

Model Florida Charter School Application

New Charter Application #000540

Somerset Academy Silver Maple

Submitted To:

Broward County Public Schools
Charter Schools Management/Support Department
Broward County Public Schools
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Name	Title	Contact Information	Employer
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German, Todd	Board Chairperson	P: M: E: tgerman@somersetacademyschools.com	
Kimmel, Bernard	Board Member	P: M: E: bkimmel@somersetacademyschools.com	
Marin, Louis	Board Member	P: M: E: lmarin@somersetacademyschools.com	
Matthew Cox, Brian	Board Member	P: M: E: bmatthewcox@somersetacademyschools.com	

E. Start-up Team Members

Name	Title	Contact Information	Current Employer
Diaz, Ana	Authorized Representative	P: M: E: adiaz@somersetacademyschools.com	
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EXECUTIVE SUMMARY

1. Executive Summary

Section Evaluation

Final Rating

Complete

Complete Melissa Pariaug, 2/27/20

Complete Celina Chavez, 2/28/20

Complete Martina Blanco, 2/28/20

Complete LoriAyn Stickler, 2/28/20

Complete Tanya Hutkowski, 2/29/20

Complete Dorina Varsamis, 3/2/20

Complete Adrienne Reynolds, 3/2/20

Complete Debbie-Ann Scott, 3/3/20

Complete Jill Young, 3/3/20

Complete Rhonda Stephanik, 3/4/20

Complete Deborah Gavilan, 3/4/20

Complete Ray Papa, 3/4/20

Complete Jane Landi, 3/4/20

Complete Matt Schroeder, 3/4/20

Complete Allisyn Axelrod, 3/4/20

Complete Debra Kearns, 3/4/20

Complete Khandia Pinkney, 3/4/20

Complete Denise Roberts, 3/4/20

Complete Donna Haynes, 3/4/20

Complete Zuzel Rodriguez, 3/4/20

Complete Laurie Steinberg, 3/4/20

Complete Angela Lublin, 3/4/20

- Complete Leyda Sotolongo, 3/4/20
- Complete Neena Grosvenor, 3/4/20
- Complete April Kowalski, 3/4/20
- Complete Carmello Moussignac, 3/4/20
- Complete Lourdes Panizo, 3/4/20
- Complete Cortney Roberts, 3/4/20
- Complete Sean Brown, 3/4/20
- Complete Marion Williams, 3/5/20
- Complete Blanca Guerra, 3/5/20
- Complete Brenda Santiago, 3/5/20
- Complete Donte Collins, 3/5/20
- Complete Aneatra King, 3/5/20
- Complete Terri Coyle, 3/5/20
- Complete Cecilia Zereceda, 3/5/20
- Complete Victoria Stanford, 3/5/20
- Complete Maria Yen, 3/6/20
- Complete Sarah Decotis, 3/6/20
- Complete Robert Hamberger, 3/6/20
- Complete Brian King, 3/9/20

The application before you is being submitted by Somerset Academy, Inc. to open Somerset Academy Silver Maple, a K-5 school in the district of Broward County which is a high performing replication of Somerset Academy Davie Charter (#5211). In 2020, Somerset Academy Davie Charter will complete its 17th year educating students. The school earned a letter grade of “A” for the 11th consecutive year. Somerset Davie has also earned the National Blue Ribbon award for Academic Excellence and Exemplary Achievement Gap Closing in 2011, and 2017. The school is designated as a School of Excellence by the Florida Department of Education and is a Title 1 School.

Mission and Vision: The over-arching mission and vision of Somerset Academy Silver Maple is to provide a rigorous, interdisciplinary learning environment that promotes a collaborative culture of ethical and pioneering problem solving whereby students can excel and succeed within the 21st century world.

- **Vision:** Empowering students to explore global learning opportunities to promote and enrich their communities.
- **Mission/Purpose:** To promote a transformational culture that maximizes student achievement and the development of accountable, global learners in a safe and enriching environment that fosters high-quality education.

Target Population: The school plans to serve students in grades K-5 beginning with 384 students in the first year of operation and enrolling up to 906 students by the 5th 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 and ethnic balances reflective of the school district. The target population is predicted to be similar to the population that is being served at Somerset Davie, the high performing school being replicated.

Educational Need: We believe the school will meet a specific need in the proposed community based on the demonstrated demand for educational choice options, surrounding school enrollments and schools that will be over the Level of Service (LOS), as well as the number of the respective student age groups.

An analysis of elementary schools in the intended location was completed. Please refer to **Attachment T - Evidence of Demand for the School.**

Educational Design: To continue to achieve academic excellence as part of the Somerset network, the proposed school will be modeled after other Somerset programs that provide a well-rounded curriculum designed to support students in their mastery of the Florida Standards and applicable NGSSS standards. Specifically, the school will be a high-performing replication of Somerset Academy Davie Charter. The school will also provide adequate preparation for state assessments, strengthen the school-home connection, and meet the individual needs of the student population while furthering the mission to maximize student achievement. The school will also feature technology-rich classrooms and be staffed with highly qualified teachers, thus providing an enriching learning environment where children can flourish as individuals while acquiring knowledge and skills essential to their future development.

School Design, Culture, and Community Engagement: 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 promotes this culture through: a common philosophy of high expectations for all; a commitment to educational excellence; an expectation of parental involvement; and a collaborative infrastructure. Although each school is responsible for determining the best strategies to improve student performance, all Somerset stakeholders collaborate in establishing uniform guidelines to meet set expectations. Somerset Academy Silver Maple will cater to individualized instruction and offer personalized student services. The school will offer programs and supports for low-performing students (e.g. interventions, afterschool tutoring), individualized services and programs for students with special needs (ESOL, ESE 504 and Gifted plan services), as well as advanced academic initiatives for advanced learners (e.g. advanced courses, enrichment programs) in order to increase learning opportunities for all students, regardless of their learning differences. The school will provide a standards-based curriculum to increase student engagement and opportunities for students to meaningful connections with their learning.

Capacity to successfully operate a high-quality school: Currently, Somerset Academy Inc. operates over 60 charter schools, 25 of which are high performing schools as designated by the FL-DOE, and four of those schools were awarded National Blue Ribbon Awards. Additionally, Somerset Academy, Inc. was the first charter school network in the US to earn Corporate System

Accreditation from AdvancED/SACS-CASI, now known as Cognia. That will make Somerset Academy Silver Maple part of Somerset accredited system, and therefore the School will open as a Cognia accredited school. Somerset Academy Silver Maple will be committed to upholding the Somerset Academy vision of providing equitable, high-quality education for all students. The School will maintain the Somerset unified standard of excellence, implement Somerset's policies and best practices, and stay true to Somerset Academy, Inc.'s purpose, vision, culture, and academic standards.

Moreover, the Governing Board of the proposed school is comprised of the same individuals responsible for the operation of these existing Somerset schools, including the HP School to be replicated. These volunteer governing board members are leaders who all share one common purpose: to provide the best possible education to every student that comes to one of their Schools. The applicant has the financial and human resources available to replicate a high-quality model; having ownership of the existing school design; and most importantly having a proven track record of success in replicating the design. The aforementioned factors as well their past record, evidence and support Somerset Academy Inc.'s capacity to replicate the high performing school.

Attachments

Section 1: Executive Summary

– No Attachments –

EDUCATIONAL PLAN

1. Mission, Guiding Principles and Purpose

Section Evaluation		Final Rating
Meets the Standard	Rhonda Stephanik, 5/28/20	Meets the Standard

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.

The over-arching mission and vision of Somerset Academy Silver Maple is to provide a rigorous, interdisciplinary learning environment that promotes a collaborative culture of ethical and pioneering problem solving whereby students can excel and succeed within the 21st century world.

- **Vision:** Empowering students to explore global learning opportunities to promote and enrich their communities.
- **Mission/Purpose:** To promote a transformational culture that maximizes student achievement and the development of accountable, global learners in a safe and enriching environment that fosters high-quality education.

Historically known for its commitment to academic excellence through the use of “best practices”, Somerset Academy, Inc. has established a legacy of educational success- it is the collective collaboration of experienced board members, committed parents, students, and dedicated educators that facilitate and drive the mission and vision of the charter schools within its network.

Somerset Academy, Inc. charter schools pride themselves in cultivating/nurturing a positive school culture and climate that promotes a “neighborhood” school paradigm approach within their management structures whereby, stakeholders experience a sense of small school environment wherein safety and respect is parallel to the outreach of a world-class education for all. Students can excel, parents and communities are involved in the process, and everyone is accountable for results.

The Somerset Academy family of charter schools promotes this culture through:

- a common philosophy of high expectations for all
- a commitment to educational excellence
- a unique student code of excellence and discipline
- an expectation of parental involvement
- a collaborative infrastructure

Though each school within its network is responsible in determining the best strategies to improve student performance, all stakeholders collaborate in establishing uniform guidelines to meet set expectations.

Focused on delivering educational excellence with an innovative, forward-looking approach, Somerset Academy Silver Maple, like Somerset Davie (the high performing school it will replicate) will offer technology-rich classrooms, a secure educational facility, and a select staff of highly qualified teachers and administrators, we provide an enriched learning environment where children can work closely together to solve real-world problems and flourish as individuals while acquiring the knowledge and skills essential to their future development as leaders and innovators.

B. Provide the page 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.

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. PAGE(S) Sections 3 & 4 (pgs. 6 – 29)*
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. PAGE(S) Section 5 (pgs. 29-41) and Section 21 (pgs. 105 – 112)*
- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school. PAGE(S) Section 5, 5.K (pgs. 39-40)*

A. Provide the page 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. *In accordance with the law, charter schools shall fulfill the following purposes:*

- *Improve student learning and academic achievement. PAGE(S) Sections 3 & 4 (pgs. 6 – 29)*
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. PAGE(S) Section 4 (pgs. 15-29)*
- *Encourage the use of innovative learning methods. PAGE(S) Section 3, 3.C (pgs. 8-11)*
- *Require the measurement of learning outcomes. PAGE(S) Section 5, 5.G (pgs. 34-36)*

C. Provide the page number(s) of the material within this application that describes how the proposed charter school will fulfill the optional purposes of charter schools found in section 1002.33(2)(c), F.S. If one or more of the optional purposes does not apply to the proposed school, please note "N/A". **This section is optional.**

In accordance with the law, charter schools may fulfill the following purposes:

- *Create innovative measurement tools. PAGES(S) N/A*
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. PAGE(S) Section 5 (pgs. 29 – 41)*
- *Expand the capacity of the public school system. PAGE(S) Section 2 (pgs. 2-6)*
- *Mitigate the educational impact created by the development of new residential dwelling units. PAGE(S) N/A*
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site. PAGE (S) Section 13 (pgs. 88 – 91)*

Attachments

Section 1: Mission, Guiding Principles and Purpose

– No Attachments –

2. Target Population and Student Body

Section Evaluation

		Final Rating
Meets the Standard	Jill Young, 2/29/20	Meets the Standard
Meets the Standard	Marion Williams, 3/5/20	

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-5 (approximately 6 to 11 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 anticipates serving a population that is predominantly minority and economically disadvantaged student population, with approximately 40% of all students qualifying for free and/or reduced lunch and 75% minority students. The School expects that 8% of the student population will consist of ELLs and 12% will consist of Students with Disabilities. These projections are based on the 2019- 2020 enrollment of students in the District. (<https://edstats.fldoe.org>).

The High Performing (HP) school being replicated opened its doors in the fall of 2003. Since its inception, Somerset Academy Davie Charter school (#5211) has achieved academic excellence with a population similar to the anticipated population that Somerset Academy Silver Maple will serve. The goal of the proposed school, like the school it is replicating, is to not only foster a love of learning in each student, but to also arm students with the necessary tools to become successful, contributing members of their community.

The anticipated population, that is reflective of the district enrollment as well as the HP school being replicated, will be well served by the proposed school as it's over-arching mission and vision is to provide a rigorous, interdisciplinary learning environment that promotes a collaborative culture of ethical and pioneering problem solving whereby students can excel and succeed within the 21st century world.

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. This would allow us to continue deliver a seamless curriculum for students across grades K-12 in the network while allowing the school to serve the surrounding community.

***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.

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 serve students in the central corridor of Broward County within or

around the Plantation area.

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
K	54	72	108	126	144
1	54	72	108	126	144
2	72	72	108	144	144
3	72	72	108	144	144
4	66	88	110	154	176
5	66	88	110	154	154
TOTAL	384	464	652	848	906

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. According to the data presented in the *Broward County Public Schools District Educational Facilities Plan Fiscal Years 2017-18 to 2021 – 2022*, Mirror Lake Elementary School and Dillard Elementary School which are within the targeted area for the proposed school that will be operating above the Level of Service (LOS) capacity by school year 2021 – 2022. Mirror Lake Elementary at 107.2% and Dillard Elementary at 104.7%.

(http://www.broward.k12.fl.us/Comptroller/cfo/capbudget/report/ADEFP_FY18.pdf). According to the *Location Based Demographic Report*, provided as *Attachment T*, the targeted area is

expected to have a 15% population growth from 2019 to 2024. The targeted area also encompasses more than 10 Florida Opportunity Zones where Somerset can serve students with a high-quality education program.

The market study (See Attachment T) further reveals that the target location would benefit from a high-quality educational program like the one at Somerset Davie, the high performing school being replicated. Somerset Davie has earned a letter grade of an ‘A’ for 11 years in a row and has also earned the National Blue Ribbon award for Academic Excellence and Exemplary Achievement Gap Closing in 2011, and 2017. The school is designated as a School of Excellence by the Florida Department of Education and is a Title 1 School serving a similar demographics as the targeted area. With the replication of Somerset Davie, Somerset Academy Silver Maple 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 maximizing learning for all students, the school will provide rigorous competition within the public school district to stimulate continual improvement in all public schools.

E. 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 noted in the summary analysis in Attachment T, the area that is considered will have population growth within the 5-mile radius, with over 44,000 of the increase population being elementary aged students. The area has shown growth in the last 10 years and is projected to grow by 15% in the next four years. The school expects to open with grades K-5 in year 1 with less than 400 students so that Somerset can work closely with the founding families and establish the ‘family-like’ Somerset culture as well establish the high-quality education program. The school will grow each year until reaching full capacity of 906 students which is expected to occur by year 5.

Attachments

Section 2: Target Population and Student Body

– No Attachments –

3. Educational Program Design

Section Evaluation

Meets the Standard	Melissa Pariaug, 2/27/20
Meets the Standard	LoriAyn Stickler, 2/28/20
Meets the Standard	Martina Blanco, 2/28/20
Meets the Standard	Tanya Hutkowski, 2/29/20

Final Rating

Meets the Standard

Meets the Standard Matt Schroeder, 3/4/20

Meets the Standard Zuzel Rodriguez, 3/4/20

Meets the Standard Donna Haynes, 3/4/20

Partially Meets the Standard Neena Grosvenor, 3/4/20

Meets the Standard Cortney Roberts, 3/4/20

Partially Meets the Standard Blanca Guerra, 3/5/20

Meets the Standard Terri Coyle, 3/5/20

Meets the Standard Sarah Decotis, 3/6/20

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

The School will be a High-Performing (HP) replication of the Somerset Academy Davie Charter School (#5211) educational program design wherein excellence and performance drives the teacher's pedagogical efforts, and their commitment to the students manifests itself in all aspects of the school. Like the high performing school being replicated, the school intends to have a staff of qualified teachers and administrators that are State certified, experienced, and dedicated professionals whose highest priority is to maximize the potential of every child. Like Somerset Davie, the school is committed to awakening every student's natural curiosity, develop and foster a love for learning, build on strengths, prepare them to meet challenges, and inspire them to excel.

The Somerset Academy program is aimed at preparing every child for the demands of the 21st Century and the global workforce offering opportunities for every child to reach his/her highest potential as early as Kindergarten. This is done by enhancing the Florida Standards (MAFS and LAFS) and/or NGSSS for the content areas, creating a seamless curriculum delivered in technology-rich environments, using best practices and emphasizing assessment data to differentiate instruction in order to reduce the need for remediation in the later years of each child's educational experience.

Like the high performing school being replicated, it is the belief of the applicant that:

- Student learning is the primary focus of the school,
- Students learn in a variety of ways and should be given the opportunity to learn with different strategies and techniques,
- Administrators, teachers, staff, parents and community members agree to hold high goals and standards in order for students to achieve success,
- Parents and teachers are partners in the education process,
- And the school community is committed to continuous improvement to enable students to become lifelong learners.

The School will implement educational and related programs, setting forth the School's curriculum, the instructional methods, any distinctive instructional techniques to be used, and the identification and acquisition of appropriate technologies needed to improve educational and administrative performance, which include a means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards. The School ensures that reading

is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are reading below grade level. Further, the curriculum and instructional strategies for reading shall be consistent with the Florida Standards and Next Generation State Standards and are grounded in scientifically based reading research.

Since 1997, the Somerset family of charter schools has promoted a culture through a common philosophy of high expectations for all, a commitment to educational excellence, a unique student code of excellence and discipline, an expectation of parental involvement, and a collaborative infrastructure. All Somerset programs implement the “neighborhood” school paradigm in their management structures to consistently maintain the feeling of a small school environment. Students can excel, parents and communities are involved in the process, and everyone is accountable for results.

The HP school being replicated opened its doors in the fall of 2003. Since its inception, Somerset Davie has achieved academic excellence and continues to strive for supremacy on every level. The goal of the proposed school, like the school it is replicating, is to not only foster a love of learning in each student, but to also arm students with the necessary tools to become successful, contributing members of their community like their vision and mission states.

In addition to evaluation of the School’s success in achieving the objectives stated in the School Improvement Plan, the School will be held accountable for meeting the state’s student performance requirement as delineated in State Board of Education Rule 6A-1.09981, Implementation of Florida’s System of School Improvement and Accountability, based on Fla. Stat. §§ 1001.02, 1008.33 and 1008.345.

In accordance with the state law and the Sponsor’s rule, students at the School will participate in all state assessment programs and in all district assessment programs in which the District students in comparable grades/schools participate. All School personnel involved with any aspect of the testing process must have knowledge of and abide by state and Sponsor policies, procedures, and standards regarding test administration, test security, test audits, and reporting of test results. To facilitate this participation, the Sponsor will provide to applicable school staff all services/support activities that are routinely provided to the Sponsor’s staff regarding implementation of District and state-required assessment activities, e.g., procedures for test administration, dissemination and collection of materials, monitoring, scoring, analysis, and summary reporting. If a special education student’s Individual Education Plan (IEP) indicates an alternate assessment, in lieu of full/partial participation in a state assessment, the School will facilitate the alternate assessment, and comply with state reporting procedures.

The School shall use records and grade procedures that adequately provide the information required by the Sponsor. The Sponsor has designated Pinnacle through Wazzle Solutions to be the supported grade book system for the District. The School shall use records and grade procedures that adequately provide the information required by the Sponsor. These procedures may be an alternative grading and recording system, but the system must be in accordance with the State’s reporting guidelines and be approved by the Sponsor.

The School shall follow the Sponsor’s Elementary School Academic Programs Course Codes as appropriate.

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.

Like the high performing school being replicated, it is the intent of Somerset Silver Maple, that every student be offered a comprehensive educational program that includes ALL areas in the

Florida Standards and Next Generation Sunshine State Standards. The School will be responsible for making sure instruction is provided in English language arts, mathematics, science, social studies, art, health education and physical education, second languages and STEM (Science, Technology, Engineering, and Mathematics) through Coding. Although all disciplines are not tested, the Standard Course of Study must be taught.

It is important to teach all areas of the curriculum. One of the most effective strategies for teaching the entire curriculum is to teach English language arts and mathematics in conjunction with science, social studies, physical education, foreign languages and art. Integration as a curriculum implementation strategy links the content and skills from various disciplines. Like the high performing school being replicated, it is the belief of Somerset Silver Maple that students who receive a balanced curriculum and possess the knowledge, skills, and abilities to transfer and connect ideas and concepts across disciplines will be successful as measured by standardized tests as well as other indicators of student success. In order to provide an integrated, connected, and comprehensive curriculum, teaching schedules must allow for sufficient planning time for teachers across all grade levels, special areas and special services teachers. Students must have access to uninterrupted blocks of instructional time to receive in depth, connected instruction, and to develop concepts as per the Sponsors pupil progression plan.

Elementary Classroom Model/Structure. – The school will develop a model/structure wherein students in grades Kindergarten through 5th grade will receive their education in self-contained classrooms. The students will remain with the same teacher throughout the instructional time each day. The teacher will be responsible for all content areas: reading, language arts, mathematics, science and social studies. The general education teacher will invest most of the day with the students with the exception of lunch-time, physical education, music, STEM, art and foreign language. The entire grade-level team will meet weekly to plan instruction/communicate.

Like the high performing school being replicated, Somerset Silver Maple believes that students learn best in a personalized small school setting. Therefore, the school will maintain student-to-teacher ratios in accordance with Florida class size legislation, as applied to charter schools. Classes will consist of a teacher to student ratio of 1:18 for K-3 and 1:22 for grades 4-5.

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 with similar demographics as well as proven successful at the HP Somerset Academy that is being replicated. 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 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
- 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

Additionally, the following instructional techniques will be incorporated throughout the curriculum in order to maximize learning and successful attainment of learning objectives:

Target Tutoring – The School believes that each student has a distinctive learning style so the School will use data driven instruction and remediation strategies to target each student’s academic need through tailored instruction. Additionally, the School will utilize data to enrich instruction and accelerate learning for students showing potential in specific areas. The School will provide opportunities and tutoring sessions to teach either one individual student or a small “targeted” number with the same instructional needs or potential. Target tutoring may be used during the school day, after school, and/or Pre-FSA tutoring help.

Differentiated and Standards-Based Instruction – Teachers will use differentiated instructional strategies that connect with individual students’ learning needs. Teachers can target varied learners by providing enriching activities to high performing students and remediation to lower performing students to better meet their specific 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. These instructional practices will include:

* **Direct Instruction (lecturing/modeling):** This technique will be used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will be based on Florida State Standards (MAFS and LAFS) and/or NGSSS. This instruction is structured and based on mastery learning. Monitoring progress through assessments allows teachers to group students based on ability, leading to further differentiated strategies, which identify students who require additional intervention.

* **“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. For example, teachers will have an Opening (Homework review or connect to prior knowledge – 10 mins), I Do (Direct Instruction/Model – 20 mins), We Do (Guided Practice – 25 min), You Do (Independent Practice/Collaborative Groups), and Wrap Up (Closing/Main Point Review – 5 mins).

Cooperative Learning: Teachers will guide small group learning sessions to increase communication and team-building skills. These teams of students will be divergently grouped according to ability, interest, background, etc.

Inquiry-Based Learning: Based on the Scientific Method, this student-centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem-solving skills. There will also be emphasis on developing 21st century learners through technology-based instruction.

Information Processing Strategies - Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, KWL, reciprocal teaching, graphic organizing, scaffolding, and/or webbing.

Home learning policy: The School expects that all teachers will grade, discuss, and comment on home-learning regularly. Attention will be given to both quality and quantity of home learning projects.

Horizontally and Vertically Aligned Instructional Teams: The School will use professional development throughout the school year to allow for common planning and teaching teams, both within grade levels and subject areas. Through professional development activities planned within the school calendar, teachers will have opportunities to reflect on best practices, discuss new research findings, review educational journals, and examine student's body of work. A leadership team will be in place as well as assistance teachers and/or administration of the HP replicated school, to ensure that horizontal and vertical planning is effective. Such a culture makes it safe for teachers to share universal goals, confront what is and is not working, and transform their own thinking and practice.

Vertical Alignment (by department): Courses will be correctly aligned and teachers will be permitted common planning time by within other grade levels. This will permit teachers to quickly assess what students mastered in the preceding grade and focus on building skills and knowledge. This will help teachers avoid unnecessary reviewing and re-teaching, which often consumes valuable teaching time.

Horizontal Alignment (by grade level): The School will align lessons to the Florida Standards (MAFS and LAFS) and/or NGSSS in the content areas, as adopted by the state, for each subject and grade level to address specific subject matter. Teachers will follow the same time lines and have common planning schedules. Such alignment is crucial in school systems dealing with state-mandated, standards-based assessments.

Teachers Developing Curriculum: Teachers will play an integral role in the development of core curriculum, maintaining - and exceeding - the highest expectations- in alignment with the Florida Standards (MAFS and LAFS) and/or NGSSS in the content areas, as adopted by the state. Curriculum development will reflect how best to present a core body of knowledge. Teacher participation in curriculum development will also serve to increase their "buy-in" to the pedagogical process

Changing Teacher Practices: The School will encourage teachers to be facilitators and providers of opportunities for learning versus merely providers of information. Using the differentiated instructional strategies described above, teachers will tailor their instruction and adjust the curriculum to students' needs rather than expecting students to modify themselves to fit the curriculum.

Innovative Program of Study –The school will incorporate a rigorous academic program wherein teaching, learning, and assessment will aim to promote student growth in knowledge of the discipline and the ability to analyze, synthesize, and critically evaluate the content under study. The rigorous curriculum will be focused, coherent and appropriately challenging. Students will be encouraged to move from lower-to-higher level thinking through the use of teacher questioning, discussion and appropriate tasks.

Gifted Program. –The School will develop a gifted program using an inclusion model in all core subjects in an effort to cultivate the advanced knowledge and comprehension skills of the gifted student thereby enabling them to progress more rapidly to higher levels of thinking, such as analysis, synthesis and evaluation. The program is designed to meet the needs of gifted students in grades 2nd through 5th. Smart board, streaming media and software programs are embedded to promote a cognitive taxonomy and build learning. Gifted students are taught using grade level standards infused with acceleration and enrichment. They require the same content area

instruction blended with differentiation through the use of various strategies such as thematic units, methods of inquiry, debate, self-choice, open-ended tasks, and extension activities.

Academic Excellence and Leadership Development – Leadership development is at the heart of the School's educational philosophy. Accordingly, the School's intellectual focus centers on high academic and behavioral expectations for all students communicated through the Code of Excellence and Code of Student Conduct. The School looks to develop leaders through participation in Safety Patrol, Honor Roll recognition, and monthly Character Education Student Recognition.

Character Education – As in the high performing school being replicated, Somerset Silver Maple will integrate a character education program that will address a broad range of concepts such as positive school culture, moral education, just communities, caring school communities, social-emotional learning, positive youth development, civic education, and service learning. All of these approaches promote the intellectual, social, emotional, and ethical development of young children and share a commitment to help young children become responsible, caring, and contributing citizens. The Schools incorporation of a high-quality character education program will promote its school culture/environment as a place where students, teachers, and parents want to be. It will be a place where students will do their best work because they feel safe, appreciated, supported, and challenged by their peers and the adults around them. The School makes monthly certificates that honors the students nominated for the Sun-Sentinel "Kids of Character" trait for that particular month. The school celebrates the students with a personalized message written by their teacher and classmates, as well as other incentives from local community businesses.

Core Essential Values Program. –The School has a campus-wide compliment system that encourages students to embrace positive values, demonstrate citizenship and model good manners. Each class can earn a compliment for a variety of actions such as great cafeteria behavior, walking in a straight line, being polite to peers and staff, etc. Once the class reaches their compliment goal, they celebrate with a party! In addition to the school-wide incentive plan, each teacher develops their own in-class management system that is unique to their individual room. Teachers use Class Dojo, Clip-Charts, token economies, etc.

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.

Like the high performing school being replicated, Somerset Silver Maple 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. The school also agrees to adopt the new Florida standards in effect at the time of school opening. The school will employ Reading and/or Math coaches and adequate ELL and ESE personnel, and staff to adequately support and properly service students as deemed necessary and according to needs. Classroom teachers will use research-based, state adopted texts, enhanced by supplementary materials and programs, to ensure student success. Character education is infused throughout the curriculum. Tutoring will be provided in the afternoons to fill any learning gaps while afterschool enrichment programs will also offer creative projects aligned to ELA/Math and Science.

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

Somerset Academy “best practices”: These practices have been established at all Somerset Academies and are derived from more than 20 years of educational success due to experienced board members, committed parents and students, and innovative educators. All Somerset Academy programs implement the “neighborhood” school paradigm in their management structures to consistently maintain the feeling of a small school environment. Students can excel, parents and communities are involved in the process, and everyone is accountable for results. The Somerset Academy family of charter schools promotes a culture of excellence and community through: a common philosophy of high expectations for all; a commitment of educational excellence; a unique student code of excellence and discipline; an expectation of parental involvement and a collaborative infrastructure.

Progress Monitoring: The academic progress of students will be monitored to ensure that students are mastering the standards for a grade level or course. In accordance with the requirements of s. 1008.25, F.S., each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment (FSA ELA), the statewide, standardized Mathematics assessment (FSA Mathematics) must be evaluated to determine the nature of the student’s difficulty, the general requirement areas of academic need, and strategies for providing academic supports to improve the student’s performance. The student’s progress resulting from the academic support (interventions, tutoring, intensive reading/mathematics courses, etc., as applicable) must be monitored using the following assessments: Grades K-5: i-Ready Diagnostic Test (Reading and Mathematics); Grades K-5: Interims/Midyear Assessments (ELA, Mathematics). For K-2nd grade, student progress is also monitored using HMH Journeys Running Records and/or district adopted BAS (Benchmark Assessment System). As a function of the school wide system of progress monitoring, instruction and interventions should be adjusted, as necessary, depending upon the student’s academic growth and attainment of the grade level/course standards. As part of progress monitoring, parents will be informed of the student’s areas of academic need.

Intervention/Intensive Support: Intervention is used to provide academic support to students who score below a Level 3 on the statewide, standardized assessments. Students who demonstrate areas of weakness will receive an additional 30 minutes of instructional intervention.

* The use of **diagnostic assessments** to determine student readiness: These assessments can be formal or informal. Teachers can administer pre-tests, i-Ready diagnostic assessment in Reading/Math, baseline and/or interim assessments in Reading/Writing/Math/Science in addition to, the interpretation of data from standardized assessments such as the Primary End-of-Year, FSA or FCAT.

* The identification of **student learning styles** and **environmental preferences**: Learning styles can be measured using learning style inventories. Teachers can also access information about student learning styles by asking students how they learn best and by observing student activities. Identifying environmental preferences includes determining whether students work best in large or small groups and what environmental factors might contribute to or inhibit student learning.

* Incorporating **different instructional strategies** based on the assessed needs of their students: Throughout a unit of study, teachers should assess students on a regular basis (mid-chapter checkpoints/unit tests or quizzes). This assessment can be formal, but is often informal and can include taking anecdotal notes on student progress, examining students' work, and asking the student questions about his or her understanding of the topic. The results of the assessment could then be used to drive further instruction.

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/RtI 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 1** 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 on a regular 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.
- **In Tier 2, Services for students below grade level and/or at risk of failure-** students not making progress in the core curriculum will be provided with increasingly intensive instruction matched to their needs including, but not limited to:
 - 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
 - Assessments at this level include behavioral observations, intervention data and gap analysis, in accordance with District guidelines;
 - Progress monitoring through data tracking logs (Journey's Running Records (K-5) and i-Ready/core texts assessments)

Academic Support in ELA, Mathematics, & Science: Interventionist (teachers and qualified paraprofessionals) will work with students and provide intense individualized intervention(s).

- **In Tier 3**, interventions are introduced 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 Analysis (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, 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 also provide advanced coursework and gifted education in an inclusion model, as needed to serve the student population. District testing with an assigned school psychologist alongside an eligibility determination meeting will be required for placement in advanced/gifted courses.

Instructional Staff: The School will seek instructional personnel who are appropriately certified and will bring with them a sense of enthusiasm and commitment, especially to the culture & best practices of Somerset. Recruitment efforts will also include advertisement in local newspapers and on the school’s website, presentations and flyers at local universities, school job fairs, and via word of mouth. Considerable efforts will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community and county that we serve. The School shall hire its own employees, and shall submit annually to the Sponsor its written strategies used to recruit, hire, train, and retain qualified staff. The School agrees that its employment practices shall be nonsectarian pursuant to Fla. Stat. § 1002.33(9)(a).

Instructional Staff Training – The School takes the position that all of its employees are valuable members of the educational community. The School will embed a professional development system that identifies the components of professional learning that may generate in-service points toward recertification, add-on certification and endorsements. The course components and instructional content serve as a major support in addressing the purposes of the School, the Sponsor and the individual deliberate practice. It is essential that opportunities for high-quality professional development be available on a continual basis.

The School utilizes the Learning Across Broward (LAB) platform, previously known as My Learning Plan, through the office of Talent Development to enroll in courses, manage in-service points and maintain transcript data. In addition, course offerings are available through Broward Virtual University (BVU) thus enabling teachers to have an extensive catalog to expand and enhance their professional expertise.

Like the HP School Somerset Silver Maple is replicating, it will use the Florida Consortium of Public Charter Schools observation and evaluation tool. The FCPCS Classroom Teacher Performance Evaluation is a formal evaluation system for classroom teachers that is aligned to the six Florida Educator Accomplished Practices (FEAPs).

Attachments

Section 3: Educational Program Design

3.1	Attachment FF - Compliment Program & Token Economy	May, Bonnie, 2/2/20 2:27 AM	PDF / 254.603 KB
3.2	Attachment B - School Schedule & Calendar	May, Bonnie, 2/1/20 11:53 PM	PDF / 1.129 MB

Notes

Blanca Guerra, 3/5/20 3:38 PM:

No mention of offering World Languages

Neena Grosvenor, 3/4/20 6:04 PM:

No mention of a school library program to support the school program especially in the use of technology and inquiry based learning. How will instructional materials funding allocated for library media be utilized?
 1006.40 (3) (d) School library media services; establishment and maintenance.?Establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system.

4. Curriculum and Instructional Design

Section Evaluation

Final Rating

- Meets the Standard Martina Blanco, 2/28/20
- Meets the Standard LoriAyn Stickler, 2/28/20
- Meets the Standard Tanya Hutkowski, 2/29/20
- Partially Meets the Standard Melissa Pariaug, 3/3/20
- Meets the Standard Matt Schroeder, 3/4/20
- Meets the Standard Zuzel Rodriguez, 3/4/20
- Meets the Standard Donna Haynes, 3/4/20
- Partially Meets the Standard Neena Grosvenor, 3/4/20
- Meets the Standard Cortney Roberts, 3/4/20
- Partially Meets the Standard Blanca Guerra, 3/5/20
- Meets the Standard Terri Coyle, 3/5/20
- Meets the Standard Sarah Decotis, 3/6/20
- Meets the Standard Brian King, 3/9/20

Meets the Standard

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.

Like the high performing school being replicated, Somerset Academy Silver Maple will provide quality instruction, high expectations, and consistent standards-based curriculum for all students in alignment with the Somerset mission and vision to promote a transformational culture that maximizes student achievement. 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 developing accountable, global learners, 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. Students with disabilities will have equal access to the core curriculum as do their 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. Please refer to section 3E of this application for procedures of how students entering the school below grade level will be provided with services for interventions through the multi-tiered system of support as well as services for students with special needs.

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 Somerset educational program model requires the use of standards-based, state-adopted texts and research-based instructional materials - aligned to state standards - and high-yield educational strategies proven to improve student achievement.

Instructional technology will enhance the school's curriculum and prepare elementary students for middle school and advanced courses, while reinforcing technology skills necessary for them to meet the demands of new and challenging Florida Standards testing requirements and promoting efficient and responsible use of 21st Century technology. Below is an overview of the curriculum program, courses and description of the content and materials proposed for each core subject area.

READING/ENGLISH LANGUAGE ARTS (ELA)

The school's English Language Arts program will provide instruction for mastery of the Language Arts Florida Standards (LAFS). The school also agrees to adopt the new Florida standards in effect at the time of school opening. Teachers will provide instruction in Language Arts to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. The grade specific LAFS will guide instruction at each grade level and help ensure that students gain adequate exposure to an increasingly complex range of texts and tasks as they progress from grade to grade. The courses will cover the application of the writing process, effective use of speaking and listening and language skills, and higher-order critical thinking and literacy skills in preparation for overall post-secondary studies.

To build a foundation in language, students must gain control over many conventions of Standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. Like the high performing Somerset Davie, Somerset Silver Maple will provide students with increasingly complex texts to aide student growth in reading comprehension and expose them to complex vocabulary. Similarly, students will be given writing tasks that engage them 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. Students will plan, revise, edit, and publish their writing as appropriate at their grade level. Via the writing process, students will appreciate that a key purpose of writing is to communicate clearly to

an external audience and subsequently they will begin to adapt the form and content of their writing to accomplish a particular task and purpose.

Students will master reading, writing, and verbal skills through continuous infusion of literacy skills in all subject areas. The ELA program will include instructional strategies for students reading at grade level or higher, as well as for students who are reading below grade level. The program emphasizes critical and creative thinking skills through instruction aligned to the Language Arts Florida Standards (LAFS). Lessons will be based on broad topics covering the reading process, literary analysis, the writing process, communication, information and media literacy.

Students will also engage in research projects as a means to develop the capacity to build knowledge on a subject and to respond analytically to literary and informational sources. To meet these goals, teachers will be expected to provide students significant opportunities and time for writing and producing numerous pieces over short and extended time frames throughout the year. Through Language Arts, students will also be required to develop a range of oral communication and interpersonal skills through whole group discussions as well as individual, partnered and small group presentations. Through these, students engage in contributing accurate, relevant information, responding to and developing what others have said, making comparisons and contrasts, and analyzing and synthesizing a multitude of ideas through various language arts domains.

Students will receive 90 minutes of consecutive, uninterrupted daily instruction in Reading/Language Arts. The School will follow the Sponsor's state-adopted Comprehensive Research-Based Reading Plan (CRRP) in the instruction of Reading using District placement procedures for Intensive Reading and following the same frequency of delivery and timelines for progress monitoring at all Tiers of instruction. The school will use interventions; state-adopted supplemental instructional materials grounded in scientifically based reading research and progress monitoring tools proven successful at the Somerset schools being replicated. 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. Students in need of immediate intensive intervention will be scheduled for a minimum of an additional 30 minutes daily during the school day in alignment with the Sponsor's CRRP. Please see Section 3E for additional details regarding RtI/MTSS processes.

English Language Learners (ELLs) will have the same instructional time as non-ELLs for language arts/reading. Students with Disabilities (SWD) will have the same instructional time (90 minutes of uninterrupted daily instruction) in reading/language arts only within a single instructional setting. The general education classroom will be the first placement consideration for scheduling and providing access to these courses for students with disabilities.

Instruction in language arts includes English, reading process, literary analysis, writing process and applications, communication, information and media literacy. Student mastery of the basic skills will be in accordance with the criteria established by current Florida Standards and curriculum frameworks.

Universal Design for Learning: Is used as a guide for instructional design and delivery in all curriculum development. Universal Design for 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.

Centers/Differentiated Instruction: Reading 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, with the teacher facilitating, but not leading this learning. Students will practice reading, writing, speaking, listening, and working with letters and words. Manipulatives such as magnetic letters and sound letter cards are used for lower grades to increase active participation and provide additional guided practice through multi-sensory approaches. Upper grade levels utilize resources such as graphic organizers, guided practice models, technology tools which include websites such as espark, Moby Max, IXL, and online components of Storyworks.

To establish beginning of the year student groups, the School will utilize baseline data to initially place students in high, medium and low groups. Each group will be given a name that is reflective of the classroom theme while not indicative of student levels. For example, tulips, daisies and roses. As the year progresses, teachers will alter the student groupings based on data, performance and student need. The centers will be focus on grade level standards while providing enrichment, remediation, small group instruction and intervention. Center activities will include foundational reading skills such as phonic awareness, phonics, fluency, comprehension and vocabulary while infusing Science and Social Studies informational content.

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 pacing guides for instruction, the school's curriculum will cover the standards within each of the clusters in each strand.

Instructional Materials: The school plans to use state-adopted instructional materials, including digital software and multimedia in the instruction of Reading/Language Arts to differentiate between the regular and advanced curriculum. The school commits to use these or other digital state-adopted materials as approved by the district/state for use by the charter school.

Research-Based Instructional Materials (ELA/Reading)

Kindergarten – 5th Grade

Core: Houghton Mifflin *Journeys*

Supplement and/or Technology: i-Ready and Ready Reading Books, Word Wisdom by Zaner Bloser.

Rationale: CRRP adopted program designed to meet the individual needs of all learners, and utilizes small group instruction and leveled text for DI.

Developmental Language Arts through ESOL: Houghton Mifflin *Journeys* (ELL)

Supplement and/or Technology: i-Ready, IXL, Storyworks, esparks, Moby Max

Rationale: Scientifically proven research-based materials approved by the FLDOE and aligned to Florida Standards used by the model to be replicated.

WRITING

The writing standards focus mainly on text types, responding to reading, and research. 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 to writing, producing numerous pieces over short and extended time frames throughout the year.

In grades K-3rd, writing instruction focuses primarily on foundational basics through the HMH Journeys Curriculum Writing Handbook. Scaffolding and lesson extension provides students with cohesion in the writing process. As the students master these skills and standards in early elementary, 4th and 5th grade instruction centers on developing proficient writers who are able to demonstrate their abilities on standardized assessments such as the FSA. Top Score Writing enables 4th and 5th teachers to utilize creative curriculum content to perfect their writing skills through modeling, guided and independent practice. In grades K-5, students will receive 150 minutes of weekly instruction with additional time dedicated for those in need of extra support which may include small group instruction, additional graphic organizers and peer buddy. In regards to curriculum, I Read to Write, by Zaner Bloser provides informational and literary texts that utilize planning ideas with visuals, interactive graphic organizers, student models, revision lessons and a rubric generator. Top Score Writing offers additional interactive technology lessons for struggling writers that include various strategies and techniques to build their skills.

Teachers will deliver lessons that focus on the following areas:

Purpose, Focus, and Organization: These lessons will enable the student to write sustained and consistently focused within the purpose, audience, and task; and the student has a clearly stated controlling idea and effective organizational structure creating coherence and completeness.

Evidence and Elaboration: The main focus in this area is to provide additional resources to enable students to elaborate within their responses providing thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details.

Conventions of Standard English: Additional lessons will focus on grammar usage and conventions both written and via the use of technological tools. This will enable students to respond demonstrating an adequate command of basic conventions.

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.

Research-Based Instructional Materials (Writing)

Grades K-3

Writing Strategies/ Materials: HMH Journeys Writing Handbook

Rationale: The Writing Handbooks scaffolds the lessons for writing forms and traits covered in Journeys, as well as provides a writing resource tool that students can refer to for all their writing needs.

Grades 4 -5

Writing Strategies/ Materials: HMH Journeys Writing Handbook.

Supplemental Materials: Top Score Writing & FSA Writing Rubrics for Informative and Opinion Writing.

Rationale: The Top Score Writing program, which is researched-based, has original thought-provoking FSA passages tailored to help teachers accommodate varying reading levels. The FSA rubrics serves as a foundation for preparing students for evidence –based writing required by FSA writing assessment.

MATHEMATICS

Students will receive 60 minutes of consecutive and uninterrupted, daily instruction in mathematics. Students with disabilities will have the same instructional time as their non-disabled peers. The required program of study for Mathematics is aligned to state and district requirements, including the Mathematics Florida Standards (MAFS). The School will develop students understanding 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's mathematics curriculum intends to develop students' understanding 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. Using the curriculum pacing guides, teachers will be able to plan for mathematics lessons that meet the MAFS and achieve, at minimum, a year's worth of learning for each student covering the Mathematics Standards under each domain.

K-5 Centers/Differentiated Instruction -Teachers will use varying methods of instruction to address diverse learning styles. Classroom is arranged to enable active engagement through whole-group instruction, teacher-led small groups instruction (based on data and depending on student need), cooperative learning groups, and independent student centers

Sample 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 re-teaching (worksheets and/or mini lessons for better understanding), enrichment (teacher provides work that "levels up" concept) and i-Ready (challenges and/or remediates students based on level).

Mathematics "print rich environment" - math word walls and bulletin boards will reflect taught and current mathematics topics

Students below grade level - In the event that a student scores at Level 1 or Level 2 on the statewide-standardized assessment in mathematics, the student will receive remediation during the following school year.

Instructional Materials: The school plans to use state-adopted instructional materials, including digital software and multimedia in the instruction of Mathematics. The school commits to use these or other digital state-adopted materials as approved by the district/state for use by the charter school.

Research-Based Instructional Materials (Mathematics)

Grades K -5

Materials: Houghton Mifflin Harcourt *Go Math*

Rationale: *GO Math* is a focused program designed to meet the objectives and intent of the Mathematics Florida Standards (MAFS) for Mathematics.

Supplement and/or Technology: i-Ready & Think Central, IXL, espark

Rationale: Think Central a technology resource, intervention books for students working below level, enrichment books and hands on activities. Ready program designed to meet the individual needs of all learners and provide DI remediation.

SCIENCE

The Science curriculum will incorporate an inquiry-based approach to learning. The Science Curriculum addresses the Bodies of Knowledge (BOK) in science: The Nature of Science, Earth and Space Science, Life Science, and Physical Science to meet the specified annually assessed and content-sampled benchmarks found in the NGSSS. Using pacing guides, teachers will plan science instruction that meets the standards benchmarks. The School will incorporate an inquiry-based approach to learning of the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method.

Students in grades K-5 will receive 150 minutes per week of science instruction covering the Next Generation Sunshine State Standards. Teachers will use the NGSSS while incorporating FCAT 2.0/Statewide Science Assessment test item specifications in their daily lesson plans. Like the high performing school being replicated, students at Somerset Silver Maple will participate in frequent *science labs/projects* in order to provide them with the ability to apply and practice the scientific method. Moreover, students will participate in weekly hands-on science investigations exposing students to the scientific process and scientific thinking through the STEM special area class. All grades participate in the annual STEM Fair which encourages students to use their imagination and innovation to create inventions using STEM components.

Differentiated Instruction in the Science Classroom - To meet the individual needs of students, teachers will also provide differentiated instruction opportunities through enhancement of conceptual understanding of the Next Generation Sunshine State Standards via varying entry points of instruction, learning tasks, and outcomes which include but are not limited to:

Five E Instructional Model - This approach takes students through the learning cycle by tapping into prior knowledge and experiences, new explorations and investigations.

Engage - These activities mentally engage students with an event or question. Engagement activities capture students' interest and help them to make connections with what they know and can do. The teacher provides an orientation to the unit and assesses students' prior understanding of the concepts addressed in the unit.

Explore - Students encounter hands-on experiences in which they explore the concept further. They receive little explanation and few terms at this point, because they are to define the problem or phenomenon in their own words. The purpose at this stage of the model is for students to acquire a common set of experiences from which they can help one another make sense of the concept. Students must spend significant time during this stage of the model talking about their experiences, both to articulate their own understanding and to understand another's viewpoint.

Explain - Only after students have explored the concept does the curriculum and/or teacher provide the scientific explanation and terms for what they are studying. The teacher may present the concepts via lecture, demonstration, reading, or multimedia (video, computer-based). Students then use the terms to describe what they have experienced, and they begin to examine mentally how this explanation fits with what they already know.

Elaborate/Extend - Students elaborate on their understanding of the concept. They are given opportunities to apply the concept in unique situations, or they are given related ideas to explore and explain using the information and experiences they have accumulated so far. Interaction between the students is essential during the elaboration stage. By discussing their ideas with others, students can construct a deeper understanding of the concepts.

Using NGSSS standards for Science, teachers will develop lessons using strategies that incorporate the following:

Essential Science Components: 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 - Students can become active learners when provided with opportunities to construct their own understandings. 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 - A variety of instructional formats will be used in the classrooms to make sense of the content and to construct meanings from new situations. The School will provide opportunities for small-group work, individual exploration, peer instruction, and whole class discussion and inquiry-based instruction.

Strategies: Using scientific laboratory equipment, hands-on activities, visuals, word walls, technology-based activities.

Integrated Teaching - Students must recognize the various roles that science plays in real life. The connection and application of science will motivate, give meaning to, and reinforce student learning.

Strategies: Posing authentic problems to solve; bridging and activities that involve students in critical thinking, process skills, and product development.

Critical Thinking and Higher-Order Questioning - Use effective, open-ended questioning techniques that encourage student inquiry. 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.

Instructional Materials: The school plans to use state-adopted instructional materials, including digital software and multimedia in the instruction of Science. The school commits to use these or

other digital state-adopted materials as approved by the district/state for use by the charter school.

Research-Based Instructional Materials (Science)

Grades K -5

Core: Houghton Mifflin Harcourt - *Science Fusion*

Rationale: *Fusion* provides informational texts along with many hands-on labs. Teachers and students

have access to *ThinkCentral*, which provides interactive labs.

Supplement and/or Technology: Scholastic News & Think Central

Rationale: Think Central a technology resource, intervention books for students working below level, enrichment books and hands on activities. Scholastic News provides additional informational text related to Science topics and standards.

SOCIAL STUDIES

The School will deliver a Social Studies curriculum that will prepare students to achieve mastery of Social Science NGSSS as well as content area literacy standards for all grades. Social Studies 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 Studies 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 Studies program will:

- Emphasize content, concepts, and skills from the social sciences, the humanities, and, where appropriate, mathematics, and the natural sciences;
- Reflect a clear commitment to democratic beliefs and values;
- Encourage civic responsibility and active participation;
- Promote high expectations for all students;
- Incorporate a multicultural perspective;
- Reinforce the development of a global perspective;
- Promote understanding of social, political, and economic institutions;
- Encourage student involvement in community service;
- Focus on the identification of the potential solutions to local, national, and world problems;
- Involve students in their learning by using a variety of teaching strategies and instructional materials; and
- Promote an interdisciplinary approach to learning.

The school will use District suggested pacing guides for K-5 to support mastery of NGSSS-SS and CCSS and incorporate the following topics in the Social Science curriculum: African-American History, Holocaust Education, Hispanic Contributions to the United States, Women's Contributions to the United States, Sacrifices made by veterans in protecting democratic values, History and content of the Declaration of Independence and the U.S. Constitution, History of the State, "Celebrate Freedom Week" Instruction - shall be in accordance with Florida Statutes and district guidelines, Digital Citizenship, Multicultural education, Character Education, Bullying Curriculum.

Instructional Strategies for use in Social Studies —

Use of visuals such as graphs, maps, information and digital materials (Google earth) will be utilized in social science instruction. The School will also use periodicals 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): Students will state a **claim** (may be in response to a question) to provide **evidence** to support the claim and state a **reason** why the evidence supports the question.

Inquiry-based learning: Infuse primary sources of information whereby students can **Connect:** 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.

Research-based Instructional Materials (Social Studies)

Grades K -5

Core Materials: Houghton Mifflin Harcourt *Into Social Studies* & Scholastic News

Supplement and/or Technology: HMH Social Studies & Scholastic News – online component

Rationale: For Social Studies, in addition to nonfictional content infused within ELA, the School will use Houghton Mifflin Harcourt *Into Social Studies* objectives meet social studies content, as well as ELA standards. Differentiated instruction tools build a strong knowledge base and promote effective expression for learners of every level, from those needing extra support to the advanced student. Scholastic News is also used as it has dynamic and current content that is aligned to Florida Standards and will meet the key anchor standards in reading, writing, and other essential content areas. Each edition is provided in both print and digital media. The digital component offers projectable versions, interactive lessons and online videos that deliver essential background knowledge on the topics covered in each issue. In-class instruction includes hands-on projects, clear learning objectives, critical thinking prompts and assessments. Customizable instruction includes Text-to-Speech audio, Spanish translations, leveled stories, and vocabulary slide shows.

B. If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence for each core subject for each division (elementary, middle, and high school) the school would serve.

Curricular Resources: Like Somerset Davie, the high performing school being replicated, Somerset Silver Maple will provide the instructional staff with the resources that students will use in an effort to meet and/or exceed the mastery of Florida state standards.

Textbooks: The School will provide each student with the following textbooks and/or multimedia sources:

- **Reading/Language Arts (textbook & ebook available):** For ELA instruction, the School

will implement the same Broward County adopted curriculum, Houghton Mifflin Harcourt Journeys. It features complex anchor texts that challenge students, smart lesson plans that let teachers target the needs of all students, and assessments and digital tools that help track classroom progress. With the right combination of demanding materials and individualized instruction, Journeys offers students the types of challenges needed to mold them into stronger readers. It's a recipe for the continued growth they'll need to excel at today's rigorous assessments, college, and beyond. The K-5th grade English Language Arts curricular program will connect the classroom to Florida State Standards. Journeys Leveled Readers for Guided Reading allow students to get individualized practice alongside the core coursework. For English Language Learners, strategic language support is integrated and scaffolded for every lesson.

- **Science (textbook & ebook available):** For Science instruction, the School will implement the same Broward County adopted curriculum, ScienceFusion. It combines the interactive digital engagement today's students expect and the learning support they need to advance in science with in-depth understanding. Digital Lessons and Virtual Labs, enhanced with videos, animations, and simulations, create learning that lasts by enriching the print program with complementary content. Open the door to a world of science beyond the classroom. With two different learning paths (one print, one digital) and distinct content approaches for each lesson, teachers have twice the instructional power and student engagement is maximized.
- **Math (textbook & ebook available):** For Math instruction, the School will implement the same Broward County adopted curriculum, Houghton Mifflin, GO Math. The K–5 series offers an engaging and interactive approach to covering new Florida state standards. Its seamless digital path and Write-in Student Edition will ensure that students can access content at developmentally appropriate levels of depth and rigor. With an array of digital and print resources for the classroom and beyond, GO Math will provide teachers and students with the tools they need to master new Florida state standards and high-stakes assessments. At the elementary level, GO Math will, combine 21st-century educational technology with modern content, dynamic interactivities, and a variety of instructional videos to engage learners. Every student is supported through the universal access features of the program as they learn to think critically and apply their math knowledge. Whether using the innovative Online Student Edition or Write-in Student Edition, students have all the resources they need to succeed.
- **Social Studies (textbook & ebook available):** For Social Studies, in addition to nonfictional content infused within ELA, the School will use Houghton Mifflin Harcourt ed Learning *Social Studies* objectives meet social studies content, as well as ELA standards. Differentiated instruction tools build a strong knowledge base and promote effective expression for learners of every level, from those needing extra support to the advanced student. Scholastic News is also used as it has dynamic and current content that is aligned to Florida Standards and will meet the key anchor standards in reading, writing, and other essential content areas. Each edition is provided in both print and digital media. The digital component offers projectable versions, interactive lessons and online videos that deliver essential background knowledge on the topics covered in each issue. In-class instruction includes hands-on projects, clear learning objectives, critical thinking prompts and assessments. Customizable instruction includes Text-to-Speech audio, Spanish translations, leveled stories, and vocabulary slide shows.

Supplemental Resources: The School will provide teachers and students with supplemental resources that will align/enhance the curricular program and promote achievement.

Spelling City (Online Program): VocabularySpellingCity.com is a research based vocabulary supplement providing the tools and training for vocabulary building and retention. The online program allows students to read, hear, write, and break down words and sentences through

interactive and engaging activities. Used by students, schools and families worldwide, the supplemental online program is easily accessed on the web or as an app on iPads, iPhones and Android devices.

I-Ready: The i-Ready web-based program is an interactive multimedia approach to the rigorous standards and high expectations found in Reading (complex texts- including both informational and literary texts/close reading/thoughtful use of textual evidence). The online program can be used as instructional support and/or intervention. I-ready is tailored to assist students at school and in the classroom. In mathematics, there is an increased demand for balance between conceptual understanding (why), procedural fluency (how), and application (when). I-Ready is designed to provide educators with a framework within students can be helped to master key skills and become college and career ready. In the area of Reading, the adaptive Diagnostic covers the main domains: Phonics, Phonological Awareness, High-Frequency Words, Vocabulary, Comprehension of Literature, and Comprehension of Informational Text.

- Diagnostic includes multi-media paired passages in which students are asked to synthesize ideas from multiple sources.
- Assessment and instruction are offered for both reading comprehension of informational and literary texts.
- Online lessons provide explicit instruction on key skills across all domains, including close reading of authentic text.
- Engaging, animated characters model close reading and finding evidence within text.
- In the area of Mathematics, the adaptive Diagnostic covers the main domains: Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry
- Diagnostic questions include new technology-enhanced items.
- Assessment and instruction emphasize conceptual understanding as well as procedural fluency and focuses on rigor, relevance, and coherence.
- Tasks draw on multiple standards to ensure students are making important connections between math concepts.
- Content builds across grades and major topics are linked within grades.

Curriculum Associates, Ready Reading Instructional Book: Teacher-led, read aloud instruction uses rich, authentic text from multiple subjects to help students develop the skills critical to reading success. The student book was designed to ensure young readers start with a strong foundation of important reading concepts. Students then practice applying these new reading skills through drawing, writing, and other activities that encourage them to use text-based evidence from the read alouds.

Interactive Whiteboard System by Promethean: The school will incorporate Promethean's Interactive Whiteboards combined with its award-winning teacher software (ActivInspire- helps teachers bring lessons to life with rich, powerful activities that engage students' attention, blending real-time assessment and real-world experience into the learning process) to create an engaging and interactive learning experience in the K-5th grade classroom. Promethean's suite of student response systems such as ActivNote will help teachers ensure that each student's voice is heard, mind is engaged and needs are met. ActiVote makes instant assessment of comprehension and increasing student engagement easy with a simple six button, A-F interface. In grades K-2, the Promethean ActivWand places inclusion within reach by putting a long, mouse-enabled pointer in the hands of those who need it most.

iPads (set of 25): The School will integrate the use of iPads within the Gifted classroom and will also use these digital tools for intervention. The iPad in the classroom will bring curriculum content to life. Children have countless access to valuable information such as a dictionary and thesaurus, which previously were only available in printed format. Interactive technology makes

learning more engaging and memorable. Tools such as audio and video recorders can change the way that learning takes place.

Student Laptops (classroom set of 25/1 set per 2 classrooms)/Computer Lab (equipped with 25 computers): The school understands that as technology continues to lead society's future, computers in the classroom are a common sight. To complement the integration and use of technology in the classroom, a set of 25 netbooks will be stationed in every other classroom to provide classroom teachers and students with opportunities for effective mobile learning through the use of a mobile netbook computer device (stationed/accessible from a mobile device cart). The portable Internet device is great for wireless connection or running basic utilities and word processing programs. When the teacher integrates computers during the delivery of content (blended learning), students may complete assignments, engage in various activities, provide real-time communication experiences with others regardless of the distance, enhance or expand lessons and increase knowledge. The world is changing rapidly and innovation may be the only think that precedes technology. New discoveries, inventions and algorithms continue to take our society in new directions therefore students at Somerset Academy Blue Palms will be fully immersed in the technological revolution in an effort to handle the future world.

If the curriculum is not yet fully developed,..... **Not applicable**

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 follow the Sponsor's state-adopted Comprehensive Research-Based Reading Plan (CRRP) in the instruction of Reading using District placement procedures for Intensive Reading and following the same frequency of delivery and timelines for progress monitoring at all Tiers of instruction. The school will use interventions; state-adopted supplemental instructional materials grounded in scientifically based reading research and progress monitoring tools proven successful at the Somerset Academy schools to be replicated. 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 new legislation (under HB 7069), beginning July 1, 2021, the school will adopt core instructional materials that "meet the requirements of s. 1001.215(7), F.S., which is the list of instructional and intervention programs jointly identified by the Just Read, Florida! office and the Florida Center for Reading Research that incorporate explicit, systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency and text comprehension and incorporate decodable or phonetic text instructional strategies."

B. 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). **Not applicable**

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

All Somerset schools have access to an experienced team of educational experts. This team is selected from the Somerset network of reading coaches, math coaches, and other leaders /administrators and they assist new schools with developing curriculum. This team also assists with pacing guides and other organizational items for teachers to implement all curriculum with fidelity. Somerset Silver Maple and the team will use research-based programs and state adopted textbooks to develop the curriculum, as further described under each respective subject area above in Section 4A. These resources and instructional materials are currently being used at the

Somerset schools to be replicated, and served as the foundation materials to develop the curriculum. These materials have been approved by the FLDOE and for use as applicable to each course and grade level. The Sample Pacing Guides and Curriculum Blueprints also contain approved instructional resources and technology that assist students in mastering the Florida Standards/NGSSS. For example, HMH Journeys, the researched-based 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.

E. Describe proposed curriculum areas to be included other than the core academic 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 to develop habits of health that contribute to the continued good functioning of the body. The School will also be designated a “Drug Free School Zone” and a smoke-free worksite.

In grades K-5, the program will consist of the required 150 minutes of physical education provided by a classroom teacher and physical education instructor, 30 minutes daily. The P.E. program will incorporate these components and will communicate knowledge, offer group experiences, teach the joy of effort and achievement, and build lasting recreational interests.

World Language - In grades K-5, up to 150 minutes weekly of World Languages such as Spanish. 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.

Art – The primary goal in art education is to provide all students an opportunity to develop and explore their creative potentials. The Art curriculum includes planning, developing, and implementing the fine arts as outlined in the Next Generation Sunshine State Standards. Visual Art is a required subject, where students will be exposed to the many components of art including production, history, criticism and aesthetics. Moreover, 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.

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.

STEM –The School will provide all students with the opportunity to experience an innovative and rigorous STEM course program whereby increased opportunities for real-world STEM problem solving and research will occur weekly through specials. The program will also enhance specific learning needs and build on the strengths of each student through hands-on investigations in conjunction with grade level pacing and standards.

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

Support Services: The School will provide services (preventions/intervention) to students in grades K-5 by a team of school-based professionals that are uniquely trained to address the academic, personal/social, and the health and wellness development of all students. This is a systematic approach that delivers services to students and their families. Interventions and academic support for students performing below grade level are listed in Section 4, above.

School Counseling Services: The school counselor will assist students in the developmental acquisition of knowledge and skills that will help them reach their individual academic, personal/social, health and career/community potential. The ultimate goal of the program is for students to be prepared with the skills and competencies necessary to be able to make self-directed, realistic, and responsible decisions and to be successful contributors to society. The school counselor will provide services to individual students and groups of students in addition to, professional support to teachers, parents and administrators through consultation and collaboration.

Attachments

Section 4: Curriculum and Instructional Design

4.1	Attachment D - Reading Curriculum	May, Bonnie, 2/2/20 12:02 AM	PDF / 305.611 KB
4.2	Attachment C - Sample Curriculum Scope & Seq.	May, Bonnie, 2/2/20 12:02 AM	PDF / 788.68 KB

Notes

Blanca Guerra, 3/5/20 3:40 PM:

Mention 150 minutes of World Languages Instruction but does not mention alignment to Florida World Languages Standards

Neena Grosvenor, 3/4/20 6:05 PM:

No mention of a school library program to support the school program especially in the use of technology and inquiry based learning. How will instructional materials funding allocated for library media be utilized?
1006.40 (3) (d) School library media services; establishment and maintenance.?Establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system.

Melissa Pariaug, 3/3/20 3:25 PM:

Science Fusion not on state approved list of curricular materials for elementary science.

5. Student Performance

Section Evaluation

Meets the Standard Adrienne Reynolds, 3/2/20

Meets the Standard Angela Lublin, 3/4/20

Final Rating

Meets the Standard

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 expected incoming baseline for Year 1 that is included below was determined using the Sponsor’s average performance of students in the District for the 2019 assessment year. The rationale is that the School’s incoming students are presumed to be representative of the demographics of the District. The goals and objectives below establish the foundation for academic growth and improvement that students are expected to show each year however, they will be realigned once the school collects baseline data after the first year of operation.

Somerset Academy Silver Maple will establish educational goals for improving student achievement each year through Annual Measurable Objectives (AMO) in the school’s plan for improvement in subsequent years that aim to increase student proficiency from year to year and are competitive with district/state achievement targets. In accordance with the school’s mission, Somerset strives to educate students to their fullest potential and will set the expectation of continuous improvement by setting the bar higher from year to year. If the actual incoming baseline is substantially different than the expected baseline, the school’s academic goals and objectives will be revised to fit the specific student population that the school will serve. *Source:

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2019.shtml#ARR>

Kindergarten through 2nd 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 2020 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

English Language Arts:

Grades 3-5 ELA Baseline: 60% (based on BCPS 2019, Average of ELA FSA Scores)

GOAL: At least 65% of 3rd-5th grade students will achieve a level 3 or above in ELA, as evidenced by scoring proficient or higher on the FSA ELA within the first year of operation.

RATIONALE: 90% of students at the HP school, Somerset Davie, scored a level 3 or above in the 2019 testing year.

Mathematics:

Grades 3-5 Mathematics Baseline: 65% (based on BCPS 2019, Average of FSA Mathematics Scores)

GOAL: At least 70% of students in grades 3rd -5th will score a level 3 or higher in Mathematics, as evidenced by scoring proficient or higher on the Florida Standards Assessment (FSA) in Mathematics within the first year of operation.

RATIONALE: 94% of students at the HP school, Somerset Davie, scored a level 3 or above in the 2019 testing year.

Science:

Grade 5 Science Baseline: 49% (based on BCPS 2019 FCAT 2.0 Science Scores)

GOAL: At least 54% of students in grade 5 will score a level 3 or above in Science, as evidenced by scoring proficient or higher on the Florida Comprehensive Assessment Test (FCAT) 2.0 in Science within the first year of operation.

RATIONALE: 76% of students at the HP school, Somerset Davie, scored a level 3 or above in the 2019 testing year.

Learning Gains:

1. **GOAL:** At least 60% of students in grades 4-5 will make learning gains on FSA ELA and Mathematics 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.

Learning Gains in the Lowest 25 Percentile:

1. **GOAL:** At least 50% of students in the lowest 25 % in grades 4-5 will make learning gains on the FSA ELA and Mathematics 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;

- Students performing below proficiency will receive intensive interventions in grades 3-5.
- The school will use RtI/MTSS framework as prevention-oriented approach to link 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;
- The school will inform instruction and adjust interventions through the RtI/MTSS process, as necessary, depending upon the student's academic growth and attainment of the grade level/course standards.

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.

Mission specific goals:

- 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 opening school year.

Placement and Progression

C. 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. Below is an overview of the policies as reflected in the most current Student Progression Plan (SPP) available at the time of application submission. The school hereby agrees to adopt the plan in effect when the school opens and as amended for each year of the charter. The school will adhere to the Sponsor's minimum promotion criteria as required for each year upon opening year and annually thereafter. The School's grade level and course placement procedures are aligned with the Sponsor's *Student Progression Plan* and all applicable statutory requirements.

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 2-5 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, after an evaluation of the student's records have been completed. In accordance with the SPP, each student in grades K-5 must meet specific levels of performance to progress from one grade to another. If a student fails to meet specific levels of performance on District and State assessments, as specified in the table *Student Performance Standards and Performance Levels* 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 MTSS/RtI process (see Section 4 for Interventions).

Student Performance Standards and Performance Levels (Grades K- 5)

Kindergarten: Scores Instructional Reading Level B or greater on the Benchmark Assessment System (BAS) or an alternatively District approved system such as HMH Journeys Running Records.

1st Grade: Scores 55% or greater on the Primary End of Year Reading Test that aligns with the Language Arts Florida Standards.

2nd Grade: Scores 65% or greater on the Primary End of Year Reading Test that aligns with the Language Arts Florida Standards.

3rd Grade: Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts.

4th Grade: Fourth grade promotion requires the student to meet criteria for both reading and mathematics. Satisfaction of these promotion criteria provides students the opportunity to use one criterion option for reading and another criterion option for mathematics, if needed.

READING: Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts.

MATH: Scores Level 2 or greater on the Florida Standards Assessment (FSA) for Mathematics.

5th Grade: Fifth grade promotion requires the student to meet criteria for both reading and mathematics. Satisfaction of these promotion criteria provides students the opportunity to use one criterion option for reading and another criterion option for mathematics, if needed.

READING: Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts.

MATH: Scores Level 2 or greater on the Florida Standards Assessment (FSA) for Mathematics.

** In all grades K-5, there are other good cause criterion stated on Broward County School Progression/Promotion Matrix that will be considered should it be necessary.

Good Cause Promotion Criteria (F.S. 1008.25(6)(b)) will be considered for any student who does not meet the reading and/or mathematics promotion criteria stated above. The student may still be promoted if the student meets one of the Good Cause options included in the Broward County Schools Student Progression Plan. All recommendations of good cause promotion shall be reviewed by the principal and discussed with the teacher.

Successful Progression - Retained 3rd 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.

Placement of Students with Disabilities: 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 ESE.

Placement of ELL's: ELLs, including ELLs with disabilities following standard curriculum, are required to meet student performance standards for the appropriate grade level. However, ELLs who have been in an approved program for less than two complete school years are exempt from having to demonstrate the standards in English for accountability purposes. Even though mastery of standards can be demonstrated in the student's home language during the first two years, all ELLs must participate in statewide and district assessment programs, e.g., statewide standardized assessments, as applicable, and ACCESS for ELLs 2.0.

Promotion: State and district requirements for promotion are established in this *Student Progression Plan*. Florida Statutes 1008.25(6), prohibits social promotion indicating that no student may be assigned to a grade level based solely on age or other factors that constitute social promotion. A student's progression from one grade to another is based on a student's mastery of the state standards in English language arts, mathematics, science and social sciences. This state statute also requires Broward County School District to set standards that students must meet for promotion to the next grade. The basis for making the determination to promote a student will reflect teacher judgment based on the following: progress tests, classroom assignments, daily observation, standardized tests, state assessments, and other objective data. The primary responsibility for determining each student's level of performance and ability to function academically, socially, and emotionally at the next proficiency level is that of the classroom teacher, subject to review and approval of the principal. While students in 3rd grade are subject to stricter, state-mandated promotion criteria, the evaluation of each student's progress will be based upon multiple assessments, as stated above, as well as other relevant information so that one single assessment is not the sole determiner of promotion. In addition to the specific promotion criteria for reading and mathematics listed above, promotion decisions must take into account a student's proficiency in writing and science (based upon proficiency levels determined by the District and/or the State) (F.S. 1008.25(2)).

Promotion of English Learners (ELs): Promotion for ELs and ELs with disabilities with **less than two years in the ESOL program, when feasible and as appropriate**, is to be based on the student's performance in the student's home language. The basis for making the determination to promote a student will reflect teacher judgment based on the following: progress tests, classroom assignments, daily observation, intervention, report cards, other objective data, and not on diagnostic assessments that require proficiency in English. Promotion for ELs with **more than two years** in an ESOL program must meet grade level performance as provided in Florida Statutes 1008.25 and be based on the student's performance in English.

Promotion of Students with Disabilities: The established policy on student promotion is the same for students with disabilities as it is for the general education population. The IEP team does not have the authority to make promotion or retention decisions. ELs with disabilities follow the promotion and retention procedures established for non-disabled ELs. IEP/EL committees have the obligation to convene and review the students' progress and to make recommendations. Florida Statutes related to promotion supersede the authority of the IEP/EL Committee.

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).

E. If the school will serve high school students, describe the methods used to determine if a

*student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements. **Not applicable***

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

Promotion and applicable graduation criteria is communicated in writing to parents through the school's curriculum bulletin published at the beginning of the school year as well as the parent/student handbook given to parents upon registration and through multiple parent orientation workshops and at open house at beginning of the school year (this handbook is also on the school's website). 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 doing unsatisfactory work in any course or grade assignment. Parent/Teacher conferences will be conducted as needed to assist students in their success.

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 with 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 as 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.

In addition, ELL students will be assessed using the IDEA Proficiency Test (IPT) upon entering the school if the home survey dictates and for re-evaluations. In addition, ELL students will also be assessed using the ACCESS for ELLs 2.0 on a yearly basis. For further details, please see Section 7: English Language Learners.

Baseline Assessments include an i-Ready Diagnostic screening to establish baseline at the beginning of the school year (K-5) in Reading and Mathematics. Baseline assessments for Science are through the curriculum, Science Fusion (Grades 5). These will help to determine students' strengths and weaknesses on FSA/NGSSS. In addition, teachers will analyze students' previous school year data (such as coursework, report card grades, Standardized assessments

results (Primary EOY/FSA/FCAT 2.0/Statewide Science Assessment and any applicable assessments, etc.) to have a better understanding of the students' past performance, areas of concerns, achievements and growth.

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 will be used to target instruction on FS/NGSSS in ELA, Mathematics & Science to monitor ongoing student progress. MYA results reports (generated at the student, classroom and school level) will be used for differentiation of instruction, progress reporting, and as a measure for school improvement. 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:

- Curriculum adopted assessments and quizzes (Journeys/i-Ready/Go Math) and Assessments Rubric (FSA writing rubrics)
- HMH Journey's Running Records: K-2nd
- i-Ready Diagnostics: K-5th
- Quarterly Examinations, projects/investigations
- Portfolios and presentations

In addition, the following assessments will be administered according to the assessment calendar:

- **ELA Writing:** Grades 4 – 5
- **FSA ELA & FSA Math:** Grades 3 – 5

*For eligible SWD: Florida Standards Alternate Assessment

- **FCAT Science 2.0:** Grade 5
- **Primary End-of-Year:** Grades 1st-2nd

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 in 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: 1) guide administrators in instructional focus areas and which teachers may need additional PD and support; 2) to guide teachers in lesson planning and individualizing instruction, 2) to guide students in understanding their own progress towards of each respective standard and 3) 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 academic coaches 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 by the administration and academic coaches on how to properly analyze the data and log in the individual student data binder.
- Teachers then use the data binders 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 chats: the administrative team manages the process by conducting data chats to establish learner outcomes 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.

Early Warning System- The School plans to implement an early warning system to identify students who need additional support to improve academic performance and stay engaged in school. This early warning system will include the following indicators as well as any other data required by the Sponsor*

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension;
2. One or more suspensions, whether in school or out of school;
3. Course failure in English language arts or mathematics during any grading period; and
4. A Level 1 score on the statewide, standardized assessments in ELA or mathematics, or for students in kindergarten through grade 3 a substantial reading deficiency.

The School's RtI/MTSS team will collect and analyze data on the number of students identified by the system as exhibiting two or more early warning indicators, the number of students by grade level who exhibit each early warning indicator. The team will also prepare a description of all intervention strategies employed to improve the academic performance of students identified by the early warning system. This data gathered will help the school to implement appropriate intervention strategies for each student who exhibits two or more early warning indicators, unless the student is already being served by an intervention. All data and intervention strategies will be implemented in consultation with parent(s) or guardian(s).

*This may be required by the Sponsor in accordance with amendments to s. 1001.42, F.S. (Powers and duties of district school board) based on new legislation under HB7069.

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 also data-driven.

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 may consist of the principal, assistant principal, grade level chairs/leaders, ESE and ESOL Specialist, Reading/Curriculum Coach, as well as School Counselor will oversee the data management process and provide support for teachers to make data readily available and useful for instructional planning purposes. All teachers will receive specific training on data-driven decision-making processes and procedures as well as Professional Development on how to interpret and use data to improve student learning and guide instruction.

Furthermore, the leadership team will additionally receive support from Somerset Academy's data consultant, who will provide data analysis and projections, as well as insight into data trends to disseminate with the teachers. Somerset's data specialist is available to meet with faculty and staff to review data and identify trends for a particular department, teacher or at any level 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 as faculty closely monitor student's data and subsequently align those data results to desired outcomes in their instructional decision-making process.

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 Rtl/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; and/or providing for supplemental intervention programs and support within the respective core classes. 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. The School will provide interventions and intensive courses in addition to core instruction to assist the student in meeting expectations for proficiency. The School will utilize data to inform instruction and adjust interventions through the RtI/MTSS process, as necessary, depending upon the student's academic growth and demonstration of proficiency. Progress resulting from the academic support (interventions, tutoring, intensive reading/mathematics courses, etc., as applicable) will be monitored using progress monitoring assessments, such as the i-Ready progress monitoring assessments. All students who exhibit significant risk will be given intensive intervention as soon as that risk is identified and provided support as described in the curriculum (section 4 herein). 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. The corrective actions would be aligned specifically to the content areas and levels.

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 remedied. The horizontal and vertical team meetings will additionally reinforce the means of implementing the action plan consistently and seamlessly across the grade levels.

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 need to be modified. Changes in intervention plan and/or varied strategies to target individual students' needs would be identified and communicated to the student.

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. 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 state assessment and any other district based examinations. Following the release of assessment results, school personnel will disseminate the information to parents.

In accordance with legislation (under HB7069), the annual student progress evaluation report provided to parents may include the response to intervention results. Reports will also provide parents with student specific information regarding their child's progress and learning gains. The

parental notification requirements for students with a substantial deficiency in reading will also include a description and explanation, in terms understandable to the parents, of the exact nature of the student's difficulty and lack of learning in reading and the intensive interventions, which will be provided. A read-at-home plan that includes multisensory strategies will also be provided to the parents. 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. Student grades, unsatisfactory work notices, parent reports on state assessment and/or the standardized testing, parent conferences will serve as the primary means of communicating student progress and achievement of the standards for promotion. Ongoing communication between the school and the parents will be maintained through the following systems in order to ensure school wide student assessment and performance data can be shared with parents, students and other stakeholders. The School will maintain ongoing communication with parents/guardians throughout the school year in a variety of ways (e.g. parent access to web-based grade book and progress reports). Specifically, the school will ensure communication with students/parents via the following:

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 grades drop abruptly or significantly; if a student is in jeopardy of failing a subject, and/or if a student is in jeopardy of failing to meet promotion criteria. Parents will also be notified in writing when a student is receiving instruction in an accelerated class.

Phone & In Person: Teacher and/or administrator will call parents with updates or concerns and/or request in-person conference. 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 indicates student progress and attendance data;

Data Reports/Progress Monitoring Plans (PMP): Students and parents will be notified of individual performance and progress through data reports and progress monitoring plans.

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.

Open House and Mid Quarter Parent Conferences: The school will also host open house at the beginning of the school year, wherein the School's administration will make parents aware of the parent conference schedule, which will be held at a minimum of twice a year, once in fall and then in spring. The School will also 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. Teachers will use assessment rubrics as teaching tools in the classroom by helping students to interpret their performance and comprehend their results. Students will be given the opportunity to participate in data chats with teachers. Moreover, students not demonstrating mastery of subject matter on standardized assessments or not performing at grade level will receive intervention to remediate deficiencies and will participate in progress monitoring data chats with their teacher to discuss their progress, monitor their growth, and goal set for their remediation. Said data chats should assist the student to identify what he/she must accomplish in order to meet state and district levels for proficiency. This approach will give students the opportunity to understand their strengths and weaknesses and make them active participants in their education.

The attainment of specific learning objectives, with supporting documentation, will be detailed in the School’s Annual Report, and copies will be made available to the charter school constituents on an annual basis.

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 through a program that contains only the teacher’s students’ 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 Somerset’s 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	Attachment F - Assessment Schedule	May, Bonnie, 2/2/20 12:18 AM	PDF / 374.31 KB
5.2	Attachment E - Pupil Progression Plan	May, Bonnie, 2/2/20 12:18 AM	PDF / 117.919 KB

6. Exceptional Students

Section Evaluation

Final Rating

Meets the Standard Allisyn Axelrod, 3/4/20

Meets the Standard Zuzel Rodriguez, 3/4/20

Meets the Standard Laurie Steinberg, 3/4/20

Meets the Standard

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 14% of Students with Disabilities (SWD). The 14% 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 14% student population. The data was derived from the Florida Department of Education Bureau of Exceptional Education and Student Services 2019 LEA Profile:

<http://www.fldoe.org/core/fileparse.php/7672/urlt/Broward19.pdf> .

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 SWD 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/IDEADisGrantProDesc.pdf>).

Testing accommodations will be implemented based on the *Accommodations for Florida's Statewide Student Assessments* manual: <http://www.fldoe.org/core/fileparse.php/7690/urlt/0070069-accomm-educator.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 SWD 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, **I** Time-limited (SMART); Progress reports to parent; Curriculum (Standard or ACCESS); Assessment(s); Supplementary aides and services, and 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, found at the BEESS Portal, Professional Development Alternatives (<http://www.fl-pda.org>).

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. 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 needed
- 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 (<https://www.browardschools.com/ese-support>). In addition, the School will follow the FLDOE District Implementation Guide for 504 (<http://fldoe.org/core/fileparse.php/7690/urlt/0070057-sect504.pdf>).

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:

Category:	Accommodation:
Effective teaching strategies	Use visual aids to capitalize on students' visual strengths
Increase listening / Auditory Skills	Demonstrate or model
Textbook adaptation	Pair students
Assignment and homework	Check for understanding
Motivation	Provide steps required to complete task
Teach appropriate social skills	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.browardschools.com/Page/32437>, the BCPS SP&P, and use Florida's Multi-Tiered System of Supports framework to make informed decisions about students' individual academic needs (<http://www.florida-rti.org>). Following these policies and procedures and implementing these research based best practices will enhance the capacity of the School to successfully implement and sustain a multi-tiered system of student supports with fidelity. In

addition, it will accelerate and maximize student academic and social-emotional outcomes through the application of data-based problem solving utilized by effective leadership at all levels of the educational system, and inform the development, implementation, and ongoing evaluation of an integrated, aligned, and sustainable system of service delivery that will prepare all students for post-secondary education and/or successful employment within our global society.

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. The data the School will use for this process may include: Florida Standards Assessment Levels 1 or 2, iReady Diagnostic Reading or Math, Early Warning Indicators such as retentions and truancy, Behavioral referrals, or Grades D's & F's in core classes on a quarterly basis.

As part of the Rtl 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 Rtl 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 Rtl. 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.

In addition to the SST being a valuable resource for schools it is also a filtering process, which serves to fluidly move students through the tiers of intervention, always evaluating and monitoring their response to these interventions and making data-based decisions every step of the way. It is

a process that ensures the delivery of general education interventions first to address student's academic, behavioral and/or social emotional needs. The filtering then begins as students who continue to perform below standards and show inadequate response to general education interventions, even when provided with appropriate instruction and evidence based interventions, formally enter the SST process.

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.
2. 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.
3. 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.

Marjory Stoneman Douglas Public School Safety Act (SB 7026 & 7030)

As an approach to building safe and successful schools, and in order to comply with the Marjory Stoneman Douglas Public School Safety Act (SB 7026 & 7030), the School's Mental Health Assistance Allocation Plan will be used to:

- Improve the efficiency and effectiveness of mental health services in schools;
- Establish collaborative community-based partnerships with mental health agencies to better serve students and communities; and
- Improve the school's system of early detection and intervention to ultimately create safe school climates.

The School will designate personnel to provide related services that focus on delivering

evidence-based mental health services (school psychologist, school guidance counselor, school social worker or licensed mental health clinician). The School will ensure the Designated Mental Health Employee (DMHE) provides all required licensure and/or certification requirements pertaining to their area of related service.

The criteria that will be used to trigger referral of a student for:

- * Mental health services may include mood changes, behavioral changes, difficulty concentrating, overwhelming fears, physical harm and substance abuse, eating disorders.
- * A high risk of substance abuse may include truancy and tardies, inappropriate behavior, significant drop in grades, physical symptoms (red eyes), lethargy, smell of drugs on body, and needle marks on arms.
- * One or more mental health issues may include truancy and tardies, inappropriate behavior, significant drop in grades, unexplained weight loss, physical harm, and depression.
- * Co-occurring substance abuse diagnosis may include truancy and tardies, irritable behavior, significant drop in grades, physical symptoms (red eyes), lethargy, smell of drugs on body, lack of hygiene, and needle marks on arms.

The procedures for identifying students in need of mental health interventions and treatment will be:

- 1) All faculty and staff will be trained on how to identify warning signs and the School's referral procedures during the Opening of Schools Meeting.
- 2) Referrals will be made from teachers and other school personnel to the DMHE.
- 3) Additional information/referrals may be taken from other mental health professionals (outside agencies) and/or parent reports.
- 4) The DMHE will complete a screening to determine risk assessment and level of intervention needed.

The specific behaviors/actions which will result in a referral for mental health assessment will be: talks of suicide, extreme withdrawals, self-mutilations, hyperactivity, impulsive behavior, extreme sadness, mood swings, drop in academics, excessive absences, and/or difficulty concentrating.

The process that will be followed to provide mental health assessment, diagnosis, intervention, treatment, and coordination of care will include:

- 1) Provide Mental Health Assessment – DMHE will complete a mental health assessment.
- 2) Diagnosis – Student will be referred to a medical doctor/primary care provider for diagnosis (if needed).
- 3) Intervention – The School will hold a SST meeting to determine eligibility for a Section 504 Plan or an IEP. The consideration of a FAB and a BIP will be discussed. If student does not meet eligibility, the DMHE will schedule interventions such as individual or group counseling.
- 4) Treatment – Non-medical treatment as in school counseling will be provided by the DMHE.
- 5) Coordination of Care – The DMHE will obtain a signed Consent Form for Mutual Exchange of

Information and meet with any outside agency providing services to the student. A log of visits from the Outside Agency personnel will be kept and treatment plans will be provided to the School for the cumulative file folders.

The School will implement the PS Rtl/MTSS that encompasses prevention, wellness promotion, and interventions that increase intensity based on student need. The Administrative Team will ensure compliance that the DMHE is submitting the reports and inputting into the Student Information System by the end of the school day. The Administrative Team will meet with the DMHE and the Student Services Department on a monthly basis to track referrals and caseloads. The Administrative Team will provide the documents requested by BCPS in order to comply with their documentation procedures. In addition, faculty and staff will be trained in the 6 hour class titled Youth Mental Health First Aid offered by the National Council for Behavioral Health (<https://www.mentalhealthfirstaid.org/take-a-course/course-types/youth/>).

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. The Special Education teacher will be responsible for logging consultations in EASYIEP monthly (one) or weekly (two).

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:

- 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.
- 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, and 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 comparable services to a Resource Room for students whom the IEP team deems appropriate in order for the student to access FAPE. The School will follow the guidelines provided by the FIN when scheduling ESE students:

- (1) The School will gather a scheduling team who has knowledge of each student’s needs, in-class support models, general education curriculum, and the School’s organizational structures. The School will also have access to their Educational Service Provider’s National Director of Special Education and Student Support for guidance in this process.
- (2) The team will schedule SWD first, in order to ensure that the supports follow each student—not the other way around.
- (3) The team will gather each student’s data (e.g., FSA Scores, behavior supports) and organize according to grade level, subject area, and level of support needed.
- (4) The team will analyze/discuss student data and support needs related to IEP goals and grade level expectations.
- (5) The team will identify all available staff who can provide varying levels of support comparable to a Resource Room throughout the day (ESE co-teachers, ESE support facilitators, Dual certified teachers, Related services professionals, Coaches, and/or Paraprofessionals).
- (6) The master schedule will be built around these decisions.

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 has encouraged school districts to adopt progress monitoring for all students by subgroups, including SWD. For Florida's ESSA State Plan which was approved on September 26, 2018, the subgroup of SWD will be calculated into the new Federal Percent of Points Index by using Florida's Accountability Model. The calculation will be based on ONLY the SWD group to determine the growth of SWD. In order to prevent this subgroup placing the School within a school improvement category of Comprehensive Support and Improvement (CS&I) or Targeted Support and Improvement (TS&I), 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 14% 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.

In addition, as an approach to building safe and successful schools, and in order to comply with the Marjory Stoneman Douglas Public School Safety Act (SB 7026 & 7030), the School's Mental Health Assistance Allocation Plan will be used to:

- Improve the efficiency and effectiveness of mental health services in schools;
- Establish collaborative community-based partnerships with mental health agencies to better serve students and communities; and
- Improve the school's system of early detection and intervention to ultimately create safe school climates.

The School will designate personnel to provide related services that focus on delivering evidence-based mental health services (school psychologist, school guidance counselor, school social worker or licensed mental health clinician). The School will ensure the Designated Mental Health Employee (DMHE) provides all required licensure and/or certification requirements pertaining to their area of related service. The DMHE will offer guidance to students, teachers, and families who are dealing with issues that affect their mental health and well-being. The DMHE will identify issues including substance abuse, bullying, anger management, depression, relationships, Lesbian, Gay, Bisexual, Transgender & Queer (LGBTQ) issues, self-image, stress, suicide and refer students/families to the appropriate agencies for assistance and treatment. The DMHE will work with students to improve mental health and cooperate with outside agencies to assist in the treatment. The DMHE will also provide training and support to the School's faculty and staff on identifying warning signs which could result in a referral.

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 the ESP's National Director for Special Education and Student Support. The services and support will include: technical assistance, compliance, professional development, mediation with parents, coaching and mentoring of administration and faculty.

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 BCPS 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, the need for a special program, a majority of characteristics of gifted students according to a standard scale or checklist and 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
2. 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 follow the *BCPS SP&P, Appendix C: District Plan to Increase the Participation of Underrepresented Students in the Program for Students Who Are Gifted:* (<http://beess.fcim.org/sppDistrictDocView.aspx>.)

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).

Education Plan (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-5; 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 –

7. English Language Learners

Section Evaluation

	Final Rating
Meets the Standard Leyda Sotolongo, 3/6/20	Meets the Standard

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 IDEA Oral Language Proficiency Test I Form G (grades K-5).

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 referred to the ELL committee for placement recommendation. The Reading and Writing assessment used to ascertain if a student is an ELL in grades 3-12 will be Kaufman Test of Educational Achievement II Brief Form.

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 use 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 may be convened to analyze all available academic information and may discuss 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
- Re-evaluation - Extension of ESOL Services (Four 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

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.

- 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

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.

Teachers use the ESOL Instructional Matrix and WIDA 'Can-Do-Descriptors' to assist ELLs students and will include the following communicative purposes (Key Users):

- **Recount:** To display knowledge or narrate experiences or events. Example tasks for the Key Use of Recount include telling or summarizing stories, producing information reports, and sharing past experiences.
- **Explain:** To clarify the "why" or the "how" of ideas, actions, or phenomena. Example tasks for the Key Use of Explain include describing life cycles, sharing why or how things work, stating causes and effects, and sharing results of experiments.
- **Argue:** To persuade by making claims supported by evidence. Example tasks for the Key Use of Argue include stating preferences or opinions and constructing arguments with evidence.
- **Discuss:** To interact with others to build meaning and share knowledge. Example tasks for the Key Use of Discuss include participating in small or large group activities and projects.

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. 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 working in small groups, translating information and 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 through the ELLevation online system.

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. Afterschool, Super Saturday, and push-in 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 the reading 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 reading 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), and teacher and 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) documentation. 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 –

8. School Culture and Discipline

Section Evaluation

Final Rating

Meets the Standard Debra Kearns, 3/4/20

Meets the Standard Carmello Moussignac, 3/4/20

Meets the Standard

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.

A positive school culture, wherein each individual feels valued will promote learning and engagement for all students. It is our quest that Somerset Silver Maple assure that instruction is aligned to state academic content standards, maintain continuous improvement in the building, design instruction for student success, develop partnerships with parents and the community, and nurture a culture where each individual feels valued. It is our belief at Somerset Academy, that the empowerment and confidence instilled in all members of the school community will lay the foundation for a high-performing school. To create a positive school culture, the School will foster a sense of belonging and provide clear direction for students, teachers, parents and community. 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 specials area to creatively discuss and express these traits. The School promotes the Sun-Sentinel Kids of Character traits to encourage students to be cooperative, responsible, kind, respectful, honest, tolerant and overall good citizens. Each month, a student from every class is nominated for demonstrating a specific trait. These recipients are honored at an award ceremony that celebrates their nomination with a personalized blurb and certificate. Somerset Silver Maple will be focused on rewarding positive and appropriate behavior as well as providing counseling and consequences for behavior that is not appropriate. Administrators will follow the Broward County Public Schools Discipline Matrix that sets forth the guidelines for assessing consequences for violations of the School Board policies.

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 wherein caring for others is intrinsic by nature. 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. 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.

Parent and Community: As in the school being replicated, a parent's role and community's role is complementary to Somerset Silver Maple. The school will strive to learn parental needs and welcome and solicit parent' questions and concerns. Informally, information can often be collected through conversations with school members such as the Principal during drop-off and pick-up times for children to and from school and/or during various parent attended school events. A formal mode of surveying parent needs will be conducted annually to keep in tune with what and how to best communicate with parents concerning their children's social and academic growth. Additionally, the School will keep parents well informed of what and how children are doing in school- updated school website (educational networks), monthly newsletter and/or classroom website. Home Learning agendas/planners will be used as a means of daily communication between the teacher and the parent (daily behavior monitoring). Teacher/Parent conferences will be scheduled as needed and/or each semester to discuss individual student goals and ensure that each is making progress. Furthermore, all Somerset principals believe in an open-door policy for both parents and students, creating the culture of team work and collaboration between home and school.

The School will address these issues by first providing awareness and prevention education. Bullying, harassment, and intimidation by students, employees, visitors, or volunteers is prohibited and will not be tolerated. During the investigation of any bullying and/or harassment allegation, the principal/designee or appropriate administrator will take appropriate actions to protect the complainant, alleged victim, other students or employees consistent with the requirements of applicable district policies, regulations, and statutes.

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). Like the school being replicated, Somerset Silver Maple will use a School-Wide Positive Behavior program. A school-wide compliment system will be one of the driving forces to recognize excellent student behavior. All staff members (including officer personnel, cafeteria staff, security, special area, etc.) will participate and issue compliments to deserving classes as to create a culture of positivity and recognition throughout all aspects of the school. On a classroom level, each teacher develops a structured management system that centers on positive reinforcement in an effort to motivate students. All teachers submit their classroom management plans to administration during preplanning week for approval.
- 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 CPST process. RtIB Tier III increases the individual student’s rate of progress through intensive individualized interventions derived from the results of the functional behavior assessment (FBA), used to create the positive behavior intervention plan (PBIP).

With the school’s mission in mind of educating the whole child, this 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.

At the start of the school year, the school will distribute the Broward County Code Book for Student Conduct to all students. Both parents and students will be required to sign and return the Acknowledgement form provided in the handbook within the first few weeks of school. The school will retain the signed form in office with student records. Somerset parents will be expected to take an active role in supporting this plan.

Attachments

Section 8: School Culture and Discipline

8.1 Attachment G - Proposed Student Code of Conduct	May, Bonnie, 2/2/20 12:56 AM	PDF / 110.026 KB
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9. Supplemental Programming

Section Evaluation

<p>Provided LoriAyn Stickler, 2/28/20</p> <p>Provided Deborah Gavilan, 3/4/20</p>	<p>Final Rating</p> <p>Provided</p>
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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, Somerset Academy Silver Maple, like the school it is replicating, 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 partake in both

athletic and academic activities such as Robotics, Coding, ALM Sports, Chess, Junior Color Guard, Junior Dance Team, etc. Students will be able to participate in school-wide productions such as the Holiday Show, Talent Show and End of Year 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 (for grades 3rd, 4th & 5th), EmpowerMe Club, Music Club, Robotics Club, Dance and Hip-Hop Teams, Singing Sensations, Chess Club Broadcasting (grades 4th & 5th) and Safety Patrol. 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. The School will give all students an opportunity to participate in an array of sports that will be implemented based 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.

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 (2x a year), Yearbook Sales, Holiday Store, Boosterthon Fun Run/Hero Fit, Annual/Spring School Pictures, and a School Dance. The School will also receive a percentage of the sales made from school pictures, back-to-school supplies, 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 an After Care Program, which in turn helps to fund the various expenses for co-curricular activities. The school may also participate in various community service projects and philanthropic contributions such as Jump Rope for Heart-American Heart Association, St. Jude's Math-a-thon, and Sweets for Soldiers. Like Somerset Davie the HP school being replicated, Somerset Silver Palm will also participate in natural disaster relief efforts, as needed through contributions.

Attachments

Section 9: Supplemental Programming

– No Attachments –

ORGANIZATIONAL PLAN

10. Governance

Section Evaluation	
Meets the Standard Brenda Santiago, 3/5/20	Final Rating Meets the Standard

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*

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.

Educational Excellence School Advisory Council (EESAC): EESAC 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. The EESAC's function and purpose is to involve stakeholders in decisions that affect instruction and the delivery of programs.

C. 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.

D. 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

Todd German – Governing Board Chair

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/Parent

Ms. Diaz has been in the field of education for over sixteen 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.

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

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.

Brian Matthew Cox- Director

Mr. Cox is a Practice Builder at Kimley-Horn whose focus is land development. He began his career with Kimley-Horn in Charlotte, NC and moved to San Antonio in March 2014. With more than 15 years of experience, Matt provides a full range of relevant civil engineering experience around his practice in the City of San Antonio. His technical experience includes stormwater management system design, utility design, site planning, grading and drainage, permitting, and plan production.

Mr. Cox currently serves on the local school board for Brooks Academy charter schools, with its flagship K-12 campus on Brooks City Base and a second K-10 campus, Brooks Collegiate Academy (BCA). Brooks Academy also has two other San Antonio area elementary schools. His daughter currently attends BCA.

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 over 18,000 students in Pre-K through 12th grade in Miami-Dade, Broward, Palm Beach, Monroe, St. Lucie, Jefferson, and Duval counties, as well as Goodyear, Arizona, 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

Name	Current or	Role on Board	Submission Requirements
	Prospective?		

Todd German	Current	Director/Chair	Info Sheet & Resume Included
Ana Diaz	Current	Director/Secretary	Info Sheet & Resume Included
Bernard Kimmel	Current	Director	Info Sheet & Resume Included
David Concepcion	Current	Director	Info Sheet & Resume Included
Louis Marin	Current	Director	Info Sheet & Resume Included
Brian Matthew Cox	Current	Director	Info Sheet & Resume Included

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: 1. 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.

Educational Excellence School Advisory Council (EESAC): EESAC 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. The EESAC'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.
- Step 6: Contact Broward County School District – Charter School Support

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:

M. Name of the partner organization. N/A

N. Name of the contact person at the partner organization and that person's full contact information. N/A

O. A description of the nature and purpose of the school's partnership with the organization. N/A

P. An explanation of how the partner organization will be involved in the governance of the school. N/A

Attachments

Section 10: Governance

10.1	Attachment K - Governing Board Code of Ethics	May, Bonnie, 2/2/20 1:19 AM	PDF / 215.569 KB
10.2	Attachment J - Governing Board By-Laws	May, Bonnie, 2/2/20 1:18 AM	PDF / 1.065 MB
10.3	Attachment I - 501c3	May, Bonnie, 2/2/20 1:18 AM	PDF / 192.08 KB
10.4	Attachment H - Articles of Incorporation	May, Bonnie, 2/2/20 1:17 AM	PDF / 838.729 KB

11. Management and Staffing

Section Evaluation

Meets the Standard	Maria Yen, 2/19/20	Final Rating	Meets the Standard
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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. **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* and *Attachment Q - 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	Attachment Q - Job Descriptions for Teachers	May, Bonnie, 2/2/20 1:28 AM	PDF / 155.053 KB
11.2	Attachment P - Job Description for Leaders	May, Bonnie, 2/2/20 1:27 AM	PDF / 520.629 KB
11.3	Attachment O - School Leader Qualifications	May, Bonnie, 2/2/20 1:26 AM	PDF / 112.427 KB
11.4	Attachment N - Job Description for School Leader	May, Bonnie, 2/2/20 1:25 AM	PDF / 159.249 KB
11.5	Attachment M - Org Charts	May, Bonnie, 2/2/20 1:24 AM	PDF / 501.183 KB

12. Human Resources and Employment

Section Evaluation

		Final Rating
Meets the Standard	Debbie-Ann Scott, 3/3/20	Meets the Standard
Meets the Standard	Khandia Pinkney, 3/4/20	

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 beginning in 2015-16. 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 use the FCPCS School-Based Administrator Evaluation System which meets the above statutory requirements and is aligned to the Florida Principal Leadership Standards, approved by the Florida Department of Education. 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:

1.Highly effective.

2.Effective.

3.Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing.

4.Unsatisfactory.

- Provide for training and monitoring programs based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

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 beginning in 2015-16. 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 the FCPCS Charter School Evaluation System for Classroom Teachers and Other Instructional Personnel. In alignment with the Florida Educator Accomplished Practices (FEAPs) and in compliance with s.1012.34, F.S.

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.)

The CWT (Classroom Walk -Through) Program will be used frequently to provide feedback on objective - setting, grade level appropriateness of lessons, appropriate higher-level thinking strategies and appropriate use of texts and materials. Instructional strategies, classroom management skills, and engagement of learners in the classroom will also be observed and teacher performance will be evaluated as a means to inform instruction and provide for professional growth opportunities.

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

The evaluation systems for school instructional personnel must:

- Be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school level improvement plans.
- Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school

administrators, and performance evaluation results must be used when identifying professional development.

- Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.
- Identify those teaching fields for which special evaluation procedures and criteria are necessary.
- Differentiate among four levels of performance as follows:

1.Highly effective.

2.Effective.

3.Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing.

4.Unsatisfactory.

- Provide for training and monitoring programs based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

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.

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 that will be 50% 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

Please see the attached table entitled "Employee Health Benefit Options" for a description of the different options available.

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	Attachment R - Personnel Policies	May, Bonnie, 2/2/20 1:36 AM	PDF / 1.172 MB
12.2	Health Benefit Options - Description Table	May, Bonnie, 2/2/20 1:35 AM	PDF / 155.549 KB

Notes

Khandia Pinkney, 3/4/20 4:20 PM:

There is information submitted within Section B (Performance Evaluations) that is verbatim to the submission for another application within this submission cycle that is not apart of the same entity.

13. Professional Development

Section Evaluation

		Final Rating
Complete	Dorina Varsamis, 3/2/20	Complete
Complete	Denise Roberts, 3/4/20	

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

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

The principal of the School will appoint a PD Facilitator to lead the Professional Learning Community (PLC), which will consist of: the PD Facilitator, 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. The team will also survey the teachers to ensure that their needs are met in order to enhance their trade.

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 standards alignment, assessment/data chats, planning, best instructional practices, technology integration, financial literacy, mental health, safety, Exceptional Student Education, ESOL/ELL, the 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 PLC leadership team will support the faculty and staff by leading and directing professional learning on-site, while documenting all on-site activities through Learning Across Broward (LAB), formally My Learning Plan,- 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 any 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, 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 professional development plan will be assessed utilizing both the evaluation system within the Learning Across Broward (LAB) platform, administrative observation of PD strategies/skills being implemented, analysis or measurable student outcomes, and the end of year climate surveys submitted by the staff. The results of these systems will be evaluated by the members of the PLC leadership team 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 entire faculty and staff, and the other addressing the unique needs of new teachers, and those new to Somerset. New teachers will have the opportunity to participate in the *Somerset Academy New Educator Support System (NESS)*, 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 acclimate them to the policies and procedures of their specific campus. These teachers meet for several days (up to a week) before the rest of the faculty returns. New and returning teachers are united with educators from across the Somerset network at the annual *Somerset Conference*, held before the beginning of the school year, which provides topical presentations relevant to educators throughout the network. The week before school begins, in accordance with the district calendar, the School will have a gamut of professional learning opportunities for the faculty and staff to prepare them for the upcoming school year, which may include the following presentations:

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.

School Literacy Plan – Teachers will dive into the School's literacy plan with specific strategies on

how to differentiate and individualize instruction in order to create effective targeted instructional lessons and tutoring to increase student achievement and maximize instructional time. In addition, teachers will become familiarized with the School's *Comprehensive Reading Plan* to understand the approved research-based curriculum materials and progress monitoring assessments that will be used.

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.

Promethean Board Trainings: Beginner/Intermediate. Teachers are exposed to the resources and instructional implications of utilizing interactive whiteboards.

Safety and Security – 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 by the principal; school-wide discipline procedures are outlined and clarified. The School will follow the Code Book for Student Conduct as well as the Discipline Matrix of Broward County.

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/EPs/504 Plans 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.
- Youth Mental Health First Aid Course – All instructional and non-instructional personnel will receive mandatory Mental Health course, as required and specified in the Marjory Stoneman Douglas Public School Safety Act (SB 7026 and also referenced in SB 7030). Additionally, all instructional and non-instructional personnel will also participate in the online *Florida School Personnel Mental Health Awareness Training*, offered through Kognito, while they await the official Youth Mental Health First Aid Course offering.

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.

Appropriate and relevant school-wide training will occur on teacher planning days and in some cases, after school. The PLC leadership team will provide the faculty with the exact dates that would be utilized for professional development. A sampling, by topic, is provided below, with each session lasting about an hour:

School Wide Data Chats (Approx. 6-10 sessions): 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 interventions which need to be applied, and a mutually agreed upon action plan that would be followed.

Literacy Plan & School Initiatives (Approx. 10 sessions): School literacy plan, best practices, instructional strategies and other ventures.

Student Support (Approx. 6 sessions): ESE, ESOL, Rtl, guidance, crisis intervention and tolerance processes will be outlined; changes and/or updates provided as needed.

Technology (Approx. 4 sessions): Research-based supplemental digital resources are explored and integrated into instruction.

All staff will participate in school-initiated, 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 PLC. A sample of when common planning and collaboration will occur, reflective of the school being replicated, is below. Each meeting is typically 1 hour long and is held afterschool. These meetings facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs. It also allows Department Teams or Grade Level Teams to collaborate to discuss student progress, conduct team and school-level data chats, and provide opportunity for common planning at both the vertical and horizontal levels.

Team Leader Meetings: First Wednesday of every month

Faculty Meetings: Second Wednesday of every month

Department or Grade Level Meetings: First Thursday of every month

SAC Meetings: Second Monday of every month

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. Fostering a process of communication between the instructional leaders and the teacher will increase the focus on student achievement will provide a powerful strategy for increasing student achievement.

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.

Attachments

Section 13: Professional Development

– No Attachments –

14. Student Recruitment and Enrollment

Section Evaluation

		Final Rating
Meets the Standard	Jill Young, 2/29/20	Meets the Standard
Meets the Standard	Marion Williams, 3/5/20	

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 including, but not limited to: harder-to-reach families, including families living in poverty, academically low-achieving students, students with disabilities and ELL students.

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. Along with the school leader, the school will identify staff members that will focus on community outreach. These individuals will reach out to local churches and/or VPK and Pre-K programs to promote the school and advertise its opening.

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, ads on Pandora, sponsored ads on Instagram, Google ads, etc. 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 a diverse audience including: feeder schools, child-care centers, 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. In order to best reach out to the county's growing diverse population, informational materials will be available in multiple languages, as needed.

A banner will also be posted on site with relevant information, including the school's website information. 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.

Local elected officials and community leaders will be invited to visit and tour 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.

The school aims to serve a diverse student population. Somerset will ensure that the school places an emphasis on recruiting a diverse population through its marketing activities. Targeted recruitment activities to underrepresented populations include but are not limited to:

- Partner with minority-serving institutions in the area to assist with recruitment.
- Create a diverse recruitment team.
- Personalize recruitment; call applicants and follow up personally.
- Provide opportunities for potential families to get a sense of the school environment through tours and open houses.

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.

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 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 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)

January 11th, 2021 - Student Registration Begins

January 29th, 2021 - Students who have registered will be officially enrolled. If the number of

applicants exceeds capacity, a lottery will be conducted.

February 8th, 2021 - Second Registration Period Begins

February 26th, 2021 - Students who have registered will be officially enrolled. If the number of applicants exceeds capacity, a lottery will be conducted

Attachments

Section 14: Student Recruitment and Enrollment

14.1	Attachment S - Enrollment Application	May, Bonnie, 2/2/20 1:43 AM	PDF / 1.916 MB
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15. Parent and Community Involvement

Section Evaluation

	Final Rating
Complete Aneatra King, 3/5/20	Complete

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 all Somerset Academy schools. 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/Student Organization (PTSO), School Advisory Council (SAC), 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 follows:

Parent Engagement: Somerset Academy Silver Maple recognize that strong, continuing family and community involvement in all aspects of school programs and activities will provide support for measurable improvement in student achievement. The school will aim to create a collaborative environment in which the parents and families of its' students are invited and encouraged to be involved stakeholders in the school community.

Parental Involvement enhances learning when a school encourages parents to stimulate their children's intellectual development. Parental “investment” in a student’s education is crucial to student success, as well as to the advancement of the School’s mission and vision. Parents will receive and sign a parent handbook that outlines the responsibilities they have for their child’s learning and behavior at school and at home. Specifically, the School plans to engage parents in the life of the School through endeavors such as:

- Parent/Teacher Conferences – the School requires teachers to meet with parents minimally twice a year (fall and spring) to discuss topics that affect their children’s educational progress.
- Open houses, Curriculum Fairs, Career Day, Welcome Back Bash - 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.
- Parent Club (PTSO Room Parents)- dedicated to work in partnership with the families, faculty, and community to provide resources for the school through fundraising and volunteering. The group strives to support students in an academic environment that encourages character building.
- Parent-Link – to broadcast messages pertinent to the families via text, email or phone calls. The information may include upcoming testing reminders, emergency updates, and/or scheduled early release reminders.
- Parent Workshops on education-related topics, such as decision-making regarding school performance and student assessment needs 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. Since the governing board oversees multiple charter schools in Broward County School District, the governing board will appoint a separate representative for Somerset in the district. 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 (9)(p)(2) 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.

School Level Strategies/Responsibilities:

- **Room Parents** (Liaison- School/Teacher/Parent). The PTSO in conjunction with the classroom teacher will identify one parent per classroom which will serve as a liaison to all parents in the school community. Responsibilities include: assessing the needs of parents, planning activities and celebrations and communicating information to the school's principal and the school’s advisory group(s). This individual may be a Certified Volunteer.
- **Space for Parents**—The School principal will provide a place for parents to meet, post, and review current bulletins, and exchange information (PTSO meetings, SAC meetings, Room Parent meetings, etc.)
- **Sensitivity to Exceptionalities**—The School will make efforts to assist parents in understanding the needs and rights of their children. Efforts should be made to assist school personnel, students and parents in understanding the needs and rights of children with different exceptionalities.

- **Accommodations for Parents**—The School personnel should use flexible and creative methods to accommodate parent schedules, and, with the assistance of businesses, agencies and organizations, to encourage participation by addressing the need for child care and other resources.
- **Communication**—Communication between the School and the parents shall be encouraged at all grade levels, including regular parent/teacher communication, and providing parents with meaningful scope of student work. Efforts will be made to communicate with parents in their primary language. The mode of communication should also be adjusted when necessary to promote comprehension, acceptance, and trust.
- **Parent Orientation**—The School will conduct orientation meetings that provide information about school procedures and programs as well as opportunities for active participation.
- **Educational Excellence School Advisory Councils**—The School will ensure that parents are included as active members of the School Advisory Councils (SAC) and other important decision-making bodies as required by federal and state statute. To ensure that parents are knowledgeable about this involvement, all parents must receive information regarding the role of EESAC, meeting schedules, and parent elections. With the support of the EESAC, principals will develop and support strategies that facilitate opportunities for all parents to be involved in at least one support activity during the course of the year.
- **Volunteers**—The School will utilize the special knowledge, abilities, talents, and cultural experiences of parents to enhance school activities and experiences. In order to maintain a strong volunteer program, the School will identify staff who will actively recruit, train, appropriately place and support classroom activities, school events and extra-curricular programs. Volunteer procedures and forms will be made available throughout the year.

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.

Teachers, students, parents and the administration will work together with the Board to identify potential community partners for service learning and other community based initiatives at the School. Additionally, the School will provide enrichment activities and community-based initiatives allowing students to interact in social settings with diverse individuals. Currently, many Somerset Academy, Inc. schools are partnered with dozens of local non-profit organizations that are committed to the educational, social, and person growth of our students. At Somerset Davie, the school being replicated, giving back to their community is very important. Throughout the year, the School participates in various community service projects and philanthropic contributions such as Jump Rope for Heart-American Heart Association, C.U.R.E.-Childhood Cancer, St. Jude’s Math-a-thon, Juvenile Diabetes Research Foundation-JDRF and Dan Marino Walk for Autism.

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). Further evidence of demand provided in Attachment

Attachments

Section 15: Parent and Community Involvement

15.1	Attachment T - Evidence of Demand	May, Bonnie, 2/2/20 1:46 AM	PDF / 3.226 MB
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BUSINESS PLAN AND ADDENDUMS

16. Facilities

Section Evaluation		Final Rating
Meets the Standard	Robert Hamberger, 3/6/20	Meets the Standard

If the site is not yet acquired:

F. Explain the school's facility needs, including desired location, size, and layout of space.

The Board plans to engage an experienced charter school facilities developer to acquire, design, plan and construct facilities for lease, which are appropriate to the needs of the School. The School would need a one or multi-story structure built or renovated to meet all requisite codes and life-safety regulations set forth by the applicable governing agency.

Size and Layout of Space: The facility will have an adequate number of classrooms designed to meet or exceed all pertinent classroom design standards set forth by the governing agency. The proposed facility will include program elements such as traditional classrooms, art, science and computer labs, multi-media instructional areas, lunch / multi-purpose room, food prep areas, and indoor and outdoor activity spaces.

In accordance with 1002.33(18)(a)(b) F.S., The school facility will comply with 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

G. 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:

<u>Facility Budget</u>	Y1	Y1 75%	Y1 50%	Y2	Y3	Y4
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Y5

Maximum Facility Expense 1,406,183 1,498,446	640,993	503,093	352,296	784,865	1,089,754	
Minimum Building Size 50,880 54,360	23,040	17,280	11,520	27,840	39,120	
Cost per Student 1,050	1,050	1,050	1,050	1,050	1,050	1,050
Operating & Fixed Costs 547,146	237,793	200,693	150,696	297,665	405,145	515,783
Mortgage Payments/Rent 890,400 951,300	403,200	302,400	201,600	487,200	684,600	

Lease of Facilities: The amount assumes an average cost of \$1,050 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 \$2,200.00/Classroom.

Operations of Facility/Plant includes Purchased Service - CAM (Custodial, fire and alarm, pest control), Property Insurance and Utilities.

H. Explain the strategy and schedule that will be employed to secure an adequate facility.

The Governing Board will direct its ESP to bring to the Board a recommendation for a quality educational facility to be leased by the School.

Projected Schedule:

March – December: Facility Identification

December – February: Facilities Negotiations upon charter approval by Sponsoring District

February- June: Execute Lease/Conduct Maintenance and Repairs

June – July: Final Preparations of Facilities

July: Conduct Final Facilities and Safety Inspections

The ESP has extensive experience in identifying facilities and facilities developers, and has successfully assisted other charter school applicants in securing state-of-the-art charter school campuses. The ESP works with reputable and experienced charter property developers, who have access to a network of financial institutions ready to commit the necessary capital for build-to-lease facilities. The developers have also demonstrated abilities in securing the necessary local governmental approvals for charter school purposes and required financing. They have relationships with award-winning design and engineering firms, as well as contractors with a track record of timely completion of excellent facilities meeting the needs of the School.

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 SREF and state minimum fire protection codes pursuant to Section 633.028, F.S., as adopted by the County. 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.

1. Describe the back-up facilities plan.

The School’s Governing Board expects to finalize negotiations with a potential landlord prior to charter contract negotiations with the Sponsor. If unsuccessful, negotiation will commence immediately with an experienced developer. The Governing Board will require periodic updates from its ESP concerning the progress that is being made in final identification of a suitable site and developer to acquire, construct and lease the facilities. In the event that issuance of the Certificate of Occupancy is for any reason not expected in a timely fashion, the School’s Governing Board intends to direct the ESP to locate alternative facilities options suitable for school use immediately for the Board’s review. The Governing Board will require periodic updates from its ESP concerning the progress that is being made in final identification of a suitable facility. Any such 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	Attachment V - Rental/Lease Agreement	May, Bonnie, 2/2/20 1:53 AM	PDF / 121.6 KB
16.2	Attachment U - Evidence of Facility Funding	May, Bonnie, 2/2/20 1:51 AM	PDF / 121.724 KB

17. Transportation Service

Section Evaluation

Final Rating

Meets the Standard Lisette Serrano, 3/4/20

Meets the Standard

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

	Final Rating
Meets the Standard Jane Landi, 2/11/20	Meets the Standard

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

		Final Rating
Partially Meets the Standard	Sean Brown, 3/4/20	Partially Meets the Standard
Meets the Standard	Victoria Stanford, 3/5/20	

Outline the plan for school safety and security for students, staff, the facility, and property, especially as it relates to the applicable provisions in the Marjory Stoneman Douglas High School Public Safety Act. Specifically:

The School will cooperate with the Sponsor and law enforcement to provide the safest school possible for the staff and students. The school will incorporate all applicable and appropriate District-approved emergency efforts to maintain a safe school environment. The administrative team will conduct ongoing 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. Parents and community members will receive information regarding emergency procedures via newsletters, the parent handbook and routinely scheduled school meetings.

The Governing Board and the School will ensure that all provisions of the Jessica Lunsford Act and the Marjory Stoneman Douglas High School Public Safety Act are adhered to at the school in ensuring the safety of all faculty, staff and students on the property. With input and assistance from the network's National Director of Safety & Security and the Governing Board, the school will establish a School Based Safety Team.

Security starts from the outside, in. In order to establish if a facility is secure and to identify areas of strength and weakness, the school administration and personnel will complete the Readiness Emergency Management Facility Security Checklist. The checklist will ensure that administration is always on top of the status of the security of the building. Security designees will be accountable for the safety and security of all students and staff. As a whole, the safety and well-being of the students will be the number one priority of all staff members. Results of the checklist will establish where the school needs to tighten security and establish procedures to do so quickly. The forms will be completed on an ongoing basis to ensure the safety of the facility is never compromised.

The checklist includes, but is not limited to:

- Outer Perimeter Security Check
- Perimeter Property Inspection – Fencing/Gates, Bus drop-off/Pick-up zone,
- Vehicles/Emergency Vehicles – Parking
- Building Exterior Security Check
- Signage
- Landscaping
- Exterior Lighting
- Video Surveillance Cameras
- Exterior Building Components
- Building Interior Security Check
- Interior Building Components: Single Point Entry, Security Monitor Station, Camera Control
- Room/Control Room Monitor, Visitor Management System, Access Control/Photo ID for Visitors
- Identification
- Student/Staff Identification Procedures and policies
- Evacuation Plans
- Evacuation Procedures: Drills, Plan for Disabled Students, Accounting Procedures for students & Staff
- Building Access/Notification
- Keys & Access Cards/Announcements

The School will maintain a log of all fixed and roaming security post locations including the exact location on the campus, name of the security monitor and times (start to finish) the individual will be present. The building will be monitored at all times while students are on campus. A log of who is responsible for management of school safety site logistics including but not limited to: cameras, media, parent staging off-site, reunification off-site, bus staging, etc. will be kept and updated on an ongoing basis.

The Board will secure all required permitting and insurance coverage for the facility (as described in Section 16, 20 and 21) to operate safe and orderly school. All staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Students and staff will be trained in planning for these events through routine drills and practice. A detailed security plan outlining all procedures will be established prior to school opening. The detailed plan will not be made available to the public in order to protect the safety of the students, teachers and staff.

A. *Describe what steps the school would take to assure there is a safe-school officer present while school is in session, pursuant to section 1006.12, F.S.*

The steps the School will take to assure there is a Safe-School Officer (SSO) present while School is in session include:

1. The applicant's National Director for Safety and Security (NDSS) will establish agreements with the police municipalities and security armed guard companies on behalf of the School to ensure the requirement of the SSO is contractually established.
2. The SSO will complete the "Safe School Officer Sign-In Log" form once he/she arrives at the School site located in the main office for the purpose of documenting a SSO is on campus. The form has the following information: Date, First and Last Name, Arrival and Departure time, and a Signature.
3. The Administration is responsible for making direct contact with the SSO in the morning and throughout the entire instructional day.
4. If the SSO is not present 15 minutes prior to the school day, the Administration must immediately complete the 'Missing School Safety Officer Alert Form' on applicant's online alert platform so that the NDSS is alerted. Once alerted, the NDSS contacts the appropriate entities on rectifying the issue, whenever there is a missing SSO at the site.

B. *Explain how the school will adopt an active assailant response plan and provide annual training on the plan, as required by section 1006.07(6), F.S.*

The Active Assailant Response Plan serves the purpose of providing guidance to staff on the circumstances under which they may initiate an on-campus active assailant response. The explanation on how the School will adopt the plan includes:

- a) The NDSS will present to the Schools' Board the two options available for the Active Assailant Response Plan: The Active Assailant Response Plan created by the NDSS, or the plan created by the School District.
- b) The Board will review both plans and adopt one of the options.
- c) The Administrator will present the adopted plan to the entire faculty and staff and obtain a signature from each employee that they have participated in the training for this statutory requirement.
- d) Documentation of the training will be provided to the District as per their expectations and the Administrator will also maintain a file for supporting documentation.
- e) The Administrator will contact the NDSS at any time during the process for training support and specific faculty/staff needs.

Faculty and staff will participate in C.R.A.S.E. - Civilian Response to Active Shooter Events – Training during the professional development week prior to opening of schools. The school intends to form a relationship with local law enforcement to ensure the safety of all on campus. As such, the school will arrange to have a member of local law enforcement present during active assailant trainings. In addition, the school commits to participate in any district mandated active assailant training if different from C.R.A.S.E.

C. *Explain how the school will establish a threat assessment team as required by section 1006.07(7), F.S.*

In accordance with the Marjory Stoneman Douglas Act, the school will establish a Threat

Assessment Team (TAT) prior to the opening of school. The Threat Assessment Team includes a school administrator, a school counselor/psychologist, security specialist, SSO/SRO and may include other on site school staff members.

The job of the TAT is to determine if a threat has been made and if the individual(s) making the threat are a danger to themselves or others. The team will: report and identify threats, assess and clarify the incident and respond to and manage the threat situation.

This team should meet at least once yearly to update the responsibilities / assignments and share past experiences that can improve crisis response and connect with local law enforcement.

Administrators at the school will address the staff and student body regarding the reporting of threats. As a school community, everyone will have the responsibility to report and share any concerns regarding the safety and well-being of all on campus.

Additionally, the School intends to participate in the district's plan to train school staff on youth mental health awareness and assistance. In addition, the applicant's National Director for Special Education and Student Support is a certified Youth Mental Health First Aid (YMHFA) trainer and may provide the training for the School upon request. All trainers have been officially trained through the FLDOE YMHAT Administration Program located in the Bureau of Exceptional Education and Student Services and can be located on the National Council for Behavioral Health's website: <https://www.mentalhealthfirstaid.org/find-upcoming-instructor-training-courses/>.

D. Explain how the school will accurately and timely report incidents related to school safety and discipline as required by section 1006.07(9), F.S.

In accordance with F.S. 1006.07(9), the school will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data. The school Principal or TAT designee shall be responsible for receiving complaints related to school safety. Immediately upon hearing of such threat, concern, or complaints, the individual will be responsible for initiating the reporting of such to law enforcement and any other appropriate officials/individuals.

The school will also report any incident using the SIU (Special Incident Unit) Response form, under the time guidelines specified by the Sponsor.

Attachments

Section 19: School Safety and Security

– No Attachments –

Notes

Victoria Stanford, 3/5/20 10:45 PM:

1. In your Emergency Plan, address all "unplanned" events such as fire, weather, boil water advisories and other emergencies/events that could affect your school.
2. To comply with the National Fire Prevention Code (NFPA1): the School Board of Broward County requires two drills within the first two weeks of school and then one every month in which the facility is in session.

Sean Brown, 3/4/20 7:45 PM:

section 1006.07(6), relating to adopting an active assailant response plan and providing annual training on the plan. Will the school be providing annual training of the active assailant response plan?

20. Budget

Section Evaluation		Final Rating
Partially Meets the Standard	Cecilia Zereceda, 3/5/20	Partially Meets the Standard

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**

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	Attachment Z - Evidence of External Funding	May, Bonnie, 2/2/20 2:01 AM	PDF / 622.544 KB
20.2	Attachment Y - Startup Budget	May, Bonnie, 2/2/20 2:00 AM	PDF / 79.052 KB
20.3	Attachment X - Operating Budget	May, Bonnie, 2/2/20 2:00 AM	PDF / 1.018 MB
20.4	Attachment W - FL Revenue Worksheet	May, Bonnie, 2/2/20 1:59 AM	PDF / 254.96 KB

Notes

Cecilia Zereceda, 3/5/20 7:15 PM:

Section 20.F: The applicant failed to provide a detail explanation of the year one cash flow contingency plan in the event the revenue projections are not met. The applicant refers to attachment Y but this attachment is the proposed start-up budget. Section 20.G: The applicant failed to provide the monthly cash flow projections for the school's start-up period. The applicant refers to attachment Y for cash flow projections but this attachment is the proposed start-up budget. The cash flow for year 1 was found as part of attachment X. Some expenses are miscoded, like facilities lease, administrative fee, annual audit.

21. Financial Management and Oversight

Section Evaluation

		Final Rating
Meets the Standard	April Kowalski, 3/4/20	Meets the Standard
Meets the Standard	Lourdes Panizo, 3/4/20	

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.

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

Bank statements will be reconciled on a monthly basis. 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. 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 Financial Manager/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.

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 sent to the vendor and ESP, and copy retained at the school on file in the Accounting Office. Any purchase order totaling more than the limit as set by the Board of Directors requires Board action.

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

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 ESP, contracted by the board, will provide bookkeeping, and financial forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will be responsible for:

1. reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
2. reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public board meeting;
3. annually adopting and maintaining operating budget for the school
4. retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
5. reviewing and approving the audit report, including audit findings and recommendations; and
6. reporting to all applicable legal agencies including the charter school's sponsor
7. overseeing the school's principal and all financial matters delegated to the principal, 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 Principal of the School will prepare a school-site budget with assistance from ESP, 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 prior 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 30th.

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 of 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 ESP 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

Please see the attached table entitled "Employee Health Benefit Options" for the different options available.

Attachments

Section 21: Financial Management and Oversight

21.1	Health Benefit Options - Description Table	May, Bonnie, 2/2/20 2:06 AM	PDF / 155.549 KB
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22. Start-Up Plan

Section Evaluation

	Final Rating
Meets the Standard Cecilia Zereceda, 3/5/20	Meets the Standard

- 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	Applying for and securing appropriate legal status

February 2020	Submission of charter school application proposal
Feb- March 2020	Sponsor Review and feedback to Applicant of application Application Review and Board Interviews
March-April 2020	School Board consideration of Application
March– December 2020	Facility Search Grant Solicitation Marketing and Student Interest Forms collected
December – February 2021	Contract Negotiations with School District Identifying and securing facility
December – February 2021	Grant Preparation
January 2021 - February 2021	Recruitment of Principal Marketing and Student Recruitment
March 2021	Finalizing curriculum and other instructional materials
March – May 2021	Marketing and Student Recruitment continues Principal selection and hiring by the Board
March- May 2021	Initial Recruitment of Faculty and Staff
	Student Registration Continues

Beginning of May 2021	
End of May 2021	<p>Student Enrollment</p> <p>Students who have registered will be officially enrolled. If number capacity, lottery will be conducted.</p>
Beginning of June 2021	<p>Second Registration Period Begins</p> <p>Vendor Contracts Finalized (food service, uniforms, etc)</p>
End of June 2021	<p>Students who have registered will be officially enrolled.</p> <p>If number of applicants exceeds capacity, Lottery will be conducted</p>
May- June 2021	<p>Curriculum Planning and Purchasing of Materials</p> <p>Technology and School Furniture Purchasing</p> <p>Finalize Staff Recruitment and Hiring</p> <p>Teacher fingerprinting, drug-testing, and background checks</p>
June- July 2021	<p>Preparation of Facilities</p> <p>Finalize Faculty and Staff Hiring</p> <p>Policy Adoption by Board as needed</p> <p>Establish financial procedures</p> <p>Governing Board Training/Fingerprinting as needed</p> <p>Finalize transportation and food service plans</p>
July- Aug 2021	<p>Conduct Final Facilities and Safety Inspections</p> <p>Staff Training</p> <p>Finalize Registrations and Master Schedule</p>
	<p>Textbook and Furniture distribution and inventory</p>

August 2021	Final Curriculum Review with lead staff Faculty Orientation Workshops – PD Student/Parent Orientations Classes Commence as per Sponsor Calendar

Somerset Academy feels confident that the school will meet the goals listed in the above timeline. The Somerset network has strong relationships with the vendors needed for books, materials, furniture, etc. If an unanticipated event should occur resulting in a delay, the network would immediately reach out to sister schools and the ESP for assistance in making sure all necessary equipment, approvals, etc. are obtained by opening of school. The start-up support team and the mentor principal from the HP school will work with the new school to ensure timelines are met and the school is ready for a smooth start.

Attachments

Section 22: Start-Up Plan

– No Attachments –

23. Addendum A: Replications

Section Evaluation	
Not Required Brenda Santiago, 3/5/20	Final Rating Not Required

Somerset Academy Silver Maple is a HP replication so Addendum A1 will be provided instead of Addendum A.

Attachments

Section 23: Addendum A: Replications

– No Attachments –

24. Addendum A1: High Performing Replications

Section Evaluation

Final Rating

Completed Brenda Santiago, 3/5/20

Completed

A. Identify the High-Performing Charter School that is submitting the application and include as Attachment AA the Commissioner of Education letter pursuant to s. 1002.331(5)F.S., designating such school as High-Performing.

The application before you is being submitted by Somerset Academy, Inc. to open Somerset Academy Silver Maple in the school district of Broward County (BCPS). The School will be a High Performing Replication Pursuant to Section 1002.331, Florida Statutes of Somerset Academy Davie Charter School (Somerset Davie), MSID#: 5211. (*Please see Attachment AA –High Performing School verification letter*). In 2003, Somerset Davie opened its doors, serving 150 students in grades K-5. In 2020, Somerset Davie will complete its 17th year educating students. The school earned a letter grade of “A” for the 11th consecutive year. Somerset Davie has also earned the National Blue Ribbon award for Academic Excellence and Exemplary Achievement Gap Closing in 2011, and 2017. The school is designated as a School of Excellence by the Florida Department of Education and is a Title 1 School.

*B. Identify the High-Performing Charter School that the applicant intends to replicate, if different from the school identified in the previous question. **Same as listed above.***

C. Describe how the proposed school will be substantially similar to the high-performing school that is being replicated.

All Somerset Academy schools share a common philosophy/expectation of student excellence; an expectation of parental commitment; and a collaborative management infrastructure, among other things, which was established at the inception of the Somerset model and has yielded success for the Somerset schools. These factors support the organization’s capacity to replicate the model and the Somerset Academy school design. Specifically, Somerset Academy Davie Charter School, MSID#: 5211. (*Please see Attachment AA –High Performing School verification letter*).

Similar to the school to be replicated, Somerset students will be expected to perform at or above grade level availing success at the elementary level and preparing them for middle school and beyond. The School will also feature technology-rich classrooms, be staffed with experienced, qualified teachers, thus providing an enriching learning environment where children can flourish as individuals while acquiring knowledge and skills essential to their future development. As a replicated school, Somerset will work with the administration and staff at the replicated school in an effort to align and mirror all areas including, but not limited to: Reading, Math and Science PLC Dialogues, the school instructional calendar, educational trainings and PDs, parent nights, newsletter, extra-curricular activities, character education program and curriculum, etc.

To ensure the educational program proposed by the applicant will be a substantial replication of the aforementioned HP school, the governing board will ensure Somerset will replicate the best practices of the replicated school, including but not limited to:

- ensuring fidelity of instructional programming, and utilizes appropriate grade/subject level pacing guides and focus calendars utilized by the school being replicated;
- meeting periodically by grade level to plan and share best practices and creating lesson plans to be submitted to department heads for review;

- utilizing the common board configuration - outlining the objectives, agenda, essential questions, and home learning assignments for each class;
- verifying the fidelity of curriculum implementation through co-teaching, modeling, and mentoring;
- ensuring teachers are on task and effective, utilizing various processes such as: Formal observations conducted at least once a year, classroom, walkthroughs conducted daily, and ongoing review of student performance data and results as a means to inform instruction;
- using qualitative and quantitative data to inform and guide instructional planning and practices aligned with Language Arts and Mathematics Florida Standards (LAFS and MAFS) and the respective Next Generation Sunshine State Standards for other subject areas, as applicable;
- using numerous data results from state summative assessments – and collecting, disaggregating and compiling Data Binders to use for data charts;
- ensuring the School engages in the same student data-driven continuous improvement methodology that is utilized at the school to be replicated;
- engaging in professional development for implementation of curriculum;
- implementing the same cornerstone elements: high expectations (through a push and pull philosophy); project based learning; targeted tutoring; and parental involvement through ESSAC and an active PTO;
- recruiting faculty and staff that are committed to deliver a rigorous curriculum and maintain a differentiated instructional approach to ensure student success;
- ensuring Somerset implements the same curriculum, materials, and scheduling process that is utilized at the replicated school, as is reflected herein this application;
- providing access to supervised study time and tutoring after school (and possibly on Saturdays as well) to accelerate student progress; and
- availing access and offering supports for students who need extra support as well as those that wish to pursue an advanced academic program.

Additionally, in order to accurately reflect and commit to replicating the educational programming at Somerset, which is being implemented at the HP school to be replicated; the applicant has committed to employ the following actions:

- Involve the HP school's leadership team in the application and planning processes of the school;
- Assign administrator or designated representative from the High Performing School Site as a mentor to the Somerset principal, to assist with planning and first, and second year implementation of the program. The mentor will be available to meet with the principal frequently and on an as-needed basis for support, mentoring, and coaching services via teleconference, video conference, on-site visits, etc.
- Appoint the HP School site administrator to the interview committee that will select the Somerset principal;
- Guarantee Somerset meets all Cognia and School Improvement Standards for schools; and
- Ensure support is provided from not only the replicated school but also from all Somerset schools within the entire network wherein all other leaders serve as mentors to new administrators and everyone shares ownership and accountability in maintaining the thriving, financially viable and academically high performing network of charter schools.

Below are some of the highlights from the school being replicated:

In 2003, Somerset Davie opened its doors to 150 Kindergarten through fifth grade students. In 2020, Somerset Davie will complete its 17th year of operations. The school earned a letter grade of "A" for the 11th consecutive year and was designated as a School of Excellence by the Florida

Department of Education. Somerset Davie is a Title 1 school and has received two National Blue Ribbon Awards for academic excellence and exemplary achievement gap closing in 2011, and 2017.

Somerset Academy Davie Charter focuses on both academic and character/social development. The school provides students with a rigorous curriculum, as well as have the opportunity to participate in an extra-curricular program of activities, including dance, cheer and musical theatre. Each student has the opportunity to get involved and learn important skills such as sportsmanship, hard work, accountability, and teamwork. Students participate in school-wide initiatives including Coding and Social Emotional Learning through Character Education and Meditation. All students participate in a school wide End of Year 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 extra-curricular activities include: Broadcasting Club (for grades 4th & 5th). Additional activities and/or clubs are added as student interest is determined. The school programs will be reflective of the student population in regards to student and family interests.

The school has also participated in various community service projects and philanthropic contributions such as Jump Rope for Heart-American Heart Association, St. Jude's Math-a-thon, and Sweets for Soldiers. Somerset Davie also has participated in natural disaster relief efforts, as needed through contributions.

As with all Somerset Academy schools, parental involvement is a key part of the educational process at Somerset Academy Davie Charter School. The Teacher-Parent-Student partnership plays an integral role in each child's education, as parents volunteer hours of their time and participate in school activities.

Providing valuable professional development activities for its teachers is also a priority for the school. This past year, teachers participated in professional development course/workshops including I-Ready trainings, intensive data chat workshops, Reading Coach's meetings, Math and Science workshops, Special Education courses that apply for teacher recertification and are working towards Reading Endorsement and seeking higher degrees. Teachers and staff have also participated in safety trainings, including Stop the Bleed and Code Red/Lockdowns.

As a member of the Somerset Academy network of high quality charter schools, Somerset Davie is fully accredited by Cognia under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement division. As with all the schools within the network, Somerset Davie places high expectations for student learning and offers multiple opportunities for all students to acquire requisite knowledge, skills, and attitudes in a safe and nurturing environment. Key to achieving successful learning for all students is the school's implementation of research-based instructional strategies by a highly qualified instructional staff, and the use of innovative resources in a technology-rich setting.

Moreover, Somerset Davie was designated a School of Excellence in the 2017 – 2018 school year. In order to qualify for initial designation as a School of Excellence, schools had to receive a grade of A or B in each of the most recent three school years and had to rank at the 80th percentile or higher for their school type for at least two of the last three years.

A School of Excellence will have the following administrative flexibilities outlined in the law:

- exemption from any provision of law or rule that expressly requires a minimum period of daily or weekly instruction in reading;
- principal autonomy as provided under section 1012.28(8), Florida Statutes;

- instructional personnel may substitute one school year of employment at a School of Excellence
- for 20 inservice points, up to 60 inservice points total in a five-year cycle, toward the renewal of a professional certificate;
- exemption from compliance with school district policies or procedures establishing times for the
- start and end of the school day; and
- calculation of class size compliance based on the average number of students at the school level.

D. If the applicant's projected student population is substantially different than the student population in the high-performing school that is being replicated, describe any modifications to the educational program that are necessary to ensure student success.

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 last twenty years. Somerset Academy has been able to implement best practices aimed at student achievement and has proven these to be successful with all student populations, including minority and economically disadvantaged students, as well as those entering the school below grade level.

The school to be replicated serves 72% minority population with 53% of students on Free and Reduced Lunch. Based on the FLDOE Accountability reports for the above-referenced Somerset schools located around the target area, the school anticipates serving a high minority student population. The demographics of the school will reflect the demographics of the surrounding community and traditional public schools in the area.

Because this is an open-enrollment program, the school has also projected serving approximately 15% rate of English Language Learners and 14% of Students with Disabilities (SWD) based on the overall enrollment of these students in BCPS schools throughout the county.

The school commits to making any modifications such adding additional staff ESE/ELL and curriculum support and recourses (for interventions services) as needed to support the incoming student population.

E. Explain how the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

The Somerset Board has the responsibility for the affairs and management of all Somerset schools (including both the HP school to be replicated and the proposed School discussed herein the application) and will provide continuing oversight of all Somerset school operations across Florida. The school principal, hired by the Board, will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The Governing Board of the School is the ultimate policy-making body that determines the academic direction, approves curriculum, and oversees operation of all Somerset schools. The board of the proposed School is comprised of the same individuals responsible for the existing HP School to be replicated as well as all other successful Somerset schools, thus, they have ownership of the program and the experience to ensure the existing HP school model is replicated with fidelity.

The strategies the governing board has identified for replication of the existing HP School design include, but are not limited to, the following:

- Implement the same core values, and beliefs of the existing program;
- Adopt the same and proven research-based educational concept and utilizing the same curriculum strategies from the existing program;
- Utilize existing stakeholders as sort of consultants, to continuously provide training to Somerset administrators, faculty and staff;
- Adopt common expectations of student behavior and parental involvement;
- Adopt common professional policies and standards for staff;
- Implement the policies for financial management and oversight proven effective in the existing school and amongst all Somerset schools; and
- Provide ongoing communication, training, and support for the school's changing operational needs.

Additionally, the President of Somerset Academy, will oversee and support the business, operations and educational programming of the Somerset schools. The President also reports on all aspects of school operations and makes recommendations to the Board. The President is not a member of the Board, has no vote on the Board, however, is responsible for implementing the Somerset Academy, Inc. Strategic Plan. The President will have a supportive role in the operation of Somerset overseeing the business, operation and educational programming of the School, providing necessary support and overseeing that the proposed school implements the Somerset educational program with fidelity.

The involvement of the aforementioned individuals in the Somerset system and specifically in both Schools demonstrates great capacity and competence to support the operation and the implementation of the High Performing replication at Somerset Academy Silver Maple.

Attachments

Section 24: Addendum A1: High Performing Replications

24.1	Attachment AA - Commissioner Letter of HP Status	May, Bonnie, 2/2/20 2:13 AM	PDF / 106.185 KB
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25. Addendum B: Education Service Providers

Section Evaluation

<p>Completed Brenda Santiago, 3/5/20</p>	<p>Final Rating</p> <p>Completed</p>
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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.

Academica provides a multitude of ancillary support and resources to client schools. Support provided by Academica is at the direction of the Governing Board. This support gives the school site administrators at 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. Academica 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. The relationship allows Somerset Academy to focus on their vision to provide equitable, high-quality education for all students. Board and school business operations are maintained by 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 the Somerset Academy network for nearly two decades. With their support, Somerset has been able to grow from a one room schoolhouse serving 50 students, to operating over 70 charter schools and nearly 35,000 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 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. Academica 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. **Not applicable***

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 nearly two decades. 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. The ESP 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 two decades has resulted in 15-year charter renewals for schools reaching initial charter contract completion.

As one of the longest-serving and most successful charter school service and support organizations in the nation, the company serves nearly 200 charter schools in Florida, Arizona, Georgia, California, Colorado, South Carolina, Hawaii, Nevada, Texas, and Utah.

Academica-supported schools provide educational programs from pre-kindergarten through high school and beyond. Academica-serviced 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. Academica provides services and support that 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. 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 70 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.

Fernando Zulueta founded Academica in 1999. He has served on the Board of The National Alliance for Public Charter Schools. He chaired the Florida Charter School Review Panel. He is a founding Board Member of the Florida Consortium of Charter Schools. Mr. Zulueta has received numerous awards for his work with charter schools. The Florida Consortium of Public Charter Schools awarded him the Florida Charter School Pioneer. This year, the Center for Education Reform awarded him the American Dream Award. He also received 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 operation of district, municipal, and state sponsored charters. He has helped establish over 180 highly successful 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 two decades of experience providing oversight and support to 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 nearly two decades 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.

Charter School Academic Services	Lead Staff
Administrative interviews & recommendations to the Board	
Curriculum Development and Assessment	Maggie Fresen, Vice President
Quarterly Academic Reviews	Director of Educational Project & Quality Assurance
Professional Development	Director of Community Relations & Special Projects
Academic Strategic Intervention Programs	Director of Curriculum Support
Leadership Development & Coaching for Principals and Assistant Principals	Director of Special Education & Student Support
Exceptional Student Education Support	
Accreditation Support	
Business Services	Lead Staff
Financial Reporting & Records Management	Fernando Zulueta, Esq., President
Bookkeeping & Accounting Services	Maggie Fresen, Esq., Vice-President
Human Resources Administration	Chief Operating Officer
Grant Solicitation	Chief Financial Officer
Governmental & Regulatory Compliance	Director of Marketing
Facilities Development & Financing	Director of Grants Management
Insurance and Legal Compliance	Director of IT

IT and Website Development	Director of Operations/Facilities Services
Community Relationships and Marketing	

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BB – ESP’s Organizational Chart

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 education organizations. Academica works with over 180 academically successful and fiscally sound charter schools. Academica also serves the largest number of high-performing schools of any charter school service and support organization in Florida. Founded in 1999, Academica supported 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. All Academica-supported schools are either fully accredited or in the process of obtaining accreditation.

With central headquarters in Miami, Florida, Academica has local offices throughout the country. Academica works with communities and charter school entities to provide educational programs from pre-kindergarten through high school students. Academica has celebrated 20 years of success serving charter schools in Florida, Arizona, Georgia, California, Colorado, South Carolina, Hawaii, Nevada, Texas, and Utah. 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. The Academica community includes a multinational digital learning community and a non-profit college, giving students 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.

Academica is able to assist the schools in giving students a rich learning environment through community partnerships. Local governments and municipalities, museums, consulates and foreign governments work seamlessly with client schools to develop these institutions. These partnerships assist the school to 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 nearly 200 schools and over 100,000 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-supported 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, 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. Academica supports 15 National Blue Ribbon Schools. In 2018, Somerset Academy Miramar was honored as a National Blue Ribbon School.

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.

Stanford University's Center for Research on Education Outcomes (CREDO) identified the Academica supported "hybrid" school networks among the highest achieving. Some 75% of all 'hybrid' charter schools in the US identified by Stanford are supported by Academica. The same Stanford study found that 'hybrid' charter schools have the effect of approximately 100 additional days of learning across critical subjects like reading and math, compared to traditional public schools. Hispanic students at 'hybrid' schools, essentially all at Academica schools, displayed growth in reading equal to or significantly stronger than their white traditional public school peers.

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^[1] 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, Academica, at the direction of the Governing Board, 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, among other things. 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
- Community Relationships and Marketing

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 services which support the operations of the school. The Board 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. 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 nearly 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** 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

F. Provide as Attachment EE, a draft of the proposed management agreement with the ESP. - See Attachment EE - Sample Service Agreement

Attachments

Section 25: Addendum B: Education Service Providers

25.1	Attachment EE - Contract with ESP	May, Bonnie, 2/2/20 2:25 AM	PDF / 847.525 KB
25.2	Attachment DD - History Worksheet	May, Bonnie, 2/2/20 2:24 AM	PDF / 513.986 KB
25.3	Attachment CC - ESP Org Chart for Growth	May, Bonnie, 2/2/20 2:24 AM	PDF / 124.105 KB
25.4	Attachment BB - ESP Org Chart	May, Bonnie, 2/2/20 2:23 AM	PDF / 107.006 KB

26. Addendum - Consultant Information * District Request

Section Evaluation

Complete Rhonda Stephanik, 5/28/20

Final Rating

Complete

***Addendum – Consultant Information**

Please include as part of the application in the Business Plan and Addendums Section

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**
 - b. What is the name(s) of the school(s)? **Somerset Key High School; Somerset Eagle Middle School; Somerset Prep Academy; University Prep Academy**
 - c. 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

26.1 [Consultant Info](#)

May, Bonnie, 2/2/20 2:29 AM

DOCX / 16.498 KB

27. Addendum - Review Extension Waiver * District Request

Section Evaluation

Complete Rhonda Stephanik, 5/28/20

Final Rating

Complete

Please see attached for the signed extension waiver.

Attachments

Section 27: Addendum - Review Extension Waiver * District Request

27.1 [Signed Extension Waiver Letter](#) May, Bonnie, 2/2/20 2:30 AM

PDF / 71.251 KB

ATTACHMENT TEMPLATES

28. Application Cover Sheet

Section Evaluation	
Complete Rhonda Stephanik, 5/28/20	Final Rating Complete

Please see attached for a signed applicaton cover sheet.

Attachments

Section 28: Application Cover Sheet

28.1	Attachment DD - History Worksheet	May, Bonnie, 2/3/20 4:34 PM	PDF / 513.986 KB
28.2	Signed Cover Sheet	May, Bonnie, 2/2/20 2:32 AM	PDF / 191.185 KB

29. Statement of Assurances

Section Evaluation	
Complete Brenda Santiago, 3/5/20	Final Rating Complete

Please see attached for signed statement of assurances.

Attachments

Section 29: Statement of Assurances

29.1	Somerset Statement of Assurances	May, Bonnie, 2/3/20 4:35 PM	PDF / 505.673 KB
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30. Board Member Information Form

Section Evaluation

<p>Complete Brenda Santiago, 3/5/20</p>	<p>Final Rating Complete</p>
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Please see attached for Board Member Information Sheets, Resumes, and Assurances.

Attachments

Section 30: Board Member Information Form

30.1	Attachment L - Somerset Statement of Assurances	May, Bonnie, 2/3/20 4:36 PM	PDF / 505.673 KB
30.2	Attachment L - Board Info Sheet & Resumes	May, Bonnie, 2/2/20 2:37 AM	PDF / 4.642 MB

31. Applicant History Worksheet

Section Evaluation

<p>Required and Completed Brenda Santiago, 3/5/20</p>	<p>Final Rating Required and Completed</p>
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Please see attached for Attachment DD - History Worksheet

Attachments

Section 31: Applicant History Worksheet

31.1	Attachment DD - History Worksheet	May, Bonnie, 2/2/20 2:40 AM	PDF / 513.986 KB
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CHART OF ATTACHMENTS

1. Chart of Attachments

Section Evaluation	
Attachments Added Rhonda Stephanik, 5/28/20	Final Rating Attachments Added

All Attachments have been attached to the corresponding sections throughout the application.

Attachments

Section 1: Chart of Attachments

– No Attachments –

Recommendation

School Name:	Somerset Academy Silver Maple
Primary Contact:	Bonnie May
Submission Date:	February 3, 2020
Recommendation Date:	May 28, 2020
Recommended By:	Rhonda Stephanik
Charter Status:	Granted

Section 1002.33(6)(b)3.a, Florida Statutes states, "A sponsor shall by a majority vote approve or deny an application no later than 90 calendar days after the application is received, unless the sponsor and the applicant mutually agree in writing to temporarily postpone the vote to a specific date, at which time the sponsor shall by a majority vote approve or deny the application." Based on the review and evaluation from the Superintendent's Charter School Review Committee, the application for Somerset Academy Silver Maple is recommended to The School Board of Broward County, Florida, via the Superintendent, for approval.