recruitment** – The School will ensure that faculty members are certified, highly qualified professional personnel. Accordingly, the School will: Recruit teachers through various local and national job fairs and teacher fairs, 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 and via word of mouth.

**Selection Process-** The school will look for candidates who demonstrate the following qualifications: 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, and; References/Letters of Recommendation.

**Hiring Process** - The Principal, once hired, will recruit teachers and may appoint a 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.

The school 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. The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes. Furthermore, the school will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees.

**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. Detailed information on the School's plan for professional development may be found in Section 13. Professional Development of this application.

**Retention of Staff:** The School wishes to 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. The school's plan for professional development also serves to enhance each employee's experience at the school. The school offers teachers and staff opportunities for growth and advancement through participation in an Aspiring Assistant Principal and Aspiring Principal program.

The school will provide a wide range of benefits such as Flexible Benefits Plan; 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. These fringe benefits are reflected in the budget – See Attachment X.

Other programs include: **Educational Assistance/Tuition Reimbursement:** The educational assistance program encourages personal development through formal education so that employees can maintain and improve job-related skills or enhance their ability to compete for reasonably attainable jobs within the School. **Employee Assistance Program:** Through the EAP, the school will provide confidential access to professional counseling services for help in confronting such personal problems as alcohol and other substance abuse, marital and family difficulties, financial or legal troubles, and emotional distress. **Flexible Spending Account (FSA):** A Flexible Spending Account (FSA) program that allows employees to have pre-tax dollars deducted from their salaries to pay for eligible out-of-pocket expenses for predictable non-reimbursed health care expenses and dependent care expenses during the plan year. **Support for Beginning and Struggling Teachers:** Observation of new and struggling teachers by veteran teachers and support strategies will be implemented as applicable. Additional information on staff retention may be found in Section 12.B and 12.C.

## Attachments

### Section 11: Management and Staffing

|      |                               |                                  |                  |
|------|-------------------------------|----------------------------------|------------------|
| 11.1 | <a href="#">Attachment EE</a> | Hernandez, Kevin, 2/5/18 5:52 PM | PDF / 749.222 KB |
| 11.2 | <a href="#">Attachment O</a>  | Hernandez, Kevin, 2/5/18 5:04 PM | PDF / 112.427 KB |
| 11.3 | <a href="#">Attachment N</a>  | Hernandez, Kevin, 2/5/18 5:04 PM | PDF / 159.249 KB |
| 11.4 | <a href="#">Attachment P</a>  | Hernandez, Kevin, 2/5/18 5:03 PM | PDF / 520.629 KB |
| 11.5 | <a href="#">Attachment Q</a>  | Hernandez, Kevin, 2/5/18 5:03 PM | PDF / 155.053 KB |
| 11.6 | <a href="#">Attachment X</a>  | Hernandez, Kevin, 2/5/18 5:03 PM | PDF / 1.849 MB   |
| 11.7 | <a href="#">Attachment M</a>  | Hernandez, Kevin, 2/5/18 5:02 PM | PDF / 474.137 KB |

## 12. Human Resources and Employment

### Section Evaluation

– No Final Rating –

Meets the Standard Khandia Pinkney, 2/8/18

Partially Meets the Standard Debbie-Ann Scott, 3/5/18

## Section 12: Human Resources and Employment

A. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will. Discuss the school’s tentative plan regarding use of employment contracts. If the school will use contracts, explain the nature and purpose of the



*contracts. Use and nature of employment contracts may be finalized after application approval.*

The relationship between the school and its employees is that of an employment-at-will and will be entered into voluntarily in accordance with §1002.33(16)(c)(3), Florida Statutes.

Although employment is based on mutual consent and both the employee and the school have the right to terminate employment at will, with or without cause or advance notice, the School may use progressive discipline at its discretion. Disciplinary action may call for any of four steps 1) verbal warning 2) written warning 3) suspension with or without pay, or 4) termination of employment, depending on the severity of the problem and the number of occurrences. There may be circumstances when one or more steps are bypassed.

Contracts- Instructional personnel will receive either a probationary contract (for instructional personnel new to the profession or new to the district) or an annual contract (for personnel who have completed a probationary contract or are already under an annual contract). The nature and purpose of these contracts is to clearly provide just cause reasons, and process, for suspension or dismissal of instructional personnel during the term of an annual contract. At the end of the probationary contract, the Governing Board may choose to award or not award the Teacher an annual contract pursuant to §1012.335, Florida Statutes, with or without cause. Teachers will be evaluated in accordance with provisions of §1012.34, Florida Statutes.

*B. Provide the performance evaluation or a general outline of the performance evaluation plan, consistent with the substantive requirements included in s. 1012.34, F.S. (the Student Success Act), for administrators and instructional personnel including who will conduct the evaluations, what instrument will be used, and how the results will be used to guide performance and professional development. A final, detailed outline will be required after application approval.*

The school principal will be hired by the board, and will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The Board intends to recruit talented individuals who have knowledge of and experience with instructional, educational, and school-site matters. The school will adhere to the anti-discrimination provisions of s. 1000.05, Florida Statutes.

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

**Administrator Evaluations-** In compliance with s. 1012.34, F.S., the administrator's evaluation must, at minimum, be based on the following components:

**1. Performance of students.** *At least* one-third of a performance evaluation will be based upon data and indicators of student performance\* This portion of the evaluation will include growth or achievement data of the students attending the school over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available will be used.

\*Student learning growth will be assessed annually and measured by statewide assessments using performance standards adopted into State Board Rule. For courses/subjects not measured by statewide assessments, and courses with statewide assessments without a state-adopted growth model, the school will abide by the district's adoption of either all, some or none of the results of statewide assessments in the performance of students component. (s. 1012.34, F.S.)

**2. Instructional Leadership** - *At least* one-third of the performance evaluation must 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.

**3. Professional & Job Responsibilities** - the remainder of the performance evaluation may include, but is not limited to, professional and job responsibilities as adopted by State Board of Education and/or the Governing Board of the school and may also include a mechanism to give parents and teachers an opportunity to provide input into the administrator's performance assessment, when appropriate.

Accordingly, the school will implement a school based administrator evaluation system that meets statutory requirements and is aligned to the Florida Principal Leadership Standards, approved by the Florida Department of Education (i.e. Somerset Assessment of School Administrators (SASA)).

The governing board will conduct formal administrator evaluations annually in accordance with s. 1012.34, F.S.

The evaluation systems for school administrators 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:
  - Highly effective.
  - Effective.
  - Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing.
  - 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.

**Employee Evaluations-** In compliance with s. 1012.34, F.S., instructional personnel evaluations must, at minimum, be based on the following components:

**1. Performance of students\*** – in accordance with s. 1012.34, F.S., *At least* one-third of a performance evaluation will be based upon data and indicators of student performance. This will include growth or achievement data of the teacher's students.

\*Student learning growth will be assessed annually and measured by statewide assessments using performance standards adopted into State Board Rule. For courses/subjects not measured by statewide assessments, and courses with statewide assessments without a state-adopted growth model, the school will abide by the district's adoption of either all, some or none of the results of statewide assessments in the performance of students component. (s. 1012.34, F.S.)

**2. Instructional practice.** *At least* one-third of the performance evaluation will be based upon instructional practice. Evaluation criteria used when annually observing classroom teachers, as defined in s. [1012.01](#)(2)(a), excluding substitute teachers, will include indicators based upon each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education. For instructional personnel who are not classroom teachers, evaluation criteria will be based upon indicators of the Florida Educator Accomplished Practices (FEAPs) and may include specific job expectations related to student support.

**3. Other indicators** –the remainder of a performance evaluation may include, but is not limited to, professional and job responsibilities as those recommended by the State Board of Education and/or identified by the approved plan, peer reviews, objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement, and other valid and reliable measures of instructional practice.

Accordingly, the school will implement a performance evaluation system for classroom teachers and other instructional personnel that is in alignment with the Florida Educator Accomplished Practices (FEAPs) and in compliance with s.1012.34, F.S. (i.e. Marzano Focused Teacher Evaluation Model).

All teachers will be formally evaluated on an annual basis. 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.)

Data collected from informal and formal Classroom Walk-through's 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:
  - Highly effective.
  - Effective.
  - Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing.
  - 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.

*C. Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?*

The School will be a not-for-profit, private employer, and will not participate in the Florida Retirement System. Full time, salaried employees will be entitled to Health Insurance and other benefits as detailed below. For employee insurance and benefits selection, the Governing Board has engaged the services of ADP TotalSource, a professional employer organization that provides human resource services to small and moderate size employers. The use of a professional employer organization allows the staff of the School to enjoy the same level of benefits that are available to employees of large organization such as Fortune 500 companies (including health/dental/vision insurance and Retirement/401k plans). More information on ADP is found on [www.adptotalsource.com](http://www.adptotalsource.com).

### **Compensation structure**

The proposed school will use its Governing Board's adopted performance-based salary schedule for instructional personnel and school administrators, in accordance with s. 1012.22(1)(c) relating to *Compensation and Salary Schedules*. The Board's plan includes a base salary schedule for classroom teachers, other instructional personnel, and school administrators in which annual adjustments are based on performance as follows:

- An employee who is "**highly effective**," as determined by his or her evaluation, would receive a salary increase that must be greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the board
- An employee who is "**effective**," as determined by his or her evaluation, would receive a salary increase between 50-75 % of the annual salary increase provided to a highly effective employee.
- An employee who is in "**need of improvement (or developing)**" or is "**unsatisfactory**," as determined by his or her evaluation would not be eligible for a salary increase.

*Please note: percentages are subject to change and will be determined according to the approved budget once all evaluation data and the number of eligible staff determined.*

Such adjustments will be in addition to the base salary schedule that is not a bonus and becomes part of the employee's permanent base salary and shall be considered compensation under s.121.021(22). Advanced Degrees will not be used for base salary calculations, but may be used for supplements. Supplements will be annual additions to the base pay, but will not be part of the continuing base salary.

All entering new hire teachers are placed at a base salary unless creditable years of experience are applicable. Once base salary is determined calculating creditable years of experience (if any), then any applicable credential supplement is added to the new base salary for total compensation. Teacher salaries reflected in the budget are based on an average salary for teachers with 4-5 years of experience. Please see attached *Budget*.

### **Employee Benefits**

Employee health benefit options are structured as follows: SEE ATTACHMENT FOR CHART OF HEALTH BENEFIT OPTIONS (from the hard copy text).

The compensation and benefits structure mentioned above offers teachers and staff with an attractive program which the school believes contributes to their high teacher/staff retention rate.

For example, teachers may participate in a 401K in which they are immediately 100% vested in any employer contributions and those related earnings, there is no vesting period. Contribution is optional. The employee may roll over his/her 401K plan or roll it over into an IRA should they change or leave jobs. Said benefits offer the employee lower co-pays, lower family plan rates, low out of pocket maximum and desirable coinsurance rates.

*D. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.*

The school will adhere to all antidiscrimination provisions of section 1000.05, F.S. The school will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees. All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The School will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Employees are expected to observe high standards of job performance and professional conduct. When performance or conduct does not meet standards, the School may terminate employment, or it may endeavor, if it deems appropriate, to provide the employee a reasonable opportunity to correct the problem. If, however, a corrective opportunity is given and the school determines that the employee has failed to make the correction, he or she will be subject to further discipline, including termination.

All instructional and non-instructional personnel who are hired or contracted to fill positions and members of the governing board of the school must undergo background screening as required by Section 1012.32, F.S. The school will be a safe, Drug-Free and Tobacco-Free Environment. All employees will be required to undergo background checks and drug-screenings.

Additionally, school employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in FAC Rule 6A – 10.080.

*E. If personnel policies have been developed, include as Attachment R. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.*

Please see *Attachment R- ADP Basic Employment Policies Handbook*

*F. Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover.*

As stated above, the governing board will evaluate the school leader and handle “Unsatisfactory leadership” by taking measures that are in the best interest of the students at the school (e.g. Professional development opportunities, additional mentorship or support, or removal/dismissal.) The school principal and school leadership will conduct evaluations of faculty and staff in accordance with 1012.34, F.S. and take necessary actions also in the best interest of the students.

The rules set forth below are not exhaustive and are intended to provide employees with illustrations and fair notice of what is expected from them. Employees should be aware that conduct not specifically listed below, but which adversely affects or is otherwise detrimental to the interests of the school, to students, or to other employees, may also result in disciplinary action.

#### Probation Period

Pursuant to Florida Statute, Section 1012.335, all instructional personnel will be issued a probationary employment contract for a period of one school year upon initial employment in the school.

#### Voluntary Termination

The School will consider an employee to have voluntarily terminated or abandoned his or her employment if an employee does any of the following:

- Elects to resign from the school.
- Fails to return from an approved leave of absence on the date specified by the school.
- Fails to return to work without notice to the school for three (3) consecutive days.

#### Involuntary Termination

The School expressly reserves the right to discharge employees for cause, but without being in violation of the laws of the State of Florida and the United States of America. The School assures thorough, consistent, and even-handed termination procedures. Terminated employees will receive all earned pay to the next regular pay period. An employee may be terminated involuntarily for any reason not prohibited by law, including a leave of absence in excess of 180 days, incompetency, misconduct, or other violations of the school's rules of conduct for employees. Involuntary termination, other than for an administrative reason or abandonment of employment, will result in forfeiture of all earned accrued compensation, other than as required to be paid by law.

The school may proceed directly to a written reprimand or to termination for misconduct or performance deficiency, without resort to prior disciplinary steps, when the school deems such action is appropriate. If an employee is recommended for dismissal by the principal of the school, the principal will propose such dismissal at a meeting of the Board of the School. The employee shall have the right to contest the dismissal at the board meeting and present testimony or evidence in connection with the dismissal action.

## **Attachments**

## Section 12: Human Resources and Employment

|      |  |                                  |                  |
|------|--|----------------------------------|------------------|
| 12.1 | <a href="#">Section 12 - Chart of Health Benefit Options - from hard copy text</a> | May, Bonnie, 2/6/18 1:48 PM      | DOCX / 213.89 KB |
| 12.2 | <a href="#">Attachment R</a>   | Hernandez, Kevin, 2/5/18 5:05 PM | PDF / 1.172 MB   |
| 12.3 | <a href="#">No Title</a>   | May, Bonnie, 2/1/18 1:14 AM      | DOCX / 213.89 KB |

## 13. Professional Development

### Section Evaluation

|          |                        |                            |
|----------|------------------------|----------------------------|
| Complete | Denise Roberts, 3/9/18 | <b>– No Final Rating –</b> |
|----------|------------------------|----------------------------|

## Section 13: Professional Development

A. *Describe the school's professional development expectations and opportunities for administrators and instructional personnel, including the following:*

Research shows that effective leaders and teachers increase student success and that the primary contributor to making educators effective is high-quality, continuous professional learning. The school's professional development expectations and opportunities are intended for all instructional personnel, including administrators, in order to maintain effective teachers who utilize the most effective instructional strategies to yield student achievement and to assist educators in receiving the requisite number of in-service points needed for recertification. These may include but are not limited to: state mandated coursework in exceptional student education; specific endorsements such as reading, gifted or ESOL.

1. *Identify the person or position responsible for overseeing professional development activities.*

The principal of the School will appoint a PD Liaison to lead the Professional Learning Support Team (PLST), which will consist of: the PD Liaison, an AP (or principal), and team leaders or department heads, all who share the responsibilities for researching, developing and providing professional learning opportunities for the teachers at the School.

2. *Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform. Describe how the effectiveness of professional development will be evaluated.*

The core components of the professional development plan include creating and meeting goals for each of the following areas: Core academic areas: Including, but not limited to: Standards

alignment, Assessment/data chats, Planning, Best instructional practices, Technology integration, Financial literacy, Safety, Technology, Exceptional Student Education, ESOL/ELL, Observation tool, School discipline plan, and Guidance and student support procedures

These areas are outlined for new administrators by the Somerset District leadership, and are to be addressed at the beginning of each school year with ample opportunities for follow-up throughout the year. The PLST will support the faculty and staff by leading and directing professional learning on-site, while documenting all on-site activities through MyLearningPlan, or any approved process the Sponsor has dedicated.

In addition to the professional development plan for the Somerset District and the School's projected plan, teachers and staff will also have the opportunity to take advantage of additional courses and resources offered by the Sponsor in order to provide teachers with the most appropriate courses for their needs, and in order to assist educators in receiving the requisite number of in-service points needed for recertification. These may include but are not limited to: state mandated coursework in exceptional student education; specific endorsements such as reading, and gifted or ESOL.

The professional learning opportunities provided at the School site are meant to be those which are beneficial to the entire faculty and staff, and are thus chosen as such by the PLST. Professional staff may also be able to procure additional learning opportunities through the subsidizing of college classes and facilitating the attainment of continuing education credits, in addition to those afforded by the Sponsor.

The effectiveness of the School's s plan will be assessed utilizing both the appraisal system within the MyLearningPlan platform and the end of year climate surveys submitted by the staff. The results of these systems will be evaluated by the members of the PLST and used to project learning objectives for the following school year.

*3. Describe any professional development that will take place prior to school opening. What will be covered during this induction period? How will instructional personnel be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods?*

Prior to school opening, there are two phases of teacher preparation, one addressing the unique needs to new teachers, and the other addressing returning teachers.

- **New Teacher Induction Program:** opportunity to participate in the Somerset Academy New Teacher Academy, which provides new educators with tools for entering the field such as:
  - Classroom management techniques, strategies for effective communication with parents and how to access student data and gradebooks.
  - These teachers will also be provided with a Somerset orientation to help acquiesce them to the policies and procedures of their specific campus. These teachers meet one week prior to returning faculty.
- **Annual Somerset Conference:** New and returning teachers are united with educators from across the Somerset network held prior to opening of schools, which provides topical presentations relevant to educators throughout the network.
- **Pre-Service Week:** The week prior to opening of schools, in accordance with the district calendar, the School will have a gamut of professional learning opportunities for the faculty and staff to prepare for the upcoming school year, which will include, but not limited to the following topics/presentations:
  - Data-Driven Decision-Making – Administrators and staff collaborate to analyze, extrapolate and disaggregate school data from a variety of sources and to use this data to create effective school improvement plans and increase student achievement.
  - Student Support – The faculty and staff related to student support provide guidance



and procedures on the following topics:

- Exceptional Student Education – Teachers are guided through the IEPs of their students and are made aware of the accommodations required to address the needs of each learner.
- ESOL – Teachers are provided with guidance and resources to help address the unique academic and social needs of English Language Learners.
- RtI/MTSS Framework – Staff learn to initiate and address the RtI model to meet the academic and behavioral needs of all students.
- Curriculum Implementation by Subject/Specialty – Teachers will participate in individual department trainings related to curriculum implementation, Florida Standards and FSA implementation, with special emphasis on incorporating digital resources.
- Other:
  - School Literacy Plan – Teachers will be exposed to the School’s literacy plan with specific strategies on how to differentiate and individualize instruction.
- Promethean Board and other Technology Trainings: Beginner/Intermediate. Teachers are exposed to the resources and instructional implications of utilizing interactive whiteboards and other technology that will be used school wide as well as technology within the classrooms.
- Safety and Security – Training will instruct staff on daily safety procedures, and how to prevent and protect the school and students, to handle emergency situations, and to recognize potential threats in accordance with the school safety plan.

School Discipline Plan – Classroom-based discipline plans are discussed and approved; school-wide discipline procedures are outlined and clarified.

*4. Describe the expected number of days or hours for professional development throughout the school year, and explain how the school’s calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.*

The School-wide professional development plan will be ongoing, sustained, inquiry-based learning that occurs at least weekly throughout the school year. This type of professional learning provides focused, deep learning that builds upon prior learning resulting in positive changes in practice and increased student learning. A needs assessment can be conducted on a whole school level, or by grade, subject, team, PLC or individual levels. It should be reviewed regularly and updated to reflect staff learning and changes in student data.

| <b>Yearly Professional Development</b> |  |                                      |
|--|--|--------------------------------------|
| <b>Topic</b>                           | <b>Description of initial, ongoing PD</b>  | <b>Approx. number of PD sessions</b> |
| School-wide Data Chats                 | School-level data chats will occur at the beginning of the school year, at the release of district interim assessments, at the release of state progress monitoring assessments, and at the release of any school-wide internal assessments. These data chats will consist of a review and analysis of current student progress, discussion of appropriate | 6-10                                 |

|                                      |   |    |
|--------------------------------------|---|----|
|                                      | interventions which need to be applied, and a mutually agreed upon action plan that would be followed.  |    |
| Literacy Plan and School Initiatives | School literacy plan, best practices, instructional strategies and other ventures such as Somerset's STEAM initiative roll-out and follow-through | 10 |
| Student Support                      | ESE, ESOL, Rtl, guidance, crisis intervention and tolerance processes will be outlined; changes and/or updates provided as needed                 | 2  |
| Technology                           | Research-based supplemental digital resources are explored and integrated into instruction  | 4  |

**Scheduled Meeting Dates (School-wide)**

**Tentative Meeting Dates**

|                          |                             |  |  |  |
|--------------------------|-----------------------------|--|--|--|
| Faculty Meetings<br>K-12 | Curriculum Council Meetings | Department Meetings<br><br>(Third Wed. of the month) | Grade Level Meetings<br><br>(Fourth Wed. of the month) | SAC meetings<br><br>(Second Wed. of every month) |
|--------------------------|-----------------------------|--|--|--|

**In-Service**

**Professional Development Calendar:**

**K-12 Early Release Dates**

(3 hours)      Small Group Instruction/Centers to Maximize Learning

- (3 hours) Innovative Projects-Based Learning
- (3 hours) Cross-Curricular Writing Strategies
- (3 hours) Differentiated Instruction to Increase Student Achievement
- (3 hours) Project-Based Learning

### **Additional Professional Development:**

#### Pre-Service Week Topics

School-Wide Data Analysis

Instructional Goal Setting

Serving Special Population

All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will assist and monitor the staff development process as an active member of the PLST.

Professional development for administrators includes both internal and district-based in-service trainings. At a minimum, Somerset administrators are expected to participate in the following professional development trainings and conferences:

- Teacher Evaluation Training for Administrators – Training provided by the sponsor to conduct formal observation of teachers
- Classroom Walk-through Training – Provides school leaders with strategies and tools to effectively structure classroom visits and follow-up reflection. Reflective thinking about one's practice provides an effective strategy for change and improvement by fostering a process of communication between the instructional leaders and the teacher to increase the focus on student achievement. The process provides a powerful strategy for increasing student achievement; a strategy for classroom visits that focuses on teaching and learning; methodology for analyzing the classroom for feedback purposes, and the use of reflective conversation for providing feedback.
- Budget Training for Administrators – This training addresses school budgeting as it pertains to both the school's operating budget and internal accounting policies and procedures, *Financial and Program Cost Accounting and Reporting for Florida Schools* (Redbook) requirements, and checks and balances to ensure a sound budget.
- Master Scheduling for Administrators – Administrators are trained on creating an efficient and effective master schedule that meets the national, state and district course requirements, is financially sound, and that meets class size requirements.
- Developing the School Improvement Goals– This training assists school administrators to develop sound and effective school-wide goals. This process includes data analysis, goal-setting, budget planning, professional development planning and reflective practices.
- Principal Chat Sessions – Charter School Administrators meet by level (secondary, elementary) to go over pertinent topics and to share best practices. These sessions include curriculum development, standards implementation, scheduling, educational changes, innovative programs, and more. Experienced administrators share their best practices for using student achievement data with newly appointed assistant principals.
- Florida Annual State Charter School Conference – administrators will attend state

conference on an annual basis.

Administrators may also participate in professional development conducted through: the National Association of Secondary School principals; the Southern Association of Colleges and Schools/AdvancEd; Association for Supervision and Curriculum Development; and state trainings.

## Attachments

### Section 13: Professional Development

– No Attachments –

## 14. Student Recruitment and Enrollment

### Section Evaluation

– No Final Rating –

Meets the Standard Jill Young, 3/1/18

Meets the Standard Marion Williams, 3/9/18

- A. *Describe the plan for recruiting students that will result in the school meeting its projected enrollment. Include strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options including, but not limited to, families in poverty; academically low-achieving students; students with disabilities; and English Language Learners.*

Somerset Academy's plan for student recruitment involves a wide array of media and materials to promote the school to ensure that the school reaches the widest possible audience.

Promotional flyers and/or brochures will be distributed via direct mail as well as to community groups and churches to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment. Digital and social media marketing/advertising will be used in order to reach out to a broad audience through ads which direct parents to click on the school's website. Examples of social and digital marketing/ads include: Ads on Facebook, Digital ads on Pandora, Sponsored ads on Instagram, Google Ads. In order to best reach out to the county's growing diverse population, informational materials will be available in multiple languages, as needed. The school commits to using Social Media accounts as a means to promote the school and inform the community of the school's opening. The school will tailor its social media strategies to target specific audiences including: feeder schools, local businesses, and community organizations.

The School 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, including the school's website information, grade levels to be served, and phone number.

Somerset will host informational meetings either on the school site or a nearby location which

would be accessible to all interested in attending the school. These events would be promoted in the same manner as listed above. During the informational meetings, which will be held at various times during the day and evening in order to give parents options, the school will highlight its program and how it will serve all students.

Once opened, 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 the School. They will also be given an updated on the program's growth and asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings.

As a charter school, our marketing campaign, alongside the lack of zoning boundaries, allows for a more diverse student population. The School will make great efforts to reach families reflective of the demographic of the community it serves and of the traditional public schools in surrounding areas. Costs for advertising and promotion of the school are listed in the school's start-up and operating budget, Attachment X.

*B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.*

Pupils will be considered for admission without regard to ethnicity, national origin, gender, or achievement level. The school expects to achieve a racial/ethnic balance reflective of other local public schools in the district/community it serves. The school's promotional plan aims to reach a broad audience and, accordingly, all racial/ethnic groups within it as described above. By disseminating information in multiple languages to various media -- including minority and community periodicals, and postcard mailers delivered directly to residential addresses in various communities, the racial/ethnic balance of the School should be equivalent to that of traditional public schools within the community the school serves.

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 educational opportunity at the School. The governing board and administrators will also work with diverse community groups to seek assistance in disseminating information.

*C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment S.*

**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), the School will not discriminate on the basis of race, ethnicity, national origin, gender, or disability against a student in its school admission process. An open admissions policy will be implemented wherein the School will be open to any 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 will give enrollment preference to the following student populations:

- Students who are siblings of a student enrolled in the charter school.

- Students who are the children of a member of the governing board of the charter school.
- Students who are the children of an employee of the charter school.
- Students who are children of an active-duty member of any branch of the U.S. Armed Forces.
- Students who attended or are assigned to failing schools pursuant to s. [1002.38\(2\)](#)

**Enrollment Limitation** - In accordance to 1002.33(10)(e), F.S. the School may limit the enrollment process to target the following student populations:

- Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8 or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.
- Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.[\[1\]](#)

**\*1002.31 Controlled Open Enrollment** – Pursuant to Florida law, a charter school may be exempt from the requirements of s.1002.31 if the school is open to any student covered in an interdistrict agreement and any student residing in the school district in which the charter school is located.

Section 1002.31 states in pertinent part, a charter school shall allow a parent from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child as part of the charter school's controlled open enrollment process, if the school has not reached capacity. In accordance with 1002.31(2)(b) and (c), the charter school's governing board will determine the school's capacity based upon its charter school contract and post current capacity determinations on the school's website. As part of its controlled open enrollment process, the school will annually post on its website the application process required to participate in controlled open enrollment, consistent with s. 1002.31 and s.[1002.33](#).

Students residing in the district will not be displaced by a student from another district seeking enrollment under the controlled open enrollment process as per 1002.31(2)(a) (e). As part of its controlled open enrollment process, the school may provide preferential treatment (within its controlled open enrollment participation process) to the enrollment preferences and limitations pursuant to s. [1002.33\(10\)](#) as described above.

### **Enrollment Timeline (Approximate Dates)**

Beginning of May - Student Registration Begins

End of May - Students who have registered will be officially enrolled. If the number of applicants exceeds capacity, a lottery will be conducted.

Beginning of June - Second Registration Period Begins

Mid – June - Students who have registered will be officially enrolled. If the number of applicants exceeds capacity, a lottery will be conducted.

---

[\[1\]](#) If the school is awarded a CSP start up grant, the school will not articulate during the active grant period. Once the grant period has ended, the school will articulate pursuant to

1002.33(10)(e)(6) F.S.

## Attachments

### Section 14: Student Recruitment and Enrollment

|                                   |                                  |                |
|-----------------------------------|----------------------------------|----------------|
| 14.1 <a href="#">Attachment S</a> | Hernandez, Kevin, 2/5/18 5:07 PM | PDF / 1.917 MB |
|-----------------------------------|----------------------------------|----------------|

## 15. Parent and Community Involvement

### Section Evaluation

|   |                            |
|---|----------------------------|
| <span style="background-color: #cccccc; padding: 2px;">Complete</span> Aneatra King, 3/5/18 | <b>– No Final Rating –</b> |
|---|----------------------------|

A. *Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This could include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This must include the governing board’s appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s. 1002.33(7)(d)1., F.S.*

Parental and community involvement in the School is a fundamental and required part of the philosophy and operation of the School. The goal is to encourage parents to be active participants in their child’s education, and give the community ownership of a high quality educational program, and teach children to be civic-minded and socially responsible. Parents and community members will have extensive opportunities for involvement in aspects of school operations. Through the parent/teacher group, Educational Excellence Advisory Council (EESAC), and other such committees, parent and community representation and decision making in the educational processes of the School is possible. Similarly, the administration will also require the faculty and staff of the School to uphold a strong belief in and understanding of the charter school concept through the inclusion of parents in the educational process. Through open lines of communications, faculty and staff will also encourage parental involvement through such endeavors as follow:

- Parental Volunteers – parents will be welcomed to volunteer at the School during various school activities, assemblies and meetings. Parents can be active participants in the parent club and assist the activities office. Volunteer opportunities to complete parent participation hours (communicated through newsletters, the School website, email and calls home) will be plentiful and yearlong. Some of these will include activities such as chaperoning field trips, assisting with class and community service projects, helping throughout the school, participating in Career Week, School or Grade Level Fairs, and Family Day, and assisting with the School store and concession stand at events.
- Educational Excellence School Advisory Council (EESAC)- This group will consist of school

personnel, parents, students, local business, and community members. Members will be able to address and vote on pertinent school matters on a regular basis.

- Quarterly Parent/Teacher Conferences – hosted in the evenings at the School where parents can discuss topics that affect their children’s educational progress.
- Open houses, Career & College Fairs, Family Day - events held to recruit new students, maintain communication and involvement between the School and the surrounding community.
- School Website, Newsletters, and Event Calendar – updated regularly to disseminate information and maintain open lines of communication in the community.
- Community Service Projects – students, faculty and parents will participate in activities to help, give back to, and connect with, the community.
- PTSA – Parent Teacher Student Association coordinates extra-curricular events involving the community.
- Parent Club- dedicated to work in partnership with the families, faculty, and community to provide resources for the school through fundraising and volunteering. The club strives to support students in an academic environment that encourages character building.
- Connect-ED– to broadcast messages pertinent to the families (these calls may include upcoming testing info reminders, emergency updates, and/or scheduled early release reminders)
- Parent Workshops on education-related topics, such as decision-making regarding school performance, student assessment needs, and college preparation will be offered.

The school’s governing board will appoint a representative (parent liaison) to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative may be a governing board member, charter school employee, or individual contracted to represent the governing board. The representative’s contact information will be provided annually in writing to parents and posted prominently on the charter school’s website. The appointed representative will be physically present at board meetings in accordance with 1002.33 (7)(d)(1), Florida Statutes and reside in the district.

The School will make every effort to handle disputes or concerns in the most positive way possible. Please refer to Section 10L which outlines the School’s conflict resolution process.

*B. Discuss any established community resources that will be available to students and parents, if applicable. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.*

The School will aim to partner with local businesses such as home improvement stores, grocery stores, banks and area vendors to assist with beautification projects, butterfly gardens, fundraisers, and in-kind donations. Various non-profit such as the Children’s Trust, Amigos for Kids, and mentoring programs will aim to assist in the holistic educational experience for the student.

*C. Provide, as Attachment T, any existing evidence of demand for the school or support from intended community partners, if available (e.g. letters of intent/commitment, memoranda of understanding, or contracts).*

## **Attachments**

### **Section 15: Parent and Community Involvement**



15.1 [Attachment I](#)

Hernandez, Kevin, 2/5/18 5:08 PM

PDF / 2.397 MB

# BUSINESS PLAN AND ADDENDUMS

## 16. Facilities

### Section Evaluation

– No Final Rating –

Meets the Standard Robert Hamberger, 3/22/18

### **A. If the site is acquired:**

*Describe the proposed facility, including location, size, and layout of space.*

Somerset Academy Parks is proposed on a 10.5-acre property located at the northwest corner of N. University Drive and W. Hillsboro Boulevard and is identified as “Parcel C” on the DeBUYS PLAT (Plat Book 180 Page 147). The parcel’s Broward County Folio # is 4741 28 01 5290. The Applicant intends to construct a 95,928 square-foot, 2-story public charter school building that will house a total of 1,280 K-8 students and approximately 90 staff members. The school house building includes 81,309 square-feet of student classrooms (62), administration, kitchen, cafeteria, storage and other ancillary space. Attached to the school is a 14,619 square-foot gymnasium building with lockers, a multi-purpose court, storage and bleachers. The outdoor play area of the school will contain a multi-purpose field and a fenced tot lot.

*B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations, and policies and is ready for the school’s opening.*

Safety, Permitting, and Inspections - The facility will meet all requirements for educational facilities in accordance with 1002.33(18)(a)(b) - the Florida Building Code pursuant to chapter 553, with the exception of State Requirements for Educational Facilities, the exception of SREF. The school’s facility will comply with the Florida Fire Prevention Code, pursuant to Section [633.208](#), F.S. The facility will meet all such requirements for education facilities, including but not limited to, restrooms, fire safety, campus security, air quality control, weather proofing, etc. The School will participate in the Sponsor’s annual site compliance visits for the purpose of reviewing and documenting, as appropriate, compliance with applicable health and safety requirements. Other inspection agencies may include inspections of kitchens and related spaces as well as Department of Labor and Employment to for OSHA compliance. The School will show proof of the annual inspections prior to the first day of operations.

*C. Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.*

The facility contains all the requisite programmatic components that are needed to implement a Somerset program (such as a gym and computer labs). The facility is designed at capacity for 1,280 and thereby is suitably aligned to the school’s enrollment plan of 1,280 students by year 5. This is in compliance with class size mandates as it allows sufficient space for class sizes ratios of Kinder – 3<sup>rd</sup> of 1:18 and 4<sup>th</sup> -8<sup>th</sup> 1:22.

*D. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U.*

The Governing Board expects to enter into a triple-net, long-term lease for the facilities. Long-term leasing provides to the School the ability for the School's Governing Board to focus on its core mission (education and educational programming), outsourcing the design, acquisition, permitting, financing, and construction of facilities to experienced entities in those markets, creating long-term guaranteed access to needed physical plant without the associated risks of ownership. The lease documents will provide that so long as the School is meeting its rent and other obligations, even the foreclosure of the property by the developer's lender will not affect the School's continuing rights to possession and use of the facilities under the lease.

The Board and the ESP have undertaken several such leases, and have budgeted for anticipated lease and other facilities costs in the budget as follows:

**Lease of Facilities:** The amount assumes an average cost of \$1000 per student station in the budget, with a 1% increase for CPI. This amount is comparable to that paid by several other charter schools with similar enrollment numbers which have opened recently. It is the intent of this proposed school to try to negotiate under similar terms when entering into new leases. The figures are based on statistical expense data compiled from the applicant's other successful charter schools currently operating in Florida. The fees included are comparable to the average annual amounts paid by other charter schools with similar enrollment numbers. Lease payments will commence upon the taking of possession of the facilities by the School.

**Estimate of Costs** - These Budget projections have been derived from actual historical data from other comparable charter school facilities leased by the board, and from experienced charter school facilities developers, updated based upon widely-reported cost escalations for land and construction costs for the corporation's charter school programs. The Board has obtained confirmation that the budgeted amounts comport with the current forecast of lease conditions.

**Utilities and maintenance cost** estimates are shown in the proposed budget and amounts are comparable to the average annual costs paid by other charter schools with similar enrollment numbers. Water and sewer bills are set at \$80.00/Classroom and electricity bills are set at \$2,400.00/Classroom.

**Operations of Facility/Plant** includes Purchased Service - CAM (Custodial, fire and alarm, pest control), Property Insurance and Utilities.

*E. Describe the back-up facilities plan. What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?*

Somerset's Governing Board expects to finalize negotiations with the potential landlord prior to charter contract negotiations with the Sponsor. In the event that issuance of the Certificate of Occupancy is for any reason not expected in a timely fashion, the Board will direct the ESP to locate alternative facilities options suitable for school use immediately for the Board's review. Any such alternate facility shall be zoned for educational use and contain the adequate number of classrooms designed to meet or exceed all pertinent classroom design standards set forth by the governing agency. The backup facilities will comply with Florida Building Code and Florida Fire Prevention Code pursuant to 633.208.

## Attachments

### Section 16: Facilities

|      |                              |                                  |                  |
|------|------------------------------|----------------------------------|------------------|
| 16.1 | <a href="#">Attachment X</a> | Hernandez, Kevin, 2/5/18 5:52 PM | PDF / 1.849 MB   |
| 16.2 | <a href="#">Attachment U</a> | Hernandez, Kevin, 2/5/18 5:12 PM | PDF / 121.724 KB |

## Notes

### Robert Hamberger, 3/9/18 7:49 PM:

This applicant has the proper approach to developing a charter school, except that there has been no funding secured as evidenced by the blank document in Section 16. However, the projections for revenue, expenditures and cash flow are presented in Section 20.

### Robert Hamberger, 3/22/18 3:43 PM:

The projections of cash flow, expenses and revenue appear to be adequate.

## 17. Transportation Service

### Section Evaluation

Meets the Standard Kay Blake, 3/9/18

– No Final Rating –

*Describe the school's plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)(c) F.S.*

The School's plan for transportation, including any plans for contracting services, will be pursuant to Florida's Charter School Legislation and consistent with the requirements subpart I.E. of Chapter 1006 and 1012.45, F.S. The School transportation plan will abide by applicable district, state, and federal rules and regulations. Accordingly, the School will ensure that transportation is not a barrier to equal access within a reasonable distance of the School, as required by section 1002.33(20)(c), F.S. The School's plan for providing reasonable and equitable transportation opportunities for all students is as follows:

**Ensuring Equal Access:** The school will ensure that transportation is not a barrier to equal access within a reasonable distance of the School, as provided in the Florida's Charter School Legislation. In the case transportation is needed and if the parent advises the School that there is a hardship, and he/she is unable to provide the transportation, the School will provide transportation within a defined reasonable distance. In such cases, the School shall be responsible for transporting all students in a non-discriminatory manner to and from the School who reside within a reasonable distance of the School or who otherwise are entitled to transportation by law. In these situations, the School may provide transportation by contracting with an independent private transportation provider approved by the Sponsor.

**Private Providers:** Any private providers contracted by the School will be such providers who have been approved by the Sponsor as per the Sponsor's approved provider list. The School will

comply with all applicable requirements of Fla. Stat. 1012.45 and review these rules and statutes at least annually for any changes thereto in ensuring compliance with statutes and rules pertaining to the safety of transported students. The School will provide the Sponsor with the names and contact information of any and all contracted private providers in ensuring monitoring of compliance for the safe transporting of students.

**Transportation for ESE Students:** The School may contract with a Sponsor-approved private transportation carrier to provide specialized transportation for students with disabilities based on their particular student needs and that which may be specified in a student’s IEP. In such case, the School will provide the Sponsor the name and information of the Sponsor-approved private transportation firm.

**Parent Transportation Agreements:** The School’s plans for contracting services, as described in Florida law, §1002.33(20)(c) F.S., provides that the governing body of the charter school may provide transportation through an agreement or contract with a private provider or with parents.

The School will enter into agreements with the parents/guardians to provide transportation for their children as stipulated in the school’s proposed parental involvement agreements wherein parents receive volunteer hours. The school believes that the time a parent can spend daily transporting the student (his or her child) to the school is a valuable opportunity for the parent and student to strengthen their bond and share information regarding the day’s activities and events at the school.

## Attachments

### Section 17: Transportation Service

– No Attachments –

## 18. Food Service

### Section Evaluation

Meets the Standard Ray Papa, 2/16/18

– No Final Rating –

*Describe the school’s plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program. Explain how the school’s food service plan will ensure healthy, well-rounded meals for students.*

An organized, healthy meal service that meets local health, state and federal regulations and adheres to 7 CFR Parts 210 and 220 will be offered at the school site. Healthy, well-rounded, nutritious meals will be provided in accordance with The Healthy, Hunger-Free Kids Act of 2010 and the USDA Dietary Guidelines of meal component and portion size requirements. The School will participate in the free/reduced priced meal program and will provide free and reduced priced meals for eligible children. Eligible children are children from households with gross incomes within the free and reduced limits on the Federal Income Guidelines. All Healthy meals will be distributed to students using a point of sale accountability procedure.

The school will participate in the National School Lunch Program (NSLP). The school will either contract with the local school district or prepare its own food in which case the school will have a food service preparation area with all of the necessary equipment for preparing and holding the food or the school will contract with a FDACS registered vendor to provide the food and equipment necessary for holding the food at required temperatures.

The school will implement a Verification plan and during the verification period, the confirmations of eligibility for free and reduced priced meal benefits under the National School Lunch Program are completed. Verification includes income documentation or confirmation that the child is included in a currently certified Temporary Assistance to Needy Families (TANF) assistance unit, SNAP, or Food Distribution Program on Indian Reservation (FDPIR). Verification efforts are not required for students who have been directly certified, homeless certified, and migrant certified or designated as a runaway youth. Directly certified students, migrant children, homeless and runaway youth are granted automatic eligibility for free meal benefits.

The School will process all necessary lunch applications; adhere to program operation and record keeping requirements; and use of the Florida Automated Nutrition System (FANS). The School will implement the following procedure for processing Free/Reduced Lunch Applications: 1) Disseminate lunch applications to all students upon enrollment; 2) Collect lunch applications and determine applications, according to Florida Income Eligibility Guidelines, published in the Federal Register by Food & Nutrition Service, USDA; 3) Enter determinations for each child into the district mainframe or report the information to the district as required; 4) Provide students with notice of eligibility; 5) Serve/Charge student lunches in accordance with determined eligibility; 6) Submit claims for reimbursement within 30 days of the following month for each approved month of the school year once approved by the NSLP.

Contracting Services - The School may contract with an independent provider to prepare and provide meals, or the school may prepare and serve the meals to students. If an independent provider is required, the school will solicit bids from registered vendors for food service. The private vendor selected by the school will prepare and deliver food to the school in accordance with standards established by the Florida Department of Professional and Business Regulations. The private vendor will be required to maintain and supply the school with equipment to hold the meals and daily records of all lunches served and current copies of inspection and insurance certificates.

Lunch Area - The school facility will include a lunchroom or, at minimum, a seating area that meets state nutritional and sanitation standards. The School agrees to have two satisfactory health inspections conducted on a yearly basis, by the State Department of Health, County Department, as required, to maintain Permit for Food Service.

## Attachments

### Section 18: Food Service

– No Attachments –

## 19. School Safety and Security

### Section Evaluation

– No Final Rating –

Meets the Standard Victoria Stanford, 3/1/18

*Outline the plan for school safety and security for students, staff, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ. A full plan that also includes procedures for unanticipated emergency situations will be required prior to school opening.*

Please see **Attachment FF** for the School's detailed plan for school safety and security for students, staff, the facility, and property including procedures for unanticipated emergency situations. The School will cooperate with the District to provide the safest school possible for the staff and students, and will incorporate all the applicable and appropriate District-approved emergency efforts in order to maintain a safe school environment. The administrative team will conduct annual trainings for all staff on safety protocols and emergency action plans for emergency situations. Procedures and plans will be provided to teachers and the staff through the faculty handbook and parents and community members will receive information regarding emergency procedures via newsletters, the parent handbook and routinely scheduled school meetings. All staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Both students and staff will be trained in planning for these events through routine drills and practice. The Governing Board and the School will ensure that all provisions of the Jessica Lunsford Act (1012.465.F.S.) are adhered to at the school in ensuring the safety of all faculty, staff and students on the property. The Board will also secure all required permitting and insurance coverage for the facility (as described in Section 16, 20 and 21) to operate safe and orderly school.

## Attachments

### Section 19: School Safety and Security

19.1 [Attachment FF](#)

Hernandez, Kevin, 2/5/18 5:13 PM

PDF / 1.141 MB

## 20. Budget

### Section Evaluation

Partially Meets the Standard Cassandra Vallianos,  
3/22/18

**– No Final Rating –**

## Section 20: Budget

- A. *Provide as Attachment X, an operating budget covering each year of the requested charter term that contains revenue projections (using the Florida charter school revenue estimate worksheet as Attachment W for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request. See Attachment X – Opening Budget*

- B. *Provide a start-up budget as Attachment Y that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school. **See Attachment Y – Start Up Budget***
- C. *If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g. MOU, letters) as Attachment Z. **See Attachment Z – Letter of Support***
- D. *Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined. **See Attachment X – Budget Narrative***
- E. *Discuss the school’s contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented. **The contingency to meet financial needs at lower enrollment is contained in attachment X. The budget illustrates enrollment at expected, 75% and 50% of enrollment (See Attachment X – Operating Budget at 75% and 50% enrollment).***
- F. *Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time). **The budget has a projection at 50% of enrollment and the school is sustainable at that level (See Attachment Y).***
- G. *Provide monthly cash flow projections for the school’s start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation. **See Attachment Y for Cash Flow Projections.***

## Attachments

### Section 20: Budget

|      |                              |                                  |                  |
|------|------------------------------|----------------------------------|------------------|
| 20.1 | <a href="#">Attachment Z</a> | Hernandez, Kevin, 2/5/18 5:19 PM | PDF / 629.335 KB |
| 20.2 | <a href="#">Attachment Y</a> | Hernandez, Kevin, 2/5/18 5:18 PM | PDF / 240.856 KB |
| 20.3 | <a href="#">Attachment X</a> | Hernandez, Kevin, 2/5/18 5:18 PM | PDF / 1.849 MB   |

## Notes

### **Cassandra Vallianos, 3/22/18 7:51 PM:**

The applicant was able to address all concerns during the capacity meeting.

### **Cassandra Vallianos, 3/2/18 2:04 PM:**

Enrollment for year 3 in the projected budget does not match enrollment for year 3 in the General (C) section of the application. Enrollment for year 3 in section 2 does not match enrollment for year 3 in the General (C) section. (s. 1002.33(6)(b)(2)) Applicant failed to provide a balance sheet with the start-up budget. (s. 1002.33(6)(a)(5)) Applicant failed to include the Charter School Revenue Estimating Worksheet (attachment W) in section 20, Budget. Upon further investigation, it was found under Chart of Attachments. (s. 1002.33(6)(a)(5)) Applicant claims a total of 69 FTE for ESE under ESE Guaranteed Allocation in the Charter



School Revenue Estimating Worksheet, which is inconsistent with applicant's breakdown of enrollment under section 1 of the worksheet. There is no enrollment projected under program 111 (Basic K-3 with ESE Services), program 112 (Basic 4-8 with ESE Services) or programs 254-255. Projected ESE Guaranteed Allocation enrollment MUST match ESE enrollment under Program. (s. 1002.33(6)(b)(2)) Questions: Why is there no ESE enrollment in the worksheet under Program?

## 21. Financial Management and Oversight

### Section Evaluation

**– No Final Rating –**

Meets the Standard Lourdes Panizo, 3/8/18

Meets the Standard Reynaldo Tunnermann, 3/8/18

Meets the Standard April Kowalski, 3/9/18

## Section 21: Financial Management and Oversight

- A. *Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.*

The Governing Board has the ultimate responsibility to ensure that the School's finances are managed properly. The Board will contract with an Education Service and Support Provider (ESP), which will assist the Board and the School Principal with the preparation and reporting of the School's finances.

The School has established sound financial policies and accounting procedures to 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 the School 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.

Accounting procedures for the School pertaining to receivables and disbursements are as follows:

For 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 packages are prepared at the School site, must be authorized by the School Principal, and include appropriate supporting documentation to substantiate the nature, account classification, business purpose and amount. 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 (if applicable), the School Principal/designee, ESP representative, and others, as approved by the Governing Board.

Bank statements will be reconciled on a monthly basis, and reviewed and approved by the School Principal for internal accounts. Operating account bank statements are reviewed and approved by ESSP Manager of Accounting or Chief Financial Officer. The person reconciling the bank statement shall not be the same person that manages the ledger.

The School 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, as well as GASB standards. These will be provided on the dates required by the School Board in the charter school contractual agreement between the School and the Sponsor.

**Wire Transfers** - 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 the school (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 School Treasurer whose responsibility is to record and prepare the deposit. All deposits will be prepared in duplicate; the original goes to the financial institution and the copy remains intact in the deposit book. A copy of the financial institution validated receipt along with supporting documentation will be maintained on record.

**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 entered into an enterprise-level accounting software by the School Treasurer (for operating and lunch accounts), and approved electronically by the School Principal. 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. Operating bank accounts are reconciled on a monthly basis and reviewed and approved by the ESSP's Manager of Accounting or Chief Financial Officer. Bank accounts shall not be reconciled by the same person managing the ledger.

**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** – The School Principal 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 ESSP, 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, and
  8. reviewing and approving the monthly financial statements submitted to the school board.
- The governing board may review/approve all monthly financial statements for the months between two successive board meetings. The governing board will record the review/approval of these statements (month/year indicated) in its minutes.

The School will provide the Sponsor with annual audited financial reports as of June 30 of each year. These reports will include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion into the Board's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, as per the Sponsor's timelines.

The School will utilize the standard state codification of accounts as contained in the *Financial and Program Cost Accounting and Reporting for Florida Schools*, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and the local school district.

*B.Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.*

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The School Principal, along with the ESSP's Budget Director, will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

The Principal will manage the day-to-day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the Principal will need to

seek approval from the Board for expenditures over a pre-approved amount. The Principal will report at least quarterly to the Governing Board on the progress of the site-based budget and make recommendations and seek approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

*C. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.*

The Board of Directors selects an external independent audit firm through a formal RFP process. The selected firm performs an independent examination of financial statements and internal controls on an annual basis for the period ending June 30<sup>th</sup>.

*D. Describe the method by which accounting records will be maintained.*

The School will utilize the standard state codification of accounts as contained in the *Financial and Program Cost Accounting and Reporting for Florida Schools*, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and Sponsor.

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, lunch bank account (if applicable), and a school fundraising account with an FDIC insured institution
- Record transactions managed by these accounts in a QuickBooks or MRI accounting software program
- Reconcile monthly reports and bank statements and maintain these records in hard copy form and/or electronically.
- Record and log all cash and checks received and deposit daily.
- Require dual signatures for all checks over \$2500.00 disbursed from the operating account, and dual signatures for all checks regardless of amount, disbursed from fundraising accounts, as established by the Board
- Prepare disbursement packages at school site for internal and special accounts as authorized by the Principal.
- Maintain supporting documentation electronically within MRI software for all disbursements made from the operating account, as authorized by the Principal
- Make disbursements only to authorized/approved vendors. *A Form W9 must be obtained for any and all vendors before payment may be released.*
- 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, and/or in a fixed asset management software such as Real Asset Manager, which is updated throughout the school year as items are purchased and disposed. School administration must ensure it is following both district and funding source inventory requirements (Example, CSP, Title I, etc.)
- Follow the procedures for proper disposal and inventory as detailed in the Internal Accounting Manual
- Retain documents for a specified amount of time

*E. Describe how the school will ensure financial transparency to the authorizer and the public,*

*including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.*

Monthly and quarterly (unaudited) financial statements are prepared and submitted to the Sponsor, as well as to the school's Board of Directors, for review and approval and its compliance. Budgets are also prepared and presented to the Board of Directors for review and approval at regularly scheduled board meetings. Upon adoption, the budget is posted to the school's website. In addition, annual budgets are submitted to the Sponsor. Annual Audited Financial Statements are presented to the Board of Directors upon completion, and submitted to the Sponsor and Auditor General per reporting requirements.

*F. Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.*

The ESSP provides services to the school per the Educational Service and Support agreement, including but not limited to facility design, staffing recommendations, human resources coordination, regulatory compliance, legal and corporate upkeep, maintenance of books and records, bookkeeping, budgeting, and financial reporting. The PEO is selected through a competitive process, where cost and scope of services of the various providers in this field are compared.

In addition, the Board of Directors publishes an RFP in a local newspaper soliciting proposals from qualified firms of certified public accountants to annually audit their financial statements. After receipt and review of proposals, the Board ranks the top three firms, and subsequently selects the highest ranked firm with which to enter into an Engagement. Costs for audit and tax services are provided within the formal proposals, and within the Engagement Letter.

*G. Describe how the school will store financial records.*

The School will maintain both student and financial records in accordance with Chapter 119, Florida Statutes. Retention schedules established by the records and information management program of the Division of Library and Information Services of the Department of State will be followed.

The school maintains both active and archival records for current and former students in accordance with federal, state, local laws and with the regulations prescribed by the Florida Department of Education. The school ensures that all student records are kept confidential as required by applicable law.

All permanent records of students leaving the school, whether by graduation or transfer to another sponsoring district school are transferred to the sponsoring district school in which the student is enrolled. All students leaving the school to attend an out-of county school or a private educational institution shall have a copy of their permanent record forwarded to the school in which the student is enrolled. All permanent records remain in the last school in which the student was enrolled.

All student and financial records are kept in locked, fireproof cabinets or in a fireproofed locked records storage vault. Only certain school personnel have access to student records, and computerized student records are backed up regularly and stored in a secure area.

Financial Data Security - financial data will be maintained on a secured system/network. Only the School Director and authorized representatives of the Board of Directors have access to the data. Appropriate file backups and physical records will be maintained in a secure environment.

*H. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors' and officers' liability coverage.*

The School will maintain insurance coverage limits that either meet or exceed the District minimum insurance limit requirements. The School's insurance shall cover the School (and its subcontractors, to the extent that it is not otherwise insured) for those sources of liability which would be covered by the latest edition of the standard Workers' Compensation Policy, as filed for use in Florida by the National Council on Compensation Insurance, without restrictive endorsements as stated in the Florida Workers' Compensation Act.

Minimum Limits: There shall be no maximum limit on the amount of coverage for liability imposed by the Florida Workers' Compensation Act or any other coverage customarily insured under Part 1 of the standard Worker's Compensation Policy.

The minimum amount of coverage for those customarily insured under Part 2 of the standard Worker's Compensation Policy shall be:

EL Each Accident: \$500,000; EL Each Disease-Policy Limit: \$500,000; EL Disease-Each Employee: \$500,000

Insurance limits and deductibles are as follows:

- General Liability Limit - \$1,000,000/\$3,000,000 Deductible: \$0
- Auto or Hired Non-Owned Auto Liability Limit - \$1,000,000 Deductible: \$0
- Educators Legal Liability and Employment Practices - Limit: \$1,000,000 Deductible: \$2,500 Aggregate: \$2,000,000
- Umbrella/Excess Liability Limit: \$10,000,000 Deductible: \$10,000
- Crime Coverage – Limit: \$1,000,000 Deductible: \$5,000
- Comprehensive Property Coverage – Limit: 100% TIV Deductible: Named Windstorm 5% of TIV, \$2,500 All other Perils

The insurance carrier has AM Best financial rating of A XII, with over \$1 billion in retained earnings according to AM Best.

For Worker's Compensation: Aon Risk Services, Inc. of FL is licensed in the State of FL and Illinois National Insurance Company is rated "A (Excellent)" by AM Best Company.

Employee Health Benefits

Employee health benefit options are structured as follows: SEE ATTACHMENT FOR A CHART OF HEALTH BENEFIT OPTIONS (from hard copy text)

## Attachments

### Section 21: Financial Management and Oversight

|      |  |                                  |                   |
|------|--|----------------------------------|-------------------|
| 21.1 | <a href="#">Section 21 - Chart of Health Options - from hard copy text</a> | May, Bonnie, 2/6/18 1:54 PM      | DOCX / 213.897 KB |
| 21.2 | <a href="#">Attachment EE</a>  | Hernandez, Kevin, 2/5/18 5:30 PM | PDF / 749.222 KB  |
|      |  |                                  |                   |

## 22. Start-Up Plan

### Section Evaluation

**– No Final Rating –**

Partially Meets the Standard Jody Perry, 3/9/18

Partially Meets the Standard Rhonda Stephanik, 3/16/18

## Section 22: Start-Up Plan

- A. *Present a projected timetable for the school’s start-up, including but not limited to the following key activities:*
- i. *Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)*
  - ii. *Identifying and securing facility*
  - iii. *Recruiting and hiring staff (leaders, teachers, and other staff)*
  - iv. *Staff training*
  - v. *Finalizing curriculum and other instructional materials*
  - vi. *Governing board training*
  - vii. *Policy adoption by Board (if necessary)*
  - viii. *Recruiting students*
  - ix. *Enrollment lottery, if necessary*
  - x. *Establishing financial procedures*
  - xi. *Securing contracted services*
  - xii. *Fundraising, if applicable*
  - xiii. *Finalizing transportation and food service plans*
  - xiv. *Procuring furniture, fixtures and equipment*
  - xv. *Procuring instructional materials*

*The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor. A formal timeline may be negotiated in the charter agreement)*

The school’s projected timetable for start-up is as follows:

| PROJECTED START-UP TIMELINE |   |
|-----------------------------|---|
| Already obtained            | <b>Applying for and securing appropriate legal status</b> |
| February 2018               | Submission of charter school application proposal         |

|                          |   |
|--------------------------|---|
| Feb- March 2018          | Sponsor Review and feedback to Applicant of application<br>Application Review and Board Interviews  |
| March-April 2018         | School Board consideration of Application   |
| March– December 2018     | Facility Search<br>Grant Solicitation   |
| December – February 2019 | Contract Negotiations with School District<br><b>Identifying and securing facility</b>  |
| December – February 2019 | Grant Preparation   |
| February 2019            | Recruitment of Principal  |
| March 2019               | <b>Finalizing curriculum and other instructional materials</b>  |
| March – May 2019         | Marketing and <b>Student Recruitment</b><br>Principal selection and hiring by the Board   |
| March- May 2019          | <b>Initial Recruitment of Faculty and Staff</b>   |
| May 15 <sup>th</sup>     | Student Registration Begins   |
| May 30 <sup>th</sup>     | <b>Student Enrollment</b><br>Students who have registered will be officially enrolled. If number of applicants exceeds capacity, lottery will be conducted. |



|                             |  |
|-----------------------------|--|
| <p>June 1st</p>             | <p>Second Registration Period Begins</p> <p><b>Vendor Contracts Finalized (food service, uniforms, etc)</b></p>  |
| <p>June 15<sup>th</sup></p> | <p>Students who have registered will be officially enrolled.</p> <p><b>If number of applicants exceeds capacity, Lottery will be conducted.</b></p>  |
| <p>May- June</p>            | <p><b>Curriculum Planning and Purchasing of Materials</b></p> <p><b>Technology and School Furniture Purchasing</b></p> <p>Finalize Staff Recruitment and Hiring</p> <p>Teacher fingerprinting, drug-testing, and background checks</p>   |
| <p>June- July</p>           | <p>Preparation of Facilities</p> <p>Finalize Faculty and Staff Hiring</p> <p><b>Policy Adoption by Board as needed</b></p> <p><b>Establish financial procedures</b></p> <p><b>Governing Board Training/Fingerprinting as needed</b></p> <p><b>Finalize transportation and food service plans</b></p> |
| <p>July- Aug</p>            | <p>Conduct Final Facilities and Safety Inspections</p> <p><b>Staff Training</b></p> <p>Finalize Registrations and Master Schedule</p>  |
| <p>August 2019</p>          | <p>Textbook and Furniture distribution and inventory</p> <p>Final Curriculum Review with lead staff</p> <p>Faculty Orientation Workshops – PD</p> <p>Student/Parent Orientations</p> <p>Classes Commence as per Sponsor Calendar</p>   |

## Attachments

### Section 22: Start-Up Plan

– No Attachments –

## 23. Addendum A: Replications

### Section Evaluation

– *No Final Rating* –

Completed Brenda Santiago, 3/8/18

## Addendum A: REPLICATIONS

- A. *Identify the existing school(s), including MSID number(s), to be replicated and provide evidence that the existing design has been effective in raising student achievement. The effectiveness of an existing school design should include evidence of the success of the academic program as well as organizational and financial viability. It should show a direct relationship between program elements and student achievement.*

Somerset Academy 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 of all student populations. Somerset Parks Academy will be a replication of the existing Somerset Academy school educational programs throughout South Florida.

In further pursuit of academic accountability and excellence, Somerset Academy, Inc. obtained District accreditation for the Somerset schools. In April of 2009, Somerset Academy was awarded AdvancED/SACS/CASI District Accreditation for its proven commitment to quality and continuous improvement and educational excellence. It was the first charter school system in the nation to pursue and achieve “district” accreditation. Throughout the process, The Quality Assurance Review Team representing the SACS CASI examined the effectiveness of the system’s methods for quality assurance. An excerpt from the report findings validates a direct relationship between the program elements and student achievement.

Based on the organization’s accreditation, the proposed school under the operation of Somerset Academy Inc. will open as SACS CASI accredited school from inception and will be held to the same standards of accountability of the existing programs. Thus, by replicating the successful educational design of the existing schools – with a full-range of services targeted to students of all performance levels -- the proposed School will prove highly effective in raising student achievement.

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. Today, there are over 50 Somerset

Academy programs in Florida offering complete Pre-K through high school systems.

|   | <b>School Name</b>   | <b>WL#</b> | <b>Opened</b> | <b>Grades Offered</b> |
|---|--|------------|---------------|-----------------------|
| 1 | Somerset Academy   | 0520       | 2004          | K-5                   |
| 1 | Somerset Academy Charter Middle School                       | 6004       | 2004          | 6-8                   |
| 1 | Somerset Academy (Silver Palms)                              | 0332       | 2007          | K-8                   |
| 1 | Somerset Academy Charter High School                         | 7042       | 2004          | 9-12                  |
| 1 | Somerset Academy High School (South Campus)                  | 7038       | 2008          | 9-10                  |
| 1 | Somerset Preparatory Academy at Silver Palms                 | 4012       | 2011          | K-5                   |
| 1 | Somerset Arts Academy  | 2012       | 2008          | K-5                   |
| 1 | Somerset Academy Middle School (Country Palms)               | 6043       | 2008          | 6                     |
| 1 | Somerset Oaks Academy  | 3033       | 2011          | K-8                   |
| 1 | Somerset Academy Elementary School (South Miami Campus)      | 2007       | 2009          | K-5                   |
| 1 | Somerset Academy Middle School (South Miami Campus)          | 6053       | 2009          | 6-8                   |
| 1 | Somerset Academy Charter Elementary School (South Homestead) | 0339       | 2008          | K-5                   |

|   |  |      |      |      |
|---|--|------|------|------|
| 1 | Somerset Academy Charter Middle School (South Homestead) | 6013 | 2008 | 6-8  |
| 1 | Somerset Academy Charter High School (South Homestead)   | 7034 | 2011 | 9-12 |
| 1 | Somerset Gables Academy                                  | 5008 | 2010 | K-5  |
| 1 | Somerset Academy Bay                                     | 5062 | 2013 | K-5  |
| 1 | Somerset Academy Bay Middle School                       | 6128 | 2013 | 6-8  |
| 1 | Somerset Preparatory Academy Sunset                      | 5002 | 2015 | K-5  |
| 1 | Somerset Academy   | 5141 | 2000 | K-5  |
| 1 | Somerset Academy Middle School                           | 5151 | 2000 | 6-8  |
| 1 | Somerset Academy High School                             | 5221 | 2002 | 9-12 |
| 1 | Somerset Arts Conservatory                               | 5396 | 2006 | 9-12 |
| 1 | Somerset Academy (Miramar Campus)                        | 5405 | 2006 | K-5  |

*B. Discuss the key components or non-negotiable elements of the educational program that make the school design what it is and that the operator will expect to remain consistent and essential to the successful replication of the model.*

The educational philosophy is built on a set of core beliefs and values, discussed throughout the submitted application, for the direct purpose of achieving the School's mission. For example, we believe that a common goal of high academic standards and behavioral expectations will foster responsible and self-directed learners; Accordingly, the School's programs emphasize high academic and behavioral expectations for all students using "pull and push" philosophy - students in need of remediation will be identified and "pulled" and students at grade level will be "pushed" to

take challenging curriculum to maximize their potential. Students will understand and appreciate their learning styles, accommodate, plan, and monitor their learning, inspiring a desire and ability for lifelong learning.

Teachers will engage students in service learning projects that start in the classroom and extend beyond it, encouraging responsible, caring participation in the local environment and in the wider world. These programs may include:

- School-based and community beautification projects
- Volunteerism and Community Service requirements
- Involvements in school organizations - Student council, student government, environmental club, PTSA

*C. Describe how the target population for the proposed school compares with the population(s) currently being served. Explain why the model will be effective and successful in raising student achievement with the applicant's target population.*

The School expects to have a student population reflective of the community it will serve. The School's educational process relies on the partnership among the school, family, and community. The stakeholders of Somerset Academy, Inc. are committed to meet the needs of the target student population by hiring staff and creating a School Advisory Council that will mirror the diverse characteristics and incorporate multiple perspectives in school development. Further, the

Governing Board members reflect diversity in their personal and career backgrounds and areas of expertise. Their skills, ranging from business ownership to educational leadership, will serve to monitor and guide the school and surrounding community's reciprocal needs.

*D. To the extent that the target population for the proposed school differs from the populations being served in existing schools, explain any anticipated modifications and adjustments to the educational program.*

Currently serving over 17, 000 students throughout Florida, Somerset Academy schools work within various communities filled with an array of students with various educational needs and is prepared to work with all populations. The School is committed to serving the needs of all its students, regarding of level, learning style(s), and/or special needs. To modify and or adjust the educational program, teachers are trained to utilize differentiated instruction, as well as other modes of instruction including, but not limited to peer tutoring, individual instruction, and group work.

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 the Sponsor.

*E. Describe any other ways in which features of the proposed school's educational program will differ from that of the school(s) to be replicated. Explain the rationale for the change(s) and any new resources that the variation(s) will require.*

Somerset Academy Parks will be aligned with the Somerset educational model further explained in the application. Changes made to the model will come only if mandated by the Sponsor, and/or adopted material from the Sponsor.

*F. Discuss the plan for replication, including if the operator will need to acquire and allocate additional financial and human resources necessary to replicate the design successfully. If additional resources are necessary, describe the plan for securing.*

Somerset Academy, Inc. is a Florida not-for-profit educational institution with a proven twenty track record of successful development and operation. The institution and its board of directors have over a decade of experience in charter school operations and management and oversight of public funds. Pursuant to s. 1002.331(3)(a), the School will be a replication of the existing Somerset Academy school educational programs in existence in Florida.

Somerset Academy has developed a multi-tier system (management, instruction, assessment and professional development) that has achieved increased performance across all student populations and subgroups as evidenced by their academic performance over the past 10 years. Somerset Academy has been able to implement unique and innovative strategies aimed at student achievement and have proven these strategies to be successful with all student populations, including ELL and Special Education students, as well as those entering the school below grade level. The results on standardized exams and learning gains, especially in mathematics, have proven its success.

The governing board of the School is comprised of the same individuals responsible for the operation of the existing Somerset schools. These highly experienced professionals, possess the expertise in the areas of curriculum, assessment, finance, law, school management and governance to be able to replicate the existing design. Somerset Academy, Inc. has financial and human resources available to replicate a high-quality model, the ownership of the existing school design, and most importantly has a proven track record of success in replicating the design. These factors all support Somerset's capacity to replicate the existing school design.

Strategies for replication of the existing design are fully detailed in the sections referenced below. These include, but are not limited to, the following:

- Implementing the same instructional methodology of the existing programs Adopting the research-based educational concept for the existing programs
- Utilizing the team of experts (who have ownership of the Somerset educational program) as consultants who continuously provide training to the proposed school's administrators, faculty and staff
- Adopting common expectations of student behavior and parental involvement
- Adopting common Professional Policies and Standards for staff
- Implementing the policies for financial management and oversight proven effective in the existing schools
- Providing ongoing communication, training, and support for the school's changing operational needs

Financial strategy allows for the principal and board to make adjustments to expenses in anticipation of any possible shortfalls. Each quarter or month, depending on the needs of the School, the Board will review the budget and approve revisions to the budget, as necessary.

To ensure that the board can address revenue shortfall such as, lower than expected enrollment, as most expenses in the budget are based on the number of enrolled students. This allows the school to make adjustments to the budget as necessary. Additionally, the Board will be able to allocate the reserve funds as necessary should any situation call for it.

*G. Discuss the results of any past replication efforts, if applicable, and lessons learned – including particular challenges or troubles encountered; how you have addressed them; and how you will avoid or minimize such challenges for the proposed school.*

Somerset Academy, Inc. has successfully replicated its educational model close to 50 times since 1997 in school districts throughout the country. Somerset Academy schools consistently perform at or above district and state performance levels.

Having replicated the Somerset Academy model over the past nineteen years, various situations have afforded the business model to be readjusted and strengthened.

Stakeholders are always welcome to address any challenges with the Board of Directors.

## Attachments

### Section 23: Addendum A: Replications

– No Attachments –

## Notes

### **Brenda Santiago, 3/8/18 4:52 PM:**

23.D: Please elaborate: How will peer tutoring, individual instruction, and group work be utilized as successful modifications and adjustments to the educational program if the target population for the proposed school differs from the populations being served in the existing schools selected to be replicated?

### **Brenda Santiago, 3/8/18 4:49 PM:**

23.B: The application failed to discuss the key components or non-negotiable elements of the "educational program" consistent and essential to the successful replication of the school selected.

### **Brenda Santiago, 3/8/18 4:43 PM:**

23.A: The application failed to identify, out of the list provided, which of the existing school(s) listed would be replicated. The application is for a K-8 school, the list included different grade levels, including 9-12; thus, not matching the grade level configuration of the application. Additionally, the application failed to provide evidence that the existing design has been effective in raising student achievement. What are the school grade of the schools to be replicated? What evidence? (State Assessments, Learning Gains, School-based progress monitoring data)

## 24. Addendum A1: High Performing Replications

### Section Evaluation

– No Final Rating –

Not Required Brenda Santiago, 3/8/18

Not Required Rhonda Stephanik, 3/16/18

N/A

## Attachments

### Section 24: Addendum A1: High Performing Replications

– No Attachments –

## 25. Addendum B: Education Service Providers

### Section Evaluation

– No Final Rating –

Completed Brenda Santiago, 3/9/18

Completed Rhonda Stephanik, 3/16/18

## Addendum B: EDUCATION SERVICE PROVIDERS

*An Education Service Provider (ESP) is an organization, either for-profit or nonprofit, that contracts with a charter school or a network of charter schools to provide comprehensive educational and business services. In addition to Addendum B, applicants must also complete Form IEPC-M1A if the governing board plans to contract with an ESP. The following section allows the applicant to demonstrate the ESP's track record of success and its ability to provide services for a new school(s).*

### ESP Selection

- A. *Explain why the applicant is seeking to contract with an ESP rather than operate the school(s) directly.*

Given the multitude of ancillary support and resources provided by Academica at the direction of the Board, the school site administrators at the Somerset schools have the ability to focus on providing the most appropriate and effective educational program for its students. The ESP does not manage the day-to-day operations of a school, but rather provides “back office” support for the Board through a team of individuals with expertise in the areas of business, law, facilities, quality assurance, strategic planning and development, and governmental compliance. This relationship allows Somerset Academy to focus on their vision to provide equitable, high-quality education for all students while ensuring the Board and school business operations are maintained with the assistance of an organization with the experience and track record of providing a high level of support and service to public charter schools. Academica has been hired as the ESP for Somerset Academy, Inc. schools for over a decade. With their support, Somerset has been able to grow from a one room school house serving 50 students, to operating over 50 charter schools and nearly 18,000 students.

- B. *Explain how and why the ESP was selected. If this is the first time the applicant has contracted with this ESP, explain when and how the applicant learned of the ESP, what other ESPs were considered, and why the ESP was selected over other ESPs.*

Somerset Academy, Inc. has a longstanding relationship with the ESP. Academica is hired by the Board to provide certain services, which support the operations of the school. Academica reports to the Governing Board, which has the ultimate authority to hire and fire them. Academica charges



a flat annual fee per student enrolled at the school (\$450 per student per year which shall be payable in equal monthly installments), and does **not** charge a percentage of revenue or income received by the charter school.

Academica functions solely as a service provider, similar to any vendor the school hires to provide a service. The ESP's services include assistance with facilities design, staffing recommendations and human resource coordination, curriculum development, research and data updating, sponsor relations and reporting, program marketing, and bookkeeping, budgeting, and financial forecasting, provided to the Governing Board for its oversight and approval. In analyzing data regarding several ESP's currently working with charter schools in Florida, the Board concluded that Academica offers the most competitive price and had a proven track record of success while still allowing for the Board to maintain full control over the operations of the school.

*C. For applicants working with an ESP for the first time, provide summary information from reference checks conducted by the applicant (regarding the ESP), identifying each reference.*

**N/A**

*D. Describe whether and how the school's board has assessed the capacity of the ESP to successfully carry out the functions necessary to operate a high-quality charter school.*

Academica has been hired as the ESP for Somerset Academy, Inc. schools for over a decade. The proven track record of academically and financially successful schools is a testament to the ESPs capacity to carry out the functions necessary to assist the governing board in operating a high-quality charter school. Academica's experienced team of professionals provides services and solutions for every aspect of charter school establishment and operation. Academica has been successful assisting charter school boards to develop and execute strategic plans for scaling and replicating high performing schools, and has assisted Somerset throughout its expansion both in Florida and into new territories. The exemplary academic performance and fiscal soundness of Academica-serviced schools over the last decade has resulted in 15-year charter renewals for schools reaching initial charter contract completion

As one of the longest-serving and successful charter school service and support organizations in the nation, the company serves more than 150 charter schools in Florida, California, Nevada, Texas, Utah, and Washington D.C. providing educational programs from pre-kindergarten through high school. Academica schools have been recognized on a local, state, and national level for their achievements. Somerset Academy was designated by the SACS/AdvancED as the first fully accredited charter school systems in the United States and was recently reaccredited.

Somerset Academy now offers high-quality K-12 educational programs in Florida, Nevada and Texas that have, and continue to, achieve academic success. Although all Somerset Academy schools share a vision, each campus has a unique and enriching educational program that is tailored to the community they serve. This formula, along with the support and services provided by Academica, has made Somerset Academy a nationally recognized, award-winning family of high quality public charter schools.

## **ESP Background**

*A. Provide the mission of the ESP and an overview of the organization's strategic vision, including, if applicable, a five-year growth plan, and rationale for managing new schools.*

Academica's mission is to facilitate the vision of the charter school's Governing Board by providing services and support to allow each school to fulfill its mission in providing students with the best educational experience possible. Academica was founded in 1999 on the principle that each school of choice is a unique educational environment governed by an independent Board of

Directors best qualified to forge its path to student success. Academica’s model to facilitate the charter school Governing Board’s vision ensures a student-centric focus and remains the cornerstone of their approach.

Somerset Academy, Inc. seeks to replicate its program to offer high quality public education to more students in Florida and the country over the next five years. Somerset will continue to follow the current expansion plan which has proven highly successful with over 50 schools in the last 20 years. The plan for growth includes: Determining need for a high quality public charter school by targeting areas which have a demand for a choice program; Cultivating relationships with local communities and school districts in the areas identified for expansion, and; Acquiring the financial and human resources necessary to achieve academic stability and financial sustainability. The ESP will provide Somerset Academy, Inc. with the support and services needed in order to successfully accomplish its goals and plan for growth.

*B. Identify the ESP’s leadership team and their specific roles and responsibilities. Include as Attachment BB an organization chart for the ESP.*

The president of the ESP, Fernando Zulueta, is a founding Board Member of the Florida Consortium of Charter Schools, and a Board Member of The National Alliance for Public Charter Schools. Mr. Zulueta has received numerous awards for his work with charter schools including the “Cervantes Award” sponsored by Nova Southeastern University for significant efforts to support excellence in the education of Hispanic students. Mr. Zulueta has over twenty years of experience and training in land use and environmental law including planning and development of large communities throughout Miami-Dade, Broward, and Palm Beach counties, over a decade of experience in charter school development and management of district, municipal, and state sponsored charters. He has helped establish over eighty high performing charter schools throughout Florida and is experienced in conducting Market Studies and feasibility Analysis. Mr. Zulueta is highly experienced in educational facilities financing, lease, and contract negotiations.

Maggie Fresen is Co-Founder and Vice President of Academica. Maggie Fresen has nearly two decades of experience providing oversight and support to nearly one hundred fifty (150) charter schools. With specific expertise in determining organizational viability and initial operational funding/financing, she serves as a liaison between the Governing Board and various charter school Sponsoring entities. Fresen has 20 years of experience in charter school staffing, budgetary oversight and administrative management.

Academica’s experienced team of professionals provides services and solutions for every aspect of charter school consulting, establishment, and operation.

| <b>CHARTER SCHOOL ACADEMIC SERVICES</b> | <b>LEAD STAFF</b>   |
|---|---|
|   | <p><i>Maggie Fresen, Vice President</i></p> <p><i>Director of Educational</i></p> |

- Administrative interviews and recommendations to the Board
- Curriculum Development and Assessment
- Quarterly Academic Reviews
- Professional Development
- Academic strategic intervention programs for students
- Leadership development and coaching for Principals and Assistant Principals
- Exceptional Student Education support
- Accreditation support

*Projects and Quality Assurance*

*Director of Community Relations and Special Projects*

*Director of Curriculum Support*

*Director of Special Education Student Support*

**BUSINESS SERVICES STAFF**

**LEAD**

- Financial Reporting and Records Management
- Bookkeeping and Accounting Services
- Human Resource Administration
- Grant Solicitation
- Governmental and Regulatory Compliance
- Facilities Development and Financing
- Insurance and Legal Compliance
- IT and Website Development
- Community Relationships and Marketing

*Fernando Zulueta, Esq. , President*

*Maggie Fresen, Esq., Vice-President*

*Julio Robaina, Chief Operating Officer*

*Chief Financial Officer*

*Director of Marketing*

*Director of Grants Management*

|  |   |   |
|--|---|---|
|  | <p><i>Director of IT</i></p>                            | <p>See Attachr BB – ESP’s Organi: Chart</p> |
|  | <p><i>Director of Operations/Facilites Services</i></p> |   |

**ESP Track Record**

- A. *Provide evidence of organizational capacity to open and operate high-quality schools in Florida and, if applicable, elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed school. If the ESP intends to build capacity and add positions during the term of this proposed charter school, include an organizational chart of the proposed growth within the ESP leadership structure as Attachment CC.*

Academica is one of the nation’s longest-serving and most successful charter school service and support organizations. Working with over 150 academically successful and fiscally sound charter schools, Academica also serves the largest number of high-performing schools of any charter school management organization in Florida. Founded in 1999, Academica serviced one of the first charter schools in Florida and was also the first company in the state to seek AdvancED accreditation for the schools it serves, and all of which are either fully accredited or in the process of obtaining accreditation.

With central headquarters in Miami, Florida, Academica has local offices throughout the country working with communities and charter school entities to provide educational programs from pre-kindergarten through high school students. Academica has celebrated more than twelve years of success serving charter schools in Florida, California, Texas, Utah, Nevada and Washington D.C. Academica’s mission is to facilitate each Governing Board’s vision to implement a quality educational program for all children.

The Academica Network has expanded from the traditional K-12 educational mold into a K-16 network, providing even the neediest students with access to a free, high-quality education including access to college courses whether it is at their brick and mortar school or via a virtual web portal. Through the use of technology and the implementation of groundbreaking educational initiatives, the Academica Network is able to put education at the fingertips of any child. Academica has extensive experience building new school campuses, retrofitting existing buildings for educational use, and collaborating with national real estate development companies to provide schools in new housing communities. Many facilities have been recognized for “Outstanding Educational Design” by *The American School & University*, a national publication on educational facilities. Academica has extensive experience obtaining financing for charter school facilities. Academica works with a network of banks and real estate investment institutions to provide financing and facilities to charter schools.

By forming community partnerships, Academica is able to assist the schools in giving students a rich learning environment. Local governments and municipalities, museums, consulates and foreign governments all work seamlessly with client schools to develop these institutions. By doing so, these partnerships identify high quality staff, create unique educational environments, develop successful academic programs, and graduate well-rounded students. By including new client schools in an existing network of over 150 schools and over 70,000 students throughout the

country, Academica is able to assist school boards, such as Somerset Academy, Inc., in the implementation of successful charter school practices indicative of success with predominantly minority student populations. These strategies and practices provide new schools with a support network that will afford each the ability to maintain thriving, financially viable, and academically high performing programs. Academica's experienced team of professionals provides services and solutions for every aspect of charter school establishment and operation. This team's experience coupled with the success of the school's in the network, proves Academica's organizational capacity to support the proposed school as well as the entire Somerset network. See *Attachment DD for more information on the ESP serviced schools.*

*B. Provide a comprehensive listing of ESP-operated charter schools (current and past) by completing form IEPC-M1A, which can be found at <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference> and attach as Attachment DD.*

See Attachment DD – Form IEPC-M1A - ESP and Applicant History Worksheet

*C. Explain the ESP's success in serving student populations similar to the target population of the school. Describe the ESP's demonstrated academic track record (provide specific academic results on all schools using Form IEPC-M1A, attached as Attachment DD).*

Academica- serviced schools use a multi-tiered organizational network of management that facilitates cooperation, empowerment, and innovation among the schools and all its stakeholders. While serving a predominately minority and low income student population on average, this network of charter schools has traditionally outperformed the government run public schools in their respective school districts. These schools have been recognized at the local, state, and national levels for their achievements. Their exemplary academic performance and fiscal soundness has resulted in additional approved charters and fifteen-year charter renewals for schools which have had initial contracts completed. Twenty percent of the nation's 2016 Blue Ribbon charter schools were serviced by Academica. Additionally, four Academica-serviced schools were nominated as 2017 National Blue Ribbon Schools.

Recently released by Education Cities, in collaboration with GreatSchools, the Education Equality Index (EEI) report ranks Hialeah No. 1 and Miami No. 3 among Top-10 U.S. Cities closing the Achievement Gap, or reducing the educational divide between students from low-income families and their more advantaged peers. A total of 14 charter schools from the two cities appear on the list of 20, and 12 of those are serviced by Academica.

The schools receiving educational support services from Academica are either already fully accredited by AdvancED/ Southern Association of Colleges and Schools, under renewal, or currently undergoing accreditation. Although accreditation is a requirement only at the high school level to ensure students will meet the entrance requirements for colleges and universities, Academica's experience and commitment to the accreditation process has enabled all Academica-supported schools, albeit elementary, middle, and/or high school, to pursue and obtain accreditation.

See Attachment DD – Form IEPC-M1A - ESP and Applicant History Worksheet

*D. List and explain any management contract terminations as well as any charter revocations, non-renewals, withdrawals or non-openings that the ESP has experienced in the past five (5) years.*

See Attachment DD – Form IEPC-M1A - ESP and Applicant History Worksheet

## Legal Relationships

*A. Describe how the school's governing board is independent from the ESP and self-governing, including evidence of arm's-length negotiating.*

The Governing Board is self-governing and independent from the ESP, and no member of the Governing Board is employed by the ESP or related to any owner or manager of the ESP. The ESP is hired by the Governing Board of the school to perform specific duties, at the discretion of the Board. The ESP does not manage the day-to-day operations of a school, but rather provides "back office" support and independent accountability for the Board. The ESP provides teams with expertise in the areas of business, law, facilities, quality assurance, strategic planning and development, and governmental compliance. The ESP charges a flat annual fee per student enrolled at the school.

An "arm's length " performance-based relationship exists between the governing board and the ESP. The Boards annually evaluate the ESP and determines continuation and renewal of services based on the ESP's performance.

The ESP is hired by the Board to provide services which support the operations of the school. The principal, as the leader, is the individual responsible for the day-to-day operations of the school.

Both the ESP and the principal report to the Governing Board, which has the ultimate authority to hire and fire them. The ESP, at the direction of the Governing Board, provides support and guidance to principals. Principals are hired by and report directly to their Governing Boards. The ESP does not sign off on annual performance evaluations for principals or staff.

*B. Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated<sup>[1]</sup> with or owned in whole or in part by the ESP. If so, identify the nature of those entities' business activities and describe how the governing board will ensure that any such relationships will not pose a conflict of interest or hinder the board's authority or ability to terminate the contract with the ESP.*

The school may lease its facilities from an entity which may be deemed "affiliated" with the school's ESP. The provisions of the lease, including without limitation, the creation and continuity of the leasehold estate, rent reserved and quiet enjoyment, will be independent of the existence or status of the contract with the ESP, and vice versa, including the absence of any cross-default terms in either such document. The board does not enter into tie-in contracts, such as a facility lease which would require the board to have an education services contract with a particular entity, or an education services contract which would require the board to obtain supplies or FF&E from a particular entity. The board retains independent counsel and other advisors on an as-needed basis to analyze and provide advice with respect to its long-term physical plant needs and long-term service needs. In addition, the board has adopted a "Conflict of Interest" policy which is attached as Attachment K.

*.C. Explain the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the school's governing board will oversee the ESP's supervisory responsibilities.*

Teachers, support staff, and contractual staff will be directly supervised by the Principal. The ESP does not have any supervisory responsibilities over school employees.

*D. If the school's governing board intends to enter into a financing agreement (promissory notes, loans, leases, lease-purchase agreements, other negotiable instruments, or any other facility or financing relationships) with the ESP.*

Not applicable: the school's board does not intend to enter into a financing agreement with its ESP or any entity affiliated with its ESP.

## **Organizational Structure**

- A. *Provide a description of the roles and responsibilities of the ESP. This may include whether and how the specific roles and responsibilities set forth below may or may not be provided by the ESP, in order to summarize school- and ESP-level responsibilities. If some portions of a function are the responsibility of both the ESP and the governing board, please explain. The description should align with the management agreement with the ESP and provide a clear picture of what the ESP is responsible for.*

*Setting Performance Goals / Selecting Curriculum / Selecting Professional Development programs / Data Management & Selecting Interim Assessments / Determining Promotion Criteria / Setting a School Culture / Student Recruitment / School Staff Recruitment & Hiring / Providing Human Resources (HR) services (payroll, benefits, etc.) / Fundraising / Managing Community Relations / Selecting and Providing Information Technology/Managing Facilities / Procuring Vendors / Other Operational and Administrative Services, if Applicable*

In order to provide students the best possible educational experience to meet their needs, Academica, at the direction of Somerset Academy, Inc., assists the school in various areas including, but not limited to: Provide back office services including HR coordination, accounting and finance management, etc.; Work in collaboration with governing boards to identify the most dynamic and effective leader for the school; Staff development assisting school administration fill its leadership staff and teaching body; Assemble subject matter experts from network of schools to in possible in areas of need; Professional Development through Leadership Retreats and Principal Chats to allow sharing of best practices.

The school leader is in charge of setting the tone and culture of the school site, selecting curriculum, PD programs, and Interim Assessments. The ESP will assist with the items listed above, at the direction of the Governing Board. The school will abide by State laws and Sponsor requirements in regards to student promotion and progression.

ESP Business Services include, but are not limited to:

- Financial Reporting and Records Management
- Bookkeeping and Accounting Services
- Human Resource Administration
- Grant Solicitation
- Governmental and Regulatory Compliance
- Facilities Development and Financing
- Insurance and Legal Compliance
- IT and Website Development – The ESP will work with the School to determine IT needs and desired programs
- Community Relationships and Marketing – The ESP and the school work together to establish relationships within the community the school serves with organizations and individuals whose involvement will further the mission of the school.

See Attachment EE. Sample ESP Service Agreement

*B. Describe the oversight and evaluation methods that the board will use to oversee the ESP. What are the school-wide and student achievement results that the ESP is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals (e.g. external evaluator, surveys, or performance data analyses)? What are the conditions, standards, and procedures for board intervention, if the ESP's performance is deemed unsatisfactory?*

The ESP is hired by the Board to provide certain services, which support the operations of the school. The Boards annually evaluates the ESP and determines continuation and renewal of services based on the ESP's performance on the services and support it provides to the school. Both the ESP and the principal report to the Governing Board, which evaluates them. The Governing Board has the ultimate authority to hire and fire the ESP. Details on the services and agreement between the board and the ESP may be found in Attachment EE. Sample ESP Service Agreement. Somerset Academy has hired Academica to provide services and support to its schools for two decades. The success of the Somerset network and its educational programs is a testament to the level of service provided by the ESP. The relationship with the ESP allows Somerset Academy, Inc. schools to focus on providing the highest quality educational program at the school site while allowing the ESP to focus on the business and academic support services the school needs to succeed.

The principal, as the leader, is the individual responsible for the day-to-day operations of the school, including school-wide and student achievement. The ESP does not sign off on annual performance evaluations for principals or staff. The ESP does not establish or implement a school's curriculum. The ESP does, however, assist the Board and the school in developing their own curriculum by providing them with the resources and tools for research and development, strategic planning, and sharing of best practices of other successful charter schools.

*C. Describe the payment schedule, including all fees, bonuses, early termination penalties, and any other compensation to be paid to the ESP.*

Academica charges a **flat fee** of \$450 per student FTE, per year during the term of the agreement. The service fee may be payable in equal monthly installments. The ESP does **not** charge a percentage of revenue or income received by the charter school and does not receive any other compensation from the school.

*D. Describe the types of spending decisions the management organization can make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?*

All spending decisions are made by the school and/or its governing board. The ESP does not make any spending decisions for the school. The ESP submits monthly and quarterly financial reports to the governing board at each board meeting in the state required financial template. Annual audited financials prepared by the Board's independent auditor are submitted for review and approval upon completion to the board.

The board annually adopts and maintains an operating budget, exercises continuing oversight over charter school operations, reports on its financial and academic progress, provides financial oversight, guides the school administration. The governing board also hires all school leaders, sets policies, ensures the schools are operating with a sound budget, meeting their local school district sponsors requirements, as well as all state and federal guidelines. The leadership at each



Somerset school creates and maintains a balanced budget that supports the vision, purpose, beliefs and values, educational programs, and action plans for improvement. Each school benefits from the support and scrutiny of several entities -- including the governing board, sponsoring local school district, and Academica -- to provide guidance and resources to assist the schools with fiscal responsibility and accountability. Quarterly financials are reviewed annually by the sponsoring entity. The governing board contracts with an independent professional accounting firm to complete annual audited financials, which are submitted to the sponsoring entity and state.

*E. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the governing board terminate the management agreement for cause? List any indemnification provisions in the event of default or breach by either party. If these provisions are addressed in the management agreement, the applicant may cite the specific sections.*

See Attachment EE – Sample ESP Service Agreement

**Term of agreement** –Attachment EE. Section 22

**Renewal/Termination of agreement** –Attachment EE. Sections 23-24 of

**Conditions/Procedures for renewal/termination** – Attachment EE. Sections 23-24

**Grounds for termination** – Attachment EE. Section 24D

**Indemnification** – Attachment EE Section 30

A. *Provide as Attachment EE, a draft of the proposed management agreement with the ESP.*

### **Attachment EE– Sample Service Agreement**

---

[1] The term “affiliated” means and includes one or more corporations or entities under the same or substantially the same control of a group of business entities which are connected or associated so that one entity controls or has the power to control each of the other business entities. The term “affiliated” includes, but is not limited to, the officers, directors, executives, shareholders active in management, employees, and agents of the affiliated corporation. The ownership by one business entity of a controlling interest in another business entity or a pooling of equipment or income among business entities shall be prima facie evidence that one business is affiliated with the other.

## **Attachments**

### **Section 25: Addendum B: Education Service Providers**

– No Attachments –

## 26. Addendum - Consultant Information \* District Request

### Section Evaluation

Complete Rhonda Stephanik, 3/16/18

– No Final Rating –

## Addendum – Consultant Information

1. Does any paid or volunteer consultant participating in the development of this application have prior experience in the development, operation or management of a charter school?  
**Yes**
  - a. What is his/her name? **See Application Cover Sheet**
  - b. What is/was the name of the charter school? **See Attachment DD**
  - c. In what district is/was the charter school? **See Attachment DD**
2. Has any individual involved in the current charter application submission for a charter school in Broward County been associated\* with a charter school that has closed? (\*Participated in the development, submission or defense of a charter school application)
  - a. What is his/her name **See Application Cover Sheet**
  - b. In what capacity was the individual involved? **See Application Cover Sheet**
  - c. What was the name of the charter school? **See Attachment DD**
  - d. In what district was the charter school? **See Attachment DD**
3. If you answered YES to number 2, what were the circumstances of the closure? Provide specific details such as voluntary, academic performance, financial viability. **See Attachment DD**
4. Are any of the individuals involved in this application associated with a current charter school in operation? **Yes**
  - a. What is his/her name? **See Application Cover Sheet**
  - b. What is the name(s) of the charter school(s)? **See Attachment DD**
  - c. In what district is the charter school? **See Attachment DD**
5. Are any of the consultants (paid or volunteer) associated with this application part of a founding group, governing board, and/or management company for a charter school in academic or financial corrective action?
  - a. What is his/her name? **See Application Cover Sheet**

What is the name(s) of the school(s)? **Somerset Key High School; Somerset Eagle Middle School; Somerset Preparatory Academy; Theodore R. and Thelma A. Gibson Charter School; University Preparatory Academy**

- a. In what district is the charter school? **Broward; Duval; Dade; Palm Beach**

(Academic corrective action would be defined as having received a D or F on a State assessment or the point equivalent, or in the case of an SIR school, a rating of declining. Financial corrective action would be defined as meeting any of the criteria noted on Section 218, Florida Statutes).

## Attachments

Section 26: Addendum - Consultant Information \* District Request

– No Attachments –

## 27. Addendum - Review Extension Waiver \* District Request

### Section Evaluation

Complete Rhonda Stephanik, 3/16/18

– *No Final Rating* –

The Review Extension Waiver was signed when the physical application was submitted to the district office allowing for the extended time.

## Attachments

Section 27: Addendum - Review Extension Waiver \* District Request

– No Attachments –

# ATTACHMENT TEMPLATES

## 28. Application Cover Sheet

|                                    |                            |
|------------------------------------|----------------------------|
| <b>Section Evaluation</b>          |                            |
| Complete Rhonda Stephanik, 3/16/18 | <b>– No Final Rating –</b> |

Please see attached for signed application cover sheet.

|                                     |                                     |                                   |                  |
|-------------------------------------|-------------------------------------|-----------------------------------|------------------|
| <b>Attachments</b>                  |                                     |                                   |                  |
| Section 28: Application Cover Sheet |                                     |                                   |                  |
| 28.1                                | <a href="#">Updated Cover Sheet</a> | Mestre, Francisco, 2/5/18 3:41 PM | PDF / 168.786 KB |
| 28.2                                | <a href="#">No Title</a>            | May, Bonnie, 2/1/18 2:31 AM       | PDF / 157.802 KB |

## 29. Statement of Assurances

|                                    |                            |
|------------------------------------|----------------------------|
| <b>Section Evaluation</b>          |                            |
| Complete Rhonda Stephanik, 3/16/18 | <b>– No Final Rating –</b> |

Please see attached document.

|                                     |   |                             |                 |
|-------------------------------------|---|-----------------------------|-----------------|
| <b>Attachments</b>                  |   |                             |                 |
| Section 29: Statement of Assurances |   |                             |                 |
| 29.1                                | <a href="#">Statement of Assurances</a> | May, Bonnie, 2/1/18 2:29 AM | PDF / 53.737 KB |

## 30. Board Member Information Form

|                           |  |
|---------------------------|--|
| <b>Section Evaluation</b> |  |
|                           |  |

**Complete** Brenda Santiago, 3/8/18

**– No Final Rating –**

**Not Complete** Rhonda Stephanik, 3/16/18

Please see Attachment L.

## Attachments

### Section 30: Board Member Information Form

30.1 [Attachment L](#)

Hernandez, Sukie, 2/1/18 2:26 AM

PDF / 7.156 MB

## 31. Applicant History Worksheet

### Section Evaluation

**Required and Completed** Brenda Santiago, 3/8/18

**– No Final Rating –**

**Required and Completed** Reynaldo Tunnermann,  
3/8/18

**Required and Completed** Rhonda Stephanik, 3/16/18

Please see attachment DD as well as the attached document.

## Attachments

### Section 31: Applicant History Worksheet

31.1 [Attachment DD](#)

Hernandez, Sukie, 2/1/18 2:27 AM

PDF / 734.957 KB

# CHART OF ATTACHMENTS

## 1. Chart of Attachments

### Section Evaluation

Attachments Added Rhonda Stephanik, 3/16/18

– *No Final Rating* –

Please see attached documents for a collection of Attachments A - Z and AA - FF.

## Attachments

### Section 1: Chart of Attachments

|      |                               |                                    |                  |
|------|-------------------------------|------------------------------------|------------------|
| 1.1  | <a href="#">Attachment C</a>  | Hernandez, Sukie, 1/31/18 11:46 PM | PDF / 2.756 MB   |
| 1.2  | <a href="#">Attachment FF</a> | Hernandez, Sukie, 1/31/18 11:41 PM | PDF / 1.141 MB   |
| 1.3  | <a href="#">Attachment EE</a> | Hernandez, Sukie, 1/31/18 10:54 PM | PDF / 749.222 KB |
| 1.4  | <a href="#">Attachment DD</a> | Hernandez, Sukie, 1/31/18 10:54 PM | PDF / 734.957 KB |
| 1.5  | <a href="#">Attachment CC</a> | Hernandez, Sukie, 1/31/18 10:54 PM | PDF / 124.105 KB |
| 1.6  | <a href="#">Attachment BB</a> | Hernandez, Sukie, 1/31/18 10:53 PM | PDF / 107.006 KB |
| 1.7  | <a href="#">Attachment AA</a> | Hernandez, Sukie, 1/31/18 10:53 PM | PDF / 131.12 KB  |
| 1.8  | <a href="#">Attachment Z</a>  | Hernandez, Sukie, 1/31/18 10:53 PM | PDF / 629.335 KB |
| 1.9  | <a href="#">Attachment Y</a>  | Hernandez, Sukie, 1/31/18 10:52 PM | PDF / 240.856 KB |
| 1.10 | <a href="#">Attachment X</a>  | Hernandez, Sukie, 1/31/18 10:52 PM | PDF / 1.849 MB   |
| 1.11 | <a href="#">Attachment W</a>  | Hernandez, Sukie, 1/31/18 10:52 PM | PDF / 872.678 KB |
| 1.12 | <a href="#">Attachment V</a>  | Hernandez, Sukie, 1/31/18 10:52 PM | PDF / 121.6 KB   |
| 1.13 | <a href="#">Attachment U</a>  | Hernandez, Sukie, 1/31/18 10:51 PM | PDF / 121.724 KB |
| 1.14 | <a href="#">Attachment T</a>  | Hernandez, Sukie, 1/31/18 10:51 PM | PDF / 2.397 MB   |
| 1.15 | <a href="#">Attachment S</a>  | Hernandez, Sukie, 1/31/18 10:51 PM | PDF / 1.917 MB   |
| 1.16 | <a href="#">Attachment R</a>  | Hernandez, Sukie, 1/31/18 10:51 PM | PDF / 1.172 MB   |
| 1.17 | <a href="#">Attachment Q</a>  | Hernandez, Sukie, 1/31/18 10:51 PM | PDF / 155.053 KB |
| 1.18 | <a href="#">Attachment P</a>  | Hernandez, Sukie, 1/31/18 10:50 PM | PDF / 520.629 KB |
| 1.19 | <a href="#">Attachment O</a>  | Hernandez, Sukie, 1/31/18 10:50 PM | PDF / 112.427 KB |
| 1.20 | <a href="#">Attachment N</a>  | Hernandez, Sukie, 1/31/18 10:50 PM | PDF / 159.249 KB |
|      |                               |                                    |                  |

|      |                              |                                    |                  |
|------|------------------------------|------------------------------------|------------------|
| 1.21 | <a href="#">Attachment M</a> | Hernandez, Sukie, 1/31/18 10:50 PM | PDF / 474.137 KB |
| 1.22 | <a href="#">Attachment L</a> | Hernandez, Sukie, 1/31/18 10:49 PM | PDF / 7.156 MB   |
| 1.23 | <a href="#">Attachment K</a> | Hernandez, Sukie, 1/31/18 10:49 PM | PDF / 215.569 KB |
| 1.24 | <a href="#">Attachment J</a> | Hernandez, Sukie, 1/31/18 10:49 PM | PDF / 1.065 MB   |
| 1.25 | <a href="#">Attachment I</a> | Hernandez, Sukie, 1/31/18 10:49 PM | PDF / 192.08 KB  |
| 1.26 | <a href="#">Attachment H</a> | Hernandez, Sukie, 1/31/18 10:48 PM | PDF / 838.729 KB |
| 1.27 | <a href="#">Attachment G</a> | Hernandez, Sukie, 1/31/18 10:48 PM | PDF / 110.026 KB |
| 1.28 | <a href="#">Attachment F</a> | Hernandez, Sukie, 1/31/18 10:48 PM | PDF / 830.229 KB |
| 1.29 | <a href="#">Attachment E</a> | Hernandez, Sukie, 1/31/18 10:47 PM | PDF / 117.919 KB |
| 1.30 | <a href="#">Attachment D</a> | Hernandez, Sukie, 1/31/18 10:47 PM | PDF / 1.186 MB   |
| 1.31 | <a href="#">Attachment B</a> | Hernandez, Sukie, 1/31/18 10:45 PM | PDF / 538.674 KB |
| 1.32 | <a href="#">Attachment A</a> | Hernandez, Sukie, 1/31/18 10:45 PM | PDF / 139.334 KB |