

2019-2020 Charter Renewal Program Review

Charter Renewal Application #000455

Somerset Preparatory Charter Middle School

Location Code: 5441

Submitted To:

Broward County Public Schools
Charter Schools Management/Support Department
Broward County Public Schools
600 SE 3rd Ave.
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Submitted By:

Athena Guillen
9300 Pembroke Road Miramar, Florida 33025

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1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

GENERAL

A. School Information

School Type: **Middle**
 Grade Levels: **[6, 7, 8]**
 School District: **Broward County**
 Neighborhood / Community:
 Organization Type:
 Sponsoring Entity: **Non-profit Organization**
 Address: **9300 Pembroke Rd Miramar, Florida 33025-1640**
 Phone: **(954) 435-1570**
 Fax: **(954) 435-1571**
 Web Site: **www.somersetcentral.org**
 Calendar Type: **- 180 instructional days**
 Educational Service Provider: **(None)**

B. Primary Contact Person

Name: **Athena Guillen**
 Mailing Address: **9300 Pembroke Road Miramar, Florida 33025**
 Mobile Phone: **7868531924**
 Alternate Phone: **(954) 435-1570**
 Email: **aguillen@somersetcentral.org**
 Current Employer:

C. Attendance Projections

Grade Level	Year 1 Enrollment		Year 2 Enrollment		Year 3 Enrollment		Year 4 Enrollment		Year 5 Enrollment	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
6	100	132	100	132	100	132	100	132	100	132
7	100	132	100	132	100	132	100	132	100	132
8	100	132	100	132	100	132	100	132	100	132
Total	300	396	300	396	300	396	300	396	300	396

D. Board Members

Name	Title	Contact Information	Current Employer
Concepcion, David	Board Member	P: 786-393-4455 M: E: dconcepcion@somersetacademyschools.com	
Cox, Mathew	Board Member	P: M:	

		E: mcox@somersetacademy.com	
Diaz, Ana	Board Vice Chairperson	P: 786-393-4455 M: E: adiaz@somersetacademyschools.com	
Esquijarosa, Jennifer	Parent Representative	P: 786-393-4455 M: E: jesquijarosa@somersetacademyschools.com	
German, Todd	Board Chairperson	P: 786-393-4455 M: E: tgerman@somersetacademyschools.com	
Guillen, Athena L	Emergency Contact	P: M: 7868531924 E: aguillen@somersetcentral.org	
Kimmel, Bernard	Board Member	P: 7863934455 M: E: bkimmel@somersetacademyschools.com	
Marin, Louis	Board Member	P: 786-393-4455 M: E: lmarin@somersetacademyschools.com	

CHARTER SCHOOL RENEWAL INSTRUCTIONS

1. CHARTER SCHOOL RENEWAL INSTRUCTIONS

Section Evaluation

No Action Required Rhonda Stephanik, 12/3/19

Final Rating

No Action Required

Attachments

Section 1: CHARTER SCHOOL RENEWAL INSTRUCTIONS

– No Attachments –

CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

1. COVER SHEET

Section Evaluation

Complete Rhonda Stephanik, 12/3/19

Final Rating

Complete

CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL: Somerset Preparatory Charter Middle School

CHARTER SCHOOL LOCATION NUMBER: 5441
DATE: November 1, 2019

GRADES SERVED: 6-8

This School has been designated a High Performing Charter School pursuant to s. 1002.331, Florida Statutes. YES NO

This School has been designated a School of Excellence pursuant to s. 1003.631, Florida Statutes. YES NO

NAME OF NON-PROFIT: Somerset Academy Inc.

Provide the name of the person who will serve as the primary contact for this renewal document. The primary contact should serve as the contact for follow-ups, interviews, and notices regarding the renewal process.

NAME OF CONTACT PERSON: Athena L. Guillen

TITLE/RELATIONSHIP TO NON-PROFIT: Prinicipal

MAILING ADDRESS: 9300 Pembroke Road Miramar, FL 33027

PRIMARY TELEPHONE: (954) 435-1570
853-1924

ALTERNATE TELEPHONE: (786)

E-MAIL ADDRESS: aguillen@somersetcentral.org

NAME OF EDUCATION SERVICE PROVIDER (if any): Academica

I certify that I have the authority to submit this document and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the renewal process or revocation after award. I understand that incomplete documentation will not be considered. The person named as the contact person for the program review is authorized to serve as the primary contact for this evaluation on behalf of the organization.

Athena L. Guillen

Principal

Printed Name

Position/Title

Athena L. Guillen

11-1-19

Signature

Date

Attachments

Section 1: COVER SHEET

– No Attachments –

SECTION BREAKDOWN

1. SECTION BREAKDOWN

Section Evaluation

– *Not Rated* –

– *No Final Rating* –

Attachments

Section 1: SECTION BREAKDOWN

– No Attachments –

EXECUTIVE SUMMARY

1. Executive Summary

Section Evaluation

Final Rating

Complete

- Complete Joe Luechauer, 11/12/19
- Complete Allisyn Axelrod, 11/14/19
- Complete Sean Brown, 11/19/19
- Complete Cassandra Vallianos, 11/19/19
- Complete Lourdes Panizo, 11/19/19
- Complete Detra Adams, 11/19/19
- Complete Kim Punzi-Elabiary, 11/20/19
- Complete Reynaldo Tunnermann, 11/20/19
- Complete Laurie Steinberg, 11/21/19
- Complete Adam Iarussi, 11/21/19
- Complete Ann-Marie Evans, 11/25/19
- Complete Celina Chavez, 11/25/19
- Complete David Shelley, 11/25/19
- Complete Louise Ball, 11/25/19
- Complete Matt Schroeder, 11/25/19
- Complete Debbie-Ann Scott, 11/25/19
- Complete Hanne Rega, 11/26/19
- Complete Jill Young, 11/27/19
- Complete Brenda Santiago, 12/2/19
- Complete Rhonda Stephanik, 12/3/19

The mission of Somerset Preparatory Charter Middle School (“Somerset Prep”) is 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. Our teachers are flexible in their approach to teaching and adjust curriculum and the presentation of information to learners rather than expecting students to modify themselves for the curriculum. Somerset Preparatory Charter Middle School implements the Broward County Public School's K-12 Reading Plan to drive literacy instruction and use assessment tools to gather data. At Somerset Prep, data drives instruction. The school relies on progress monitoring data from the Florida Standards Assessment (FSA), iReady, Florida Assessment of Instruction in Reading (FAIR) and progress monitoring spiral assessments (Stop, Drop Test) to understand trends, weaknesses and strengths not only in the students but in the teachers as well. The school's curriculum includes a proactive approach to teaching that meets children's needs and maximizes their growth as learners.

As the school works to meet the needs of its students, it has been actively working to address certain deficiencies and/or barriers. Presently, we are a Title I school that serves students in grades 6th– 8th with an enrollment of 326 students. One of the biggest challenges Somerset Prep faced was working to consistently and actively monitor its Level 1 and Level 2 students. Students showed limited growth in learning gains in math and a drop in proficiency in science. This lack of growth in the areas of math and science, contributed to the school earning a school grade of a C for the 2018-2019 school year. The school earned a grade of a B in the previous school year of 2017-2018. Based on the data, we have enhanced focus on consistent progress monitoring to ensure that each student's current path of individualized instruction includes appropriate intervention.

In an effort to ensure that our students are provided with additional, rigorous educational opportunities, the school is able to provide a high school credit track. Within this track, students are able to benefit from a secondary oriented middle school curriculum that includes courses, such as: Algebra I, Geometry, Biology, Foreign Language, and access to Industry Certification opportunities in Microsoft Office and Adobe. In addition, students have been able to participate in Dual Enrollment. Students are challenged with high school level courses to provide an opportunity to achieve the school's vision of achieving equitable, high quality education.

Students benefit from Somerset's rigorous curriculum because it allows students to think critically and explore all of the subject areas at a deeper cognitive level. The addition of these secondary courses to the curriculum has made a positive impact on the students, teachers, and families. The goals for Somerset Preparatory Charter Middle School over the next 5-year term of the charter agreement is to continue to provide rigorous and equitable learning experience across all subgroups. There will be a focus on providing professional development for educators to increase student achievement and to ensure they are current on best practices in all subject areas. At Somerset Preparatory Charter Middle School it is the school's belief that students learn best when they are encouraged to succeed. As a Title I school, we are able to allocate extra resources that encourage state holder involvement.

The OSPR visit provided our administrative team great feedback, and we are actively working to correct/address all areas of concern. One of the areas of concern in the area of ESE. We are ensuring that all IEP's for ESE students include measurable goals and that we are generating parental notifications upon a reduction of services. In the area of ESOL, we are actively working on notifying parents about student placement a no earlier than a month before their anniversary date. Our ELL Coordinator is actively monitoring teachers to ensure that ELL folders are checked on a monthly basis to assure teachers are completing the assessment portion in a timely manner. Another area of concern is to provide evidence that the reading teacher is reading endorsed and that we are utilizing the districts K-12 Comprehensive Reading Plan. The final area of deficiency noted was in the area of lesson plans. Teachers are being monitored on a weekly basis to ensure that the adopted core ELA curriculum and ESOL strategies are being listed and that all teachers have been trained on how to correctly document differentiated instruction, provide

accommodations for students with disabilities. ESOL and ESE accommodations are correctly listed with fidelity in teacher's lesson plans are implemented with fidelity by all teachers at all times is something we will place more emphasis upon through mentoring and professional development. Additional review of lesson plans of teachers by the administrative team will ensure that documentation of these strategies is found in the lesson plans and these strategies, will be measurable through classroom observations. Furthermore, portfolios of student work showing the strategies used for their needs will be observed.

Looking ahead, Somerset Preparatory Charter Middle School will strive to achieve several goals in order to create the best environment possible for all stakeholders. After analyzing our concerns and areas of deficiency, a greater focus will be placed on meeting the needs of all of our students academically. We will also focus on using research-based instructional strategies, reading, and data to drive instruction. Somerset Prep will continue to strive to provide a rigorous curriculum with an emphasis of high expectations of both teachers and students.

Attachments

Section 1: Executive Summary

– No Attachments –

EDUCATIONAL PERFORMANCE

1. FEDERAL AND STATE ACCOUNTABILITY

Section Evaluation	
Meets the Standard Adam Iarussi, 11/21/19	Final Rating Meets the Standard

Federal & State Accountability

A. Explain the charter school’s current School Improvement Status.

- How has the school met these standards required for federal and state accountability?
- If the charter school has not met these standards, what measures will be implemented for improvement?

Somerset Prep (5441) has **NOT** been identified for School Improvement for the 2019-2020 school year, as it earned a “C” in the 2018-2019 school year.

School Data Analysis 2015-2019

<u>Category</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2017-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
School Grade	C	C	C	B	C
Reading Achievement (Level 3 or above)	52%	58%	58%	61%	65%
Reading Learning Gains	N/A	61%	50%	56%	64%
Reading Learning Gains- Lowest 25%	N/A	51%	40%	47%	56%
Math					

Achievement (Level 3 or above)	45%	46%	54%	60%	56%
Math Learning Gains	N/A	50%	53%	58%	41%
Math Learning Gains- Lowest 25%	N/A	47%	41%	77%	40%
Science Achievement	33%	33%	45%	48%	38%
Social Studies Achievement	66%	64%	56%	61%	76%
Middle School Acceleration	40%	27%	58%	33%	39%

Learning gains were not calculated in 2014-2015. In order to calculate learning gains, the FLDOE needs two years of assessment information. The FSA was new in 2014-2015, therefore, there was not two years of assessment data to calculate learning gains.

Somerset Prep follows the Florida Standards for ELA and Mathematics as well as the Next Generation Sunshine State Standards for Science and Social Studies. Reading is a central focus throughout all areas of the curriculum. We currently use Houghton Mifflin Harcourt Collections for ELA Writing as the curriculum for 6th, 7th, and 8th grade. For ELA Reading Intervention, we use the National Geographic, Inside curriculum, together with iReady Instruction and Assessments, as well as Rewards and Rewards Plus. For the Math curriculum, we use the Houghton Mifflin Harcourt Go Math series for 6th – 8th grade, which includes its own intervention materials. In addition, the iReady instruction and assessment, and toolkit are also available for teachers and students for math.

Since the 2016-2017 school year, Somerset Prep continues to implement the iReady program across all grade levels. The program has helped teachers to begin to bridge learning gaps identified in our progress monitoring assessments. With the adoption of this program, we have participated in multiple professional development sessions where teachers and administrators have been trained on how to use the data collected through iReady to properly group students with the purpose of instructing them on their reading/math level and a goal of closing the achievement gap. Students are assessed three times each school year using the iReady diagnostic tool and FAIR for students who scored a level 1 or level 2 in the ELA FSA.

iReady is a research based, educational program that has been known to successfully close achievement gaps for many schools. The comprehensive program assists in identifying and

targeting the needs of our diverse student body, including the needs of our ESE, ESOL, Gifted students, and economically disadvantaged students. Students are expected to work at their level, which is determined through the Diagnostic assessment, and as they master the lessons, the level of understanding increases at their pace. Additionally, this program offers teachers with resources they can use to further remediate inside the iReady teacher toolkit. The program provides different reports, which guide teachers, parents, and students on what skills the students have not mastered and recommendations on how to achieve mastery on those skills. Our plan is to continue using iReady and the state and district approved intervention programs in the years ahead to create consistency among grade levels and to track student progress.

B. Include the school's plan to increase and/or maintain its AMO status for the upcoming term of the charter.

During the past 5 years, the student population at Somerset Prep has had some major shifts. Our Title 1 designation has sustained as our economically disadvantaged families continue to increase in numbers. From 2014-2015 to the present, our economically disadvantaged families have increased by about 17%. In the last 4 years that we have been able to track student learning gains for FSA, we have seen higher increases in the Reading learning gains for students in all of our subgroups. During the 2018-2019 school year, we began to use the push-in model and implemented iReady, with fidelity, in ELA classes for additional support. The school will continue using this strategy going forward as 46% of students in our SWD subgroup, 75% of our ELL students, and 64% of our economically disadvantaged students made learning gains on their ELA FSA. After analyzing our data from 2018-2019, we realize that one of our weaknesses lies within our students in the lowest 25%. The iReady program has been extremely beneficial in helping track student progress, placing students in appropriate groups, and bridging gaps at a much faster rate than with just teacher intervention. To facilitate access to technology, the school's computer lab will be available to students after hours. In addition, we encourage our teachers to have a technology center during every class so that students can work on iReady. ELA teachers have been asked to attend professional development on how to properly conduct small groups, how to implement ESOL strategies, and have participated in refresher PD courses on Inside, Collections, and Rewards. Additional to professional development opportunities, we have implemented Second Step, a program rooted in social-emotional learning that assists in building a successful learning environment where we are able to help children thrive in spite of their economic or social-emotional situations. In order to continue to see learning gains in our ELL population, Somerset Prep integrates home language support and ESOL strategies from the ESOL Strategies Matrix for all of our ELL students. We will continue providing this support going forward into the new contract term. For our Gifted students, we are ensuring that teachers are pursuing their Gifted Endorsement. In addition, our ESE Specialist is collaborating with teachers to ensure that EP Goals are being implemented and that all assignments are acutely aligned to each students EP Goals. Professional Development Opportunities for our teachers revolving around Gifted education has been a priority, as we consistently seek out different learning endorsements opportunities. For the past 5 years, we have implemented FSA/FCAT after school tutoring which spans through the months of January-March to assist in bridging learning gaps. This will be provided twice per week for Reading and Math, and all EOC subjects. These services will continue providing going forward.

Somerset Prep teachers and administration are aware of the importance of data analysis and how it should drive the instruction in the classroom to meet the needs of all students. Teachers and administration meet bi-weekly to discuss the data collected by each grade level and department. Teachers are required to assess students on a bi-weekly schedule and analyze the strengths and weaknesses of each assessment by charting the information and looking for trends. Additionally, as a team, a plan is devised to help ensure that our areas of weakness are targeted. During the bi-weekly meetings with administration, teachers are presented with information and as a team, the struggling students are discussed, and prior data is also presented to determine which

students continue to land in the intervention range. Students who continue to need intervention, are then referred to the Collaborative Problem Solving Team (CPST).

C. Identify any subgroups that did not achieve its AMO targets and how the charter school is using data to drive instruction to reach the students in this/these subgroup(s).

The school identifies subgroups such as ELA and Math students in the lowest 25%, minorities, economically disadvantaged students, English Language Learners and Exceptional Student Education. The school will identify data through various resources such as FSA/EOC data, baseline data, ongoing progress monitoring, and growth monitoring. The school uses the appropriate state adopted curriculum (Collections/Go Math!) in which teachers are trained to implement with fidelity, and the adopted universal screener which is i-Ready. The school's data is used to create the master schedule and ensures that students are placed appropriately. Students are provided with appropriate interventions, if applicable, via intensive classes where interventions occur using the appropriate curriculum and progress monitoring. Students will take three diagnostic assessments throughout the school year in Math and ELA. Progress monitoring assessments include ongoing standards mastery assessments and curriculum based formative and summative assessments. Intensive Reading students, which include the schools lowest 25% in Reading, will take the FAIR assessment (3 times per school year), growth monitoring assessments, and assessments via the state adopted curriculum (Nat Geo INSIDE). Students in Intensive Math, which include students in the lowest 25%, will take growth monitoring assessments throughout the school year. The school has seen upward trends in data since its baseline year, as it pertains to student proficiency. However, there has been a decrease of 4% in Math proficiency from 2018 to 2019 (refer to table provided below). In order to close the learning gap across all subgroups the school employs Curriculum Coaches to ensure proper intervention and support, targeted small group remediation, and facilitated data chats that include ongoing progress monitoring. Professional development is provided and encouraged for teachers in order to implement the adopted curriculum with fidelity. Title 1 funds are allocated to hire support personnel, provide tutoring outside of school hours, and purchase resources that directly impact student learning.

D. Summarize the demonstrated proficiency or the charter school's progress toward meeting proficiency in subjects tested (math, reading, writing, and science).

- If the school is not using state assessments such as FSA or EOC, what assessments are administered
- How often is student progress monitored?

Category	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
Reading Achievement (Level 3 or above)	52%	58%	58%	61%	65%
Math Achievement (Level 3 or above)	45%	46%	54%	60%	56%
Algebra I	43%	60%	95.5%	100%	69%

Geometry	50%	55%	NA	NA	100%
Science Achievement	33%	33%	45%	48%	38%
Biology	NA	NA	NA	NA	NA
Social Studies Achievement	66%	64%	56%	61%	76%

Somerset Prep uses all of the state assessments to monitor student performance. Somerset Prep has had inconsistency within the proficiency rates throughout the past 5 years. Although, the school has maintained a proficiency level average of above 50% in Reading and Social Studies, the school will continue to work on improving proficiency in Mathematics and Science each year going forward into the new charter term. We are working diligently to ensure that our students are being exposed to rigorous curriculum and support as we work towards our students consistently reaching proficiency.

Somerset Prep has implemented several progress monitoring tools and systems for the students. During the 2016-2017 school year, the school introduced the iReady program, which meets the ESSA Level 3 criteria for intervention. This program is currently being used and will continue to be used going forward. We assess students in Reading and Mathematics, three (3) times per year using this the iReady Diagnostic assessment. Going forward into the new charter contract, the school will continue using this tool to progress monitor for Reading and for Math. The school also uses the FAIR for students who score at a level 1 or level 2 in the ELA FSA. All of our formal progress monitoring assessments are given three (3) times per year. Additional to these assessments, the administration also meets with the teachers on a bi-weekly basis to discuss formative assessment results that assist in modifying teaching and learning activities to improve student attainment and achievement.

7th Grade Civics EOC data to ensure all students are working towards proficiency on state assessments. Over the course of two years Civics has seen a 20% increase from 2016-2019. In addition, we are actively monitoring our 8th Grade FCAT Science to ensure proficiency is increased. We attribute the drop in 8th Grade science proficiency to staffing inconsistencies.

Somerset Prep has been working on an acceleration track for our students. We have included Biology for the 2019-2020 school year. This gives our higher achieving students access to more rigorous course work which gives them the opportunity to gain high school credit. In the 2018-2019 school year, our middle school acceleration increased by 6%. In addition, we are also giving our students the opportunity to participate in Industry Certification and Dual Enrollment courses. Using all of our data, the school tracks the students and provides the necessary interventions and/or acceleration opportunities to help increase the proficiency school-wide.

E. Explain if the students are making one year’s worth of growth annually in mathematics and reading.

- **If the students are not, what measures will the charter school implement?**

<u>Category</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
Reading Learning Gains	N/A	61%	50%	56%	64%
Math Learning Gains	N/A	47%	41%	77%	40%

Over the course of the 5-year period, the school has maintained a minimum of 50% of students making one years' worth of growth annually, yielding its highest gains during the 2018-2019 school year, with 64%. Somerset Prep will continue to implement research based and data driven strategies in the area of reading. For the Math gains, the school missed has missed the 50% mark, but was able to re-gain an annual growth amount, which surpassed the 50% during the 2017-2018 school year. Somerset Prep will continue to work toward meeting its goal of having more than 50% of our students making learning gains by closely tracking data and student growth in combination with intervention groups and additional after school FSA tutoring in both the areas of Reading and Math. In this school year and going forward, Somerset Prep will continue to monitor progress using iReady assessments and its adaptive program to target each student's area of deficiency.

F. Of the students in the lowest 25%, explain if 50% of those students are making one year's worth of growth annually in mathematics and reading.

- **If the students are not, what measures will the charter school implement?**

<u>Category</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
Reading Learning Gains- Lowest 25%	N/A	51%	40%	47%	56%
Math Learning Gains- Lowest 25%	N/A	47%	41%	77%	40%

Over the course of the 5-year period, students in the lowest 25% have made one year's growth in Reading and the school has reached the 50% mark for annual growth during the 2016 school year and again during the 2019 school year. The 9% increase from the 2018 to the 2019 school year is the result of a carefully designed pathway that provided the most support for mastery of the

Language Arts Florida Standards for students in the lowest 25%. Somerset Prep will continue to use the iReady diagnostic assessment and FAIR (for students with a level 1 or 2 in Reading) for progress monitoring. The iReady program will be used together with district and state approved resources and curriculum to help ensure that we continue to see learning gains in more than 50% of the students identified in the lowest 25%.

For the Math gains, the school exceeded the 50% mark during the 2018 school year. This past school year, the school decreased from 77% of the lowest 25% making gains in 2018 to 40% of the lowest 25% making gains in 2019. Somerset Prep plans to continue to see more than 50% of our students in the lowest 25% make one year’s growth annually by closely tracking data and student growth in combination with intervention groups in the area of mathematics. In this school year and going forward, Somerset Prep will monitor the lowest 25% of students in math using the iReady program which integrates assessments with effective and engaging instruction while targeting each student’s area of deficiency.

G. Verify that the school is appropriately administering applicable state standardized tests to its students.

- **If the school is not testing the appropriate percentage of students, what measures will the charter school take to ensure the appropriate numbers of students are being tested?**

Somerset Academy Preparatory Charter Middle School ensures that all students who are present during the testing window for state assessments are tested. For the past 5 years, we have had 99-100% of our students tested each school year. Communication with our stakeholders is what ensures that we are able to assess all of our students within the testing windows. Parents are notified via our school’s website, Parent Link, and a formal letter. Additionally, we host an FSA/EOC Information night for our families and stress the importance of their children being present, prepared, and on time during all of their assessment dates. Students and parents are reminded of testing dates 2 weeks before, and again one week before the scheduled assessment date using all of the abovementioned communication tools. On testing days, we track student attendance and ensure that we make every effort to contact parents so they are aware of the absence and the testing make up days. The constant communication between school and home helps maintain the maximum level of participation for all state assessments.

H. Identify if the charter school’s performance meets or exceeds the performance of schools with closely comparable student populations.

School Number	School Name	Grade 2019	Grade 2018	Grade 2017	Grade 2016	Grade 2015
5441	Somerset Preparatory Charter Middle School	C	B	C	C	C
3911	New Renaissance Middle School	C	C	C	C	B
1881	Pines Middle School	C	C	C	C	C

1791	Apollo Middle School	B	B	B	C	B
3001	Walter C. Young	B	A	A	A	A
0861	Driftwood Middle School	C	B	B	B	B

According to the data in the chart presented above, Somerset Prep either met or exceeded the performance of the nearby schools with comparable populations and grade levels served on most of the school years reported during the 5-year term.

I. Identify the charter school’s school grade.

- If the charter school did not obtain a school grade of “C” or above, what measures will the school implement or has the school been implementing to improve its grade?
- If a charter school does not get a school grade nor a School Improvement Rating, what assessments were used or will the charter school use during the next charter agreement term to ensure that all students are learning and to identify students who may be struggling?
- If a charter school serves untested grades (K-2), what assessments were used or will the charter school use during the next charter agreement term to ensure that all students in untested grades are learning and to identify students who may be struggling?

Somerset Prep obtained a school grade of a “C” during the 2018-2019 school year. Throughout the current charter term, the school received either a “B” or “C” rating, therefore, the school has always met the standard.

Attachments

Section 1: FEDERAL AND STATE ACCOUNTABILITY

– No Attachments –

2. MISSION-SPECIFIC ACCOUNTABILITY

Section Evaluation

Final Rating

Meets the Standard Rhonda Stephanik, 12/3/19

Meets the Standard**In narrative format:**

Identify if the charter school is achieving or making significant progress towards achieving the school/mission-specific goals as defined in the charter school's agreement. If the charter school is not making significant progress towards these goals, explain the plan that the charter school will implement to achieve the school/mission-specific goals.

Mission-Statement: The mission of Somerset Preparatory Charter Middle School ("Somerset Prep") is 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.

Mission-Specific Accountability: Somerset Prep is achieving the school/mission-specific goals as defined in the school's mission statement. To ensure all of our students are learning, teachers use data to target instruction based on student needs. The teachers homogeneously groups students by their instructional level. This grouping allows students to receive the appropriate instruction based on their ability level.

Our teachers take pride in their innovative instruction and original teaching methods. Through the use of textbooks adopted by the district, novel based instruction that within the Collections series, laptops and smartboards, teachers use all resources possible to help motivate students to learn new content. Maximizing student achievement is the school's ultimate goal. Students learn when they are engaged, and our innovating instruction helps to maximize their engagement and be successful in a global society.

Somerset Prep prides itself in the mission as it sets us apart from most other schools. We feel that we have incorporated our mission into our school and have created a safe environment in which the students can succeed with confidence. Our school environment is one that our students and parents appreciate. Our staff members know the students by name, and in most cases, know their families as well. We sometimes find that if students leave our school, they often come back because they do not get the support in which they have become accustom. All teachers are encouraged to use innovating methods using the technology in the class. Somerset Prep is constantly bring in new ways to motivate our students. We also invite parents to different informational session about their child's classes and curriculum. By attending these Parent Universities, parents can learn to become active participants in their child's education.

We believe that Somerset Prep, is doing all we can to provide an engaging, safe and high-quality education for all of our students.

Attachments**Section 2: MISSION-SPECIFIC ACCOUNTABILITY**

– No Attachments –

3. EDUCATIONAL PROGRAM IMPLEMENTATION

Section Evaluation		Final Rating
Meets the Standard	Joe Luechauer, 11/12/19	Partially Meets the Standard
Partially Meets the Standard	Allisyn Axelrod, 11/21/19	
Partially Meets the Standard	Kim Punzi-Elabiary, 11/21/19	
Partially Meets the Standard	Laurie Steinberg, 11/21/19	
Meets the Standard	David Shelley, 11/25/19	
Meets the Standard	Ann-Marie Evans, 11/25/19	
Does Not Meet the Standard	Matt Schroeder, 11/25/19	
Partially Meets the Standard	Hanne Rega, 11/26/19	
Meets the Standard	Celina Chavez, 11/26/19	
Meets the Standard	Detra Adams, 11/26/19	

A. Explain how the charter school is implementing its mission as defined in the charter school’s agreement.

Somerset Prep prides itself in providing 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. We feel that we have incorporated our mission into our school and have created a positive school climate in which the students can excel.

We strive to use the schools mission as a focus that will guide all of our students to have a safe and unified educational experience, and help to solidify their learning across the school setting. Our small school environment is one that our stakeholders value. All of our staff members know students by name, and in most cases, know their families as well. As a school, we pride ourselves in providing innovative, real world learning experiences that encourage students to succeed and take accountability for their learning. Somerset Prep and its stakeholders use the school mission to prepare students for a seamless transition into high school and beyond.

B. Explain how the school is successfully implementing research-based curriculum and instructional strategies as defined in the charter school’s contract.

Over the past five years, Somerset Prep has followed the state and county recommended adoptions in regards to the implementation of curriculum and instruction. During the term of this past charter contract, the curriculum consisted of the Next Generation Sunshine State Standards

(NGSSS) for one year in all subject areas but shifted to the Language Arts Florida Standards (LAFS) for reading, Mathematical Florida Standards (MAFS) for math, with Science and Social Studies still following the NGSSS.

As per our district approved K-12 Reading Plan, Somerset Prep, uses several evidence-based programs and materials to support the instruction of the Florida Standards and the NGSSS. The Houghton Mifflin Harcourt Collections series (HMH) is used to provide ELA and Writing instruction in grades 6-8. iReady is used for progress monitoring and remediation in all 6-8 ELA classes.

Intensive Reading uses Cengage Learning, Inc. d/b/a National Geographic Learning - Inside A, B and C series as the curriculum. Rewards & Rewards Plus Social Studies are used for reading interventions in the intensive classes. The Broward County Schools Decision Tree for Reading Intervention Grades 6 – 8 is used to determine student placement in the Rewards or Rewards Plus Program. FAIR and I-Ready Instruction are used for Intervention and Progress Monitoring for our Intensive Reading students. The FAIR test is administered to Level 1 and 2 students to determine if there are foundational skill deficits. For students who score below the 30th percentile on the FAIR Word Recognition Test (WRT), the student is administered the DAR Word List to determine if the student needs decoding intervention. If the student scores below the 3rd grade level on the DAR Word List test, the student is given the Oral Reading or FULL DAR to analyze student reading characteristics that will be used to determine an appropriate decoding program. I-Ready Instruction is used for Intervention and Progress Monitoring for the following subgroups: (All Level 1 and 2; Lowest 25%, ESE, ELL and ESOL students).

HMH Go Math series is the core middle school Mathematics curriculum. iReady Instruction is used for Intervention and Progress Monitoring for all 6-8 students. HMH Collections and Go Math programs are aligned to the LAFS and MAFS and have been used at the school for the past 5 years of the charter contract. HMH Florida Science was used for the past 5 years to instruct the students on the NGSSS Science standards throughout all of the grade levels. The school is now in its second year of using the McGraw Hill Florida Social Studies series for grades 6 and 8. The 7th grade Civics classes use Gateway to American Government published by the Florida Transformative Education.

Somerset Prep continues to use iReady diagnostic and instructional programs to monitor progress of all students and infuses the iReady resources to provide interventions for all students. We are committed to keeping the iReady program as a consistent support tool for our students in the new charter term. Although, we have implemented great resources and strategies in the classrooms, we understand that we do have deficiencies in some places where the evidence-based curriculum is not being implemented with fidelity. Specifically in ELA and Intensive Reading, we have scheduled Professional Development to help implement the Collections and Inside curriculums on a consistent basis.

Lesson plans are created on a bi-weekly basis indicating daily goals to be met through various classroom and at-home learning activities. Curriculum Coaches review lesson plans on a bi-weekly basis to ensure that teachers are planning accordingly, using their core curriculum and research based instructional strategies such as the Gradual Release Model and lessons designed based on students learning styles. The additional staff in this process, have the necessary content expertise that can assist in providing more in depth, and effective feedback to the teachers on their lesson plans. Leadership and educator professional growth plans assist the school in establishing goals and activities to drive effective instruction as each year progresses. Teachers create Professional Growth Plans that allow them to focus on goals based on individual needs. For the first 2 years of the prior contract, the school used Dr. Marzano's Art and Science of Teaching Tool to observe faculty. For the 2018-2019 and this current school year, the school implemented the Florida Consortium of Public Charter Schools (FCPCS) evaluation model. 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), State Board of Education Rule 6A-5.065. Using FCPCS to conduct formal and informal observations, as well as monthly data meetings, administrators are able to gauge the level of differentiated instruction and best practices being used within the six (6) domains of effective teaching and learning. To ensure teacher effectiveness, formal and informal observations are conducted by the administration. Student performance data analysis is conducted and monitored on a bi-weekly basis.

The school is committed to providing students with quality instruction and support based on their learning needs as well as their social-emotional needs. Teachers are trained in using research based instructional strategies through professional development, trainings, and peer to peer observations to ensure effective, high quality instruction. With the increased number of struggling learners in our school, it was important to all stakeholders that our teachers be proficient in implementing the Gradual Release Model in the delivery of their daily lessons. This research based model ensures that students are supported in their acquisition of the skills and strategies necessary for success. Additionally, we have also placed a great level of importance around teachers conducting differentiated instructions. Differentiating instruction ensures teachers are delivering appropriate instruction based on student's individual ability level. These strategies are being implemented throughout the school as they are the basic fundamentals of teaching and can make a vast difference in helping to bridge the achievement gap amongst all subgroups. Through the guidance of the National Director for Special Education and Student Support offered by our Educational Service Provider as well as the Teacher Professional Learning & Growth Department in Broward County, we will make sure that our teachers continue receiving training around best practices and strategies to use in the classroom.

C. Explain how the charter school is implementing demonstrably effective instructional strategies that support struggling students' abilities to achieve grade-level proficiency.

For struggling students, the school implements evidence-based effective instructional techniques including effective instructional strategies to support the students in succeeding. Teachers are using the fundamentals of teaching to ensure they are reaching the students regardless of their level of ability. These strategies include instructional techniques such as, explaining & modeling, scaffolding, differentiated instruction, chunking, and providing feedback. As stated above, the social and emotional aspect of our students are of equal importance. We encourage the teachers to work on building relationships with those students who struggle by providing positive reinforcement, delivering lessons that take the various learning styles into consideration.

A priority in our school, is the use of small group differentiated instruction that utilizes data to drive instruction. All students' in our school are instructed in a small group, which focuses on their instructional needs. In the beginning of the year, students in grades 6 – 8 are administered the iReady Math and Reading diagnostic. Using data from iReady, small groups with differentiated instruction are formed. Students who are struggling meet in teacher-led small groups 3-4 times per week while non-struggling students meet 2-3 times per week. Struggling readers are using Rewards or Rewards Plus curriculum in Intensive Reading classes; in addition to receiving remediation through iReady Instructions. Students struggling in Math receive remediation through iReady Instruction or the iReady teacher toolbox. For the past 5 years, we utilized an interventionist to pull-out students in need of additional support in Reading comprehension and Math. Using iReady Diagnostic and Standards Mastery Assessments the school is able to determine the students in need of intervention. In addition, our teachers are able to meet the needs of all students including SWD, Gifted, ELL and struggling learners using effective instructional strategies.

D. Identify how the charter school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Florida Standards as well

as Next Generation Sunshine State Standards.

Data is the key to all our decision making at Somerset Prep. Using previous years of FSA and EOC data, Somerset Prep creates and builds a student centered Master Schedule. Our Master Schedule represents a reflection of the required Reading Placement Chart and math to insure proper student placement. Upon proper placement, our teachers are actively collecting data within the classroom. Somerset Prep uses iReady and FAIR as our progress monitoring tools in addition to school created Standards Mastery and Growth Monitoring Assessments to monitor our lowest 25% in both reading and math. Within the classroom, students are administered the iReady Diagnostic three times a year as required for progress monitoring to determine independent and instructional reading levels. On grade level Standards Mastery Assessments are administered each month to focus on LAFS and MAFS to track on grade level proficiencies. The data is then used to create small groups for differentiated instruction to drive teacher instruction. FAIR is used three times a year to determine if there are foundational skill deficits.

During the prior five (5) years for math, students were administered the Go Math Beginning of the Year Diagnostic to help determine math instructional groups. iReady diagnostic is used as the progress monitoring tool for Math.

In the areas of science and civics, Somerset Prep utilizes our reading data for student placement. In science, we review both math and reading data to ensure proper course level placement. We create internal progress monitoring assessments based on curriculum standards and pacing guides to monitor student progress.

Teachers are required to submit quarterly data logs for all state tested subject areas. These data logs are also used to determine instructional groups and educational needs. During team meetings this data is reviewed and analyzed to determine trends, gaps and growth. It is in these meetings that we create instructional plans to help with student development. This mentoring and monitoring helps teachers reflect on their instructional strategies to best meet the needs of all students.

E. Explain how the charter school provides effective services for exceptional students (SWD and Gifted) as defined in the charter school's agreement and as required by applicable law. The charter school should provide assurance of charter school and Sponsor collaboration and the adherence to local guidelines for exceptional students (SWD and Gifted). An On-Site Programmatic Review and/or Desktop Review may be conducted.

Somerset Prep monitors compliance for federal and state requirements of ESE services provided by assuring that the providers are logging the services in the Wizard program on EdPlan. Additionally, the Charter School Support Department from Broward County conducts a desktop review as well as a monitoring visit at the end of every school year to make sure that the ESE program at the school is in compliance. The Governing Board Chair signs an assurance letter at the start of each year to confirm that they will also monitor the ESE compliance at the school. The exceptional student process at Somerset Prep begins with the evaluation process. For Gifted or ESE students, the parent must sign consent for the student to be evaluated by a psychologist provided by Broward County. All supporting documentation is then scanned and uploaded into Easy IEP for review by the psychologist prior to evaluation. After the evaluation has been completed, parents are given a notice for a meeting to review the evaluation and determine eligibility. If a child is eligible, an individualized educational plan (SWD) or educational plan (Gifted) is created and signed with input from the parent, classroom teacher, psychologist, LEA and ESE Specialist during a scheduled meeting. Immediately following this meeting, the services and accommodations on the IEP or EP are implemented in the general educational classroom.

The school employs an ESE teacher who provides all of the services for academic area pull-out. Other service providers are contracted depending on the needs of the current ESE students as outlined on the IEP/EP. Currently, we provide Speech and Language to our Students with Disabilities. Currently, we do not have any students in need of PT, OT or counseling services. Should we determine if and when these services are needed, we will ensure that the services are provided. As stated above, all service providers log services provided into the EdPlan Wizard program. The teachers provide the in-classroom accommodations according to what is listed on the IEP and the ESE Specialist monitors this on a monthly basis to make sure all the required accommodations are being implemented with fidelity. For the Gifted population, the teachers are also required to provide the students with their individualized project-based learning which correlates with their goals. All accommodations for ESE students, as well as differentiated instruction for the Gifted students, is required on all lesson plans for teachers. Professional development is provided at the start of every school year to help teachers with strategies for accommodating the exceptional student population. Somerset Prep provides progress monitoring throughout the school year with I-Ready Growth monitoring, Standard Mastery and Diagnostic Assessments. The ESE Specialist provides consultation and collaboration with teachers for academic, social, and independent functioning for all ESE and Gifted students.

F. Explain how the charter school implements effective programs and services to meet the needs of English Language Learners as defined in the charter school's contract and as required by applicable law. An On-Site Programmatic Review and/or Desktop Review may be conducted.

To ensure effective programming for English Language Learners, the process begins with identifying these students. Our process begins by making sure to give the IPT test to all students in the District based on their home language survey. These students are identified through review of the Broward County Public Schools registration application which all new students to the school complete. Additionally, students who transfer into our school from another Broward County Public School have their levels identified through review of TERMS along with the students' cumulative record. If a student has been previously tested at another district school, we request documentation to ensure that we have the proper documents on the student's progress while in the ELL program. This helps us to determine who our ELL consists of and what levels they are scoring in so that the appropriate supports are put in place for them. Additionally, all proper paperwork is kept up to date in their ELL folders and the ESOL Coordinator is always making sure annual reviews as well as re-evaluations are conducted in a timely manner.

With the help of the ELLevation program, the ESOL coordinator is able to make sure all appropriate meetings occur on or before 30 days of the students' DEUSS dates.

Additional to the compliance, the most important part of this process is making sure that the students are receiving the support they need. The ESOL coordinator makes sure to provide all teachers with the list of their ESOL students as well as their classifications, along with the WIDA Can Do Descriptors, to provide teachers support in understanding what the students should be able to do based on their ELL levels. This occurs at the beginning of every year. The information for any new students to the school throughout the year are given to the teachers immediately after determining if they qualify for the ELL program. The ESOL Coordinator provides teachers with the ESOL Strategies Matrix during pre-planning week. This Matrix helps the teachers to know what strategies they can use for their students and gives them the correct coding for their lesson plans as well. Every year, the school has given Professional Development on strategies to help accommodate ESOL students in the classroom. Teachers are reminded to accommodate ELL students in the classroom in their daily work as well as their testing. Teachers are to make sure their strategies are documented in their lesson plans. Our ESOL Coordinator, as well as one of our interventionists, speak the two (2) main languages that we have throughout our ELL population. They provide home language support by pushing into the classrooms and also making

themselves available for test accommodations or small group testing when necessary. Although we did not provide a formal written schedule during the OSPR team visit, this is something that occurs in our school.

Based on our OSPR visit feedback, the findings concluded that ESOL strategies were not evident in teacher lesson plans. Our ESOL Coordinator ensures that teachers work with students in small groups using the ESOL strategies and are providing individualized, comprehensible instruction to meet their needs. Teachers provide students with opportunities to interact with other students in order to naturally enhance English language development while also providing the scaffolding needed to help ELLs achieve in the content areas.

Additionally, we have already held an informational training session on how to properly use strategies that are most beneficial based on language classifications and Can Do Descriptors. In addition, teachers are now accurately documenting ESOL strategies within the lesson plans. Moving forward, our ESOL Coordinator will be responsible for checking lesson plans to make sure that the accommodations are properly documented. We hope to continue to see our ELL students succeed in all academic areas over the next 5 years of our charter.

G. Explain the school's current process for MTSS/RtI.

- **What is the school's plan for MTSS/RtI to ensure that the process is appropriately implemented during the next charter agreement term?**
- **Provide the charter school's Early Warning System (EWS) data and explain how the school plans to support vulnerable student populations as identified by the EWS.**

Somerset Prep implements a plan for MTSS/RTI in which students are monitored through several different progress monitoring tools. We administer progress monitoring assessments such as the iReady Growth Monitoring, FAIR and Collections Beginning, Middle and End of Year assessments in addition with Go Math Beginning, Middle and End of Year assessments. Additional to these assessments, teachers administered bi-weekly topic assessments to cover the skills they were teaching during the 2 week periods. The administration, teachers and RTI Coordinator meet every 3-4 weeks to discuss all students and determine which students are struggling based on a combination of all of the data. If the team determines it is necessary for the students to move to Tier 2 on RTI, then the RTI Coordinator would then meet with the teacher and the parent to begin the process. After monitoring for 6-9 weeks, the RTI Coordinator and teachers would meet again to determine if the child is improving or if further Tier 3 intervention is needed. If in the best interests of the student it is determined that the student should move to the next Tier, the parent is then called in again for another meeting. Somerset Prep uses evidence-based materials for RTI including I-Ready Diagnostic Assessments (reading & math), I-Ready Growth Monitoring Assessments (reading & math), and Inside (reading).

If the student improves, we continue to provide those current interventions that are working. If the student moves through all 3 tiers and is still struggling, we will then meet with the parent to discuss further steps and further evaluation by Broward County if we feel that there is another underlying concern.

The MTSS team utilizes Broward County's Basis program to identify deficiencies in academics, attendance and behavior. The MTSS team has met with all of the teachers to go over the Early Warning System data for students to identify students in need of interventions. Teachers have also been provided with a checklist of required documents needed for implementation of the RTI process. Teachers have also received the school-wide MTSS plan that aligns to Florida rules and statutes.

Attachments

Section 3: EDUCATIONAL PROGRAM IMPLEMENTATION

– No Attachments –

FINANCIAL PERFORMANCE

1. FINANCIAL MANAGEMENT

Section Evaluation		Final Rating
Meets the Standard	Lourdes Panizo, 11/19/19	Meets the Standard
Meets the Standard	Reynaldo Tunnermann, 11/20/19	

A. Explain how the charter school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.

The Governing Board has the ultimate responsibility to ensure that the School's finances are managed properly. The Board has contracted the services of an Education Services Provider (ESP), to assist the Board and the School Principal with the preparation and reporting of the School's finances. The School has established financial procedures to further safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the School on a monthly 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:

- a. Revenues, accounts receivable, and cash receipts
- b. Expenditures, accounts payable, and cash disbursements
- c. Budgeting and financial reporting
- d. Risk management
- e. School inventory & capital assets
- f. Student records
- g. 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 are 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 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 prepared in duplicate with one going to the vendor and the other remaining at the school on file in the Accounting Office. Any purchase order totaling more than the limit as set by the Board of Directors requires Board action.

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

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

Segregation of Duties relating to financial controls –

The school principal/administrator will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's

on-site administration/faculty and staff will report directly to the principal, who then reports to the Governing Board. The ESP, contracted by the board, will provide bookkeeping, and financial forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will be responsible for:

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

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.

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, 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.

Audit Findings

Somerset Preparatory Academy Charter Middle School received an audit finding for the 6/30/2016 fiscal year related to the allocation of salaries and benefits between schools located at the same site. Management implemented a procedure to properly allocate salaries and benefits between shared schools, and there have been no repeat observations.

For the 6/30/19 fiscal year, Somerset Preparatory Academy Charter Middle School received an audit finding related to the lack of a formal process for maintaining inventory of capital assets and reconciling to the trial balance. In response to this observation, the board identified a third party inventory management company to assist in reconciling the physical property at the school with the school's existing inventory schedule and trial balance. In

addition, an asset management software has been purchased in order to maintain inventory electronically thereafter. On a semi-annual basis, the inventory schedule shall be reconciled to the trial balance.

B. Explain how the charter school adheres to general-accepted accounting principles.

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 and a school fundraising account with an FDIC insured institution
- Record transactions managed by these accounts in a QuickBooks or similar program
- Reconcile monthly reports and bank statements and keep in monthly binders at the school
- Record and log all cash and checks received and deposit daily.
- Require dual signatures for all checks over \$2500.00, as established by the Board
- Prepare disbursement voucher packages at school-site as authorized by the Principal and submit to ESP with appropriate supporting documentation
- Make disbursements only to authorized/approved vendors
- Conduct physical property inventories at the beginning and end of every school year to safeguard fixed assets.
- Categorize, label, and record all fixed assets in an Inventory Log which is updated throughout the school year as items are purchased and disposed
- Follow the procedures for proper disposal and inventory as detailed in the Internal Accounting Manual and Accounting for Fixed Assets section of board's Financial Policies and Procedures
- Retain documents for a specified amount of time

C. Explain how the charter school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school's contract.

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 statute. A fixed asset schedule is maintained and reconciled with the General Ledger (Appendix N) on a semi-annual basis. Additionally, the school uploads an inventory report onto Charter.Tools on a semi-annual basis. The school monitors the Bond Technology inventory report for items received through the bond technology funding on a semi-annual basis, and uploads the report to Charter.Tools.

Attachments

Section 1: FINANCIAL MANAGEMENT

– No Attachments –

2. FINANCIAL VIABILITY

Section Evaluation

	Final Rating
Meets the Standard Cassandra Vallianos, 11/19/19	Meets the Standard

A. Explain how the charter school maintains a balanced budget and a positive cash flow.

Somerset Preparatory Academy Charter Middle School #5441 has maintained balanced budgets and positive cash flows over the past nine (9) years, as evidenced in the certified audited financial statements and notes thereto on file with the school district. The most recent 2019-2020 annual budget reflects a projected positive ending cash balance of \$655,158 for the year.

The Board reviews and approves a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School, along with the ESP’s Director of Budget, prepares a school-site budget, which include anticipated revenues and expenditures based on student enrollment. The Board reviews the budget and makes modifications as needed each board meeting (at minimum on a quarterly basis).

The Principal manages the day-to-day operations and site-based finances, including expenditures and receivables and seek prior approval from the Board for expenditures over a pre-approved amount (as per Board policy). The Principal reports at least quarterly to the Governing Board on the progress of the site-based budget and makes recommendations and seeks approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

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, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

B. Verify that the charter school’s financial obligations are in good standing.

Somerset has established sound financial procedures to safeguard their finances as detailed above. As such, Somerset’s financial obligations are in good standing in that the schools can sustain any unforeseen expenditures based on the current net balance and anticipated surplus.

C. Provide a detailed explanation for the sound and sustainable long-term financial plan for

the charter school.

The leadership at Somerset creates and maintains a balanced budget (as approved by the Board) in order to support the vision, purpose, beliefs and values, educational programs, and action plans for continuous improvement. Each school benefits from the support and scrutiny of several entities -- including the governing board, sponsoring local school district, Academica (who was selected by the governing board) -- to provide guidance and resources to assist the schools with fiscal responsibility and accountability on a long-term basis.

Long-term financial planning is also a component of Somerset's Strategic Plan that is analyzed and modified every 5 years. Long-term financial plans are included as objectives in the Strategic Plan to ensure that adequate funds are set aside to meet the needs of the schools on an ongoing basis.

As evidenced by the 2018 special purpose financial statements, Somerset Academy, Inc. has a total net asset balance of over \$73,966,168. Accordingly, it is anticipated that the school will continue to accumulate a surplus that will serve to increase the net asset balance of the entity. Somerset Preparatory Academy Charter Middle School #5441 has a combined surplus of over \$1,300,441 in reserve as part of their sustainable long-term financial plan as can be seen in the 2019 Audited Financials on file with FLDOE and BCPS.

Furthermore, as part of its sustainable long-term financial plan, the Governing Board has instituted sound business practices by establishing policies to ensure effective internal and external controls. Somerset Preparatory Academy Charter Middle School #5441 has, based on current enrollment trends, utilized the Revenue Estimate Worksheet for 2020-2021 (Appendix R) to forecast and create a Projected Five (5) Year Budget for 2021-2025 (Appendix Q). These measures will ensure the sound and sustainable long-term financial plan for school operations over the next five (5) years.

Attachments

Section 2: FINANCIAL VIABILITY

– No Attachments –

ORGANIZATIONAL PERFORMANCE

1. STUDENT ENROLLMENT AND CONDUCT

Section Evaluation		Final Rating
Partially Meets the Standard	Sean Brown, 11/21/19	Partially Meets the Standard
Meets the Standard	Marion Williams, 11/27/19	
Meets the Standard	Jill Young, 11/27/19	

In the narrative:

A.Explain if the charter school’s actual enrollment has been consistent with its projections.

- **If it has not been consistent, what measures has the charter school taken to increase student enrollment?**

Somerset Prep has been consistent with its projections in enrollment throughout the past 5 years. However, we have lost enrollment, specifically the 2019-2020 school year. We believe that this is due to the students not moving over from our 5th grade elementary, Somerset Neighborhood school. We have been diligent in working with our student centered master schedule to include all extra-curricular programming and elective courses that would meet the needs of our middle school students. Acceleration through the offering of higher-level math and science courses to those 8th grade students has been a priority. We have also expanded our variety of Industry Certification courses that students can benefit from at the middle school level. As a result, we are looking to bring back the enrollment in the next few years.

B. Provide the demographics of the community the charter school serves. Is the racial/ethnic composition reflective of the community or other public schools in the same school district?

The racial ethnic composition of the school’s student body reflects 0% Caucasian, 80.3% Black, 14.5% Hispanic and 5% are other races. As a point in comparison, the neighboring schools reflect different percentages in student body composition. At Somerset Prep, we compare closest to one (1) out of the five (5) schools higher in the Black and Hispanic categories, where we have the lowest white percentage than the other schools. See chart below with current demographic information for neighboring schools.

School	School Name	White	Black	Hispanic	Multi/

Number					Other
5441	Somerset Preparatory Charter Middle School	0	80.3	14.5	5.2
3911	New Renaissance Middle School	3.5	71.2	21.1	2.3
1881	Pines Middle School	49.4	37.6	8	4
1791	Apollo Middle School	33.5	45	14.2	7.3
3001	Walter C. Young	28.7	49.1	15.1	6.7
0861	Driftwood Middle School	23.5	51.7	17.2	7.4

C. Describe the charter school’s current enrollment procedures as defined in the charter school’s contract and in compliance with applicable law.

Somerset Prep implements enrollment procedures in compliance with applicable law and as described in the contract with the District. Any eligible student who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract 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 who is of the appropriate age for the corresponding grades. An open admissions procedure utilizing a “first come”, “first serve” policy, as required by the statute, unless the number of applicants exceeds capacity has been and will continue to be the standard used by the school. In each such case, all applicants shall have an equal chance of being admitted to the school through a random selection process in conformity with Florida’s Charter School Legislation. In case of a lottery, all students will be assigned a waiting list number should student seats become available or capacity increases. In addition, the school may give enrollment preference only as allowed by Florida State Law. For the years since its inception, evidence that the school implemented enrollment procedures properly is seen in the school’s Lottery procedures, the onsite evaluation report cards created by the District where it is acknowledged that policies and procedures have been developed and passed by the charter school, that parents and staff are aware of these policies, and that these policies are included in necessitated handbooks.

D. Describe the charter school’s plan to ensure a safe and secure environment.

Somerset Prep maintains a safe and secure learning environment. There have been very few incidents at the school and the appropriate corrective actions are taken to ensure the safety and security of the school and its students. In pursuant to state Senate Bill 7030 Somerset Prep has implemented many safety precautions We have secured the services of our local Law Enforcement Agency and have a full time, safe school officer on campus. Somerset Academy

Preparatory Charter Middle School incorporates all applicable and appropriate District-approved emergency efforts to maintain a safe school environment. The administrative team conducts ongoing trainings for all staff on safety protocols and emergency action plans for emergency situations. Procedures and plans are provided to teachers and the staff through the faculty handbook and during faculty meetings.

The school has adopted an active assailant response plan and ensures staff have participated in Youth Mental Health First Aid training or Kognito Mental Health. The administrative team has also participated in Behavior Threat Assessment trainings through Broward Schools. In addition to the mandatory School Resource Officer, we have also increased campus surveillance by adding more cameras to cover all areas of the building, including the inside of the classrooms. As usual, we are continuing to conduct our monthly fire drills and our bi-annual evacuation drills. Our school operates with a single point of entry into our building which is locked and requires visitors to be buzzed into the main office. Once buzzed in, visitors must present a governmental issued form of identification which is run through our check-in system. All visitors must then be issued a Visitors Pass at check-in and before entering any student hallways, of course, always with a staff escort. We have several staff members available outside during dismissal to ensure that students enter their vehicles safely and to ensure student safety.

All reporting requirements from the Office of Safe Schools, including: School Environmental Safety Incident Reporting (SESIR) and Florida Safe Schools Assessment Tool (FSSAT) are utilized. All procedures of Broward District Public Schools are followed utilizing the Broward County Public Schools Code of Conduct and BCPS Discipline Matrix as a guide. Student discipline referrals and outcomes are entered in TERMS pursuant to District requirements.

Mental Health as well as social/emotional support is another important factor to ensuring a safe and secure learning environment. All of our teachers and staff have been trained in Youth Mental Health First Aide. In addition, our guidance counselor is easily accessible and readily available to support the social and emotional well-being of our students. Our guidance counselor has begun to do group as well as individual sessions for students who are struggling socially or emotionally.

With all of these efforts, we feel that we have created a very safe and secure learning environment at Somerset Prep.

Attachments

Section 1: STUDENT ENROLLMENT AND CONDUCT

– No Attachments –

2. FACILITIES

Section Evaluation

	Final Rating
Meets the Standard Victoria Stanford, 11/26/19	Meets the Standard

In the narrative:

A. Explain how the charter school’s facilities comply with applicable laws and codes.

The facility has an adequate number of classrooms designed to meet or exceed all pertinent classroom design standards. The facility also includes the following uses: lunchroom and/or multi-purpose spaces, library/media-lab, restrooms, and administrative offices. The facility complies with the Florida Building code pursuant to Section 1013.37, Florida Statutes, and with applicable state minimum building codes pursuant to Chapter 553, Florida Statutes, and state minimum fire protection code pursuant to Section 633.025, Florida Statutes as adopted by the authority in whose jurisdiction the facility is located. Since the school opened, evidence of compliance with applicable facilities laws is seen in the onsite evaluative reports created by the District where it is acknowledged that the school facilities are conducive to a good learning environment.

A. Explain how the charter school complies with applicable health and safety laws.

Somerset Prep complies with applicable health regulations as evidenced by the inspection reports on file. The school stays current on all health inspections. Fire drills as well as the required code red drills are conducted and logged on a monthly basis in compliance with the law. Copies of these drills are also provided to the BCPS Charter School Office using the charter tools platform. Evacuation plans are available and are planned to ensure the safe evacuation of all persons from all areas of the school. Evacuation drills as well as tornado drills are conducted once per semester and submitted on the charter tools platform as well. Since the school opened, evidence of compliance with applicable health and safety laws is seen in the onsite evaluation reports from the health department which are on file. In addition, the district has noted compliance during the annual on-site monitoring visit where it is acknowledged that that school has records of all facility inspections on file and that building, fire and safety inspections are on file.

Attachments

Section 2: FACILITIES

– No Attachments –

3. GOVERNANCE, STAFF AND PARENTS

Section Evaluation

	Final Rating
Meets the Standard Khandia Pinkney, 11/6/19	Partially Meets the Standard
Partially Meets the Standard Maria Yen, 11/14/19	
Meets the Standard Aneatra King, 11/22/19	
Meets the Standard Debbie-Ann Scott, 11/25/19	
Meets the Standard Brenda Santiago, 12/2/19	

In the narrative:

A. Explain how the charter school implements the governance structure as defined in the school's contract.

Somerset Prep utilizes a governance and leadership system that promotes student performance and system effectiveness. The governing board of Somerset Inc. is responsible for the affairs and management of the school and provides continuous oversight of school operations. The Board is committed to the mission of the school and is cognizant of their responsibility to effectively and properly manage public funds. The school implements the governance structure as defined in the Charter contract, By Laws and Articles of Incorporation. In addition, the governing board has contracted with Academica Corporation, an educational service and support organization, to provide the school with: fiscal compliance and support, legal guidance, insurance compliance, human resource support and management, fiscal plant acquisition, maintenance and support, and guidance in federal, state and local regulations.

Board Roles & Responsibilities:

Somerset Prep's governing board develops policies and procedures that promote the effective operation of the school that include clearly defined lines of authority, relationships and accountability which support the vision, purpose, beliefs and goals of the school as defined in the school's contract. It is the governing board's role to review, amend and establish new policies for the school at each meeting that are reviewed annually. This allows the governing body to exercise continuous and effective oversight of the school's operations. The Governing Board establishes the school's hierarchy of authority, defines rules and regulations required of all staff in the performance of their job, outlines benefits, and provides for evaluation of mentoring of all staff members. The educational administration team provides the Governing Board with the school's policy manual each year for adoption at the annual board meeting. The adoption of the school policy manual by the governing board does not provide interference to the school administrative team in the accomplishments of its goals. The governing board is provided with the orientation and training when they obtain their position and annually, when needed. The training is in compliance with the Florida State Department of Education and is procured by an approved state vendor.

The Governing Board for Somerset Prep oversees business operations and sets policies for all the charter schools that fall under its domain. At each meeting, the budget – expenditures and invoices – is reviewed and adjusted as needed to ensure that a balanced budget with a reserve is achieved at the end of each academic school year. The board also establishes and monitors work policies and procedures to ensure effective operation of each school, and promotes data analysis. The conclusions from the data obtained are analyzed, and through team collaboration with school administrators, plans are developed to drive continuous student growth. The principal reports to the governing board at each quarterly scheduled public meeting and at special public meetings called throughout the year. Each school has its own operations manual and handbooks for the teachers, students and parents that set guidelines for the day-to-day operations of the school. These manuals/handbooks, and their updates, are reviewed and approved by the governing board.

Somerset Prep's principal and governing board work as a collaborative team to maintain high achievement, outstanding performance and to ensure that each Somerset Prep student will meet or exceed proficiency. Dialogues between governing board members and administrative staff occur at governing board meetings. The governing board provides guidance, insight and direction with assistance from the educational service and support provider (Academica). Together, Somerset Prep stakeholders focus on school programs, plans and policies to remove obstacles that may affect student and teacher safety and performance.

B. Provide an explanation or verification of how the charter school complies with state Sunshine Laws and laws governing public records.

The Board meets regularly, as required by State law and the Charter. The Board adopts a meeting schedule of its annual, quarterly and special meetings in compliance with provisions of state laws, its Charter contract and corporate bylaws. The Board complies with the state Sunshine Laws and laws governing public records. All meetings are open and accessible to the public, notice of which is posted at the school site, as well as on the school's website, a minimum of five days in advance of each meeting. All attendees are provided an opportunity to receive information regarding the charter school's operation. Meeting agendas are made available for all meetings. Meeting minutes, budgets, and audited financial reports are posted on the school's website. In addition, time is allotted at each meeting for public input. The Governing Board members participate in the Florida Consortium of Charter Schools Board Governance Training as required by the State of Florida Department of Education. All public records are kept as required by law. In the event a public records request is made, the school responds acknowledging the request in a timely manner and produces the records in accordance with applicable law.

Evidence of compliance with applicable governance laws is seen in monitoring the onsite evaluation reports created by the district where it is acknowledged that there is a record kept of board meetings and that the charter board has by-laws regarding how they function as a governing body.

C. Employment/Staffing

- **Explain how the charter school employs instructional staff that meets state and federal qualifications.**
- **Explain the system that the charter school uses for teacher and administrator evaluations.**
- **Provide the approved and adopted pay for performance plan and salary schedule.**

The school employs instructional staff that meets state and federal requirements. All educational staff are required to hold a Bachelor's Degree or higher in their field and have State Certification for the required position. The school's certification annual self-audit displays the staff roster and the qualifications of the educational staff. At the school, there is a record kept of teaching certificates for all teachers, original college transcripts and any out-of-state certificates.

The purpose of Somerset Prep's teacher evaluation system is to increase student learning growth by improving the quality of instruction. The system is founded on a core of effective practices that have been strongly linked to increased student achievement and include the Florida Educator Accomplished Practices, the Florida Consortium Observational Tool and the requirements of Florida Statute 1012.34. Somerset Prep has opted to utilize the state approved Florida Consortium Teacher Evaluation Model. This model and the observation instruments are linked directly to effective teaching practices and the Florida Educator Accomplished Practices.

It is the governing board's role to determine the effectiveness of its administration. Each Principal is evaluated at least once a year in accordance with F.S. 1012.34. The Governing Board uses the Florida Consortium School Leader Evaluation Model to evaluate the administrators from the school. It is then the role of each principal to determine the effective of her teacher performance, and student achievement and report his/her findings to the governing board. The Florida School Grades and state reports of learning gains and proficiency are useful tools in evaluating the schools overall effectiveness. The current pay for performance plan and salary schedule is on file for review.

D. Demonstrate how the charter school has and is effectively involving parents in its programs as defined in the school’s contract or prior application.

Parents are provided with opportunities for involvement in the schools operations. Parent and community in school matters continue to be a fundamental and required part of the philosophy and operation of Somerset Prep as it states in the Student/Parent Contract. The school ensures that parents, teachers, community members and other stakeholders are actively engaged in the design and implementation of the school’s mission. Community leaders and parents are urged to become valuable stakeholders at the school level along with staff, and are also encouraged to assist in developing the school improvement plan. Volunteer hours help guarantee that parents are committed to making Somerset Prep a success, while ensuring their child’s accomplishments in school. Evidence of compliance with parental involvement is seen on the website and in the completion of volunteer commitment. It is also reflected in the attendance during SAC meetings, parent workshops, school events and out of school functions. Parents are involved in the school’s programs through monthly parent activities that begin early in the year with our Annual Title I Public Meeting. This meeting informs parents of the components of the Title I program and gives them information around curriculum and assessments. Additionally, a big piece of the meeting was to recruit parents to become part of the school’s decision-making process by attending our SAC meetings, and all of our family nights. Our goal is to combine some of these nights with the SAC meetings so that we can have more participation and input around the decisions made for school improvement, parent support and the use of funds for Title I. Parents have the opportunity to attend several events/activities throughout the year which offer them the opportunity to be involved in the decisions making process and the resources received. There is also an ongoing conversations around the School Improvement Plan during SAC. Somerset Prep consistently sends information about all of the activities the parents can participate in to get involved in the decision-making process of the school through Remind, a mobile messaging platform, that includes the dates and times of all of the meetings or family nights that will be occurring. Additionally, we send out Parent Links to keep the parents informed of important events or information that tis necessary for them to know.

Attachments

Section 3: GOVERNANCE, STAFF AND PARENTS

– No Attachments –

ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

Section Evaluation

Final Rating

Attachments Added Rhonda Stephanik, 12/3/19

Attachments Added

Attachments

Section 1: ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1.1	B. FSA 2019 Part 4	Guillen, Athena, 11/1/19 8:07 PM	PDF / 4.711 MB
1.2	B. FSA 2016 Part 3	Guillen, Athena, 11/1/19 8:07 PM	PDF / 5.334 MB
1.3	B. FSA 2017 Part 2	Guillen, Athena, 11/1/19 8:06 PM	PDF / 7.937 MB
1.4	B. FSA 2018 Part 1	Guillen, Athena, 11/1/19 8:06 PM	PDF / 4.262 MB
1.5	C. 2019 EOC GRADE 7 Part 6	Guillen, Athena, 11/1/19 8:05 PM	PDF / 671.511 KB
1.6	C. 2019 EOC GRADE 8 Part 5	Guillen, Athena, 11/1/19 8:05 PM	PDF / 584.909 KB
1.7	C. EOC 2016 GRADE 7 Part 4	Guillen, Athena, 11/1/19 8:04 PM	PDF / 690.269 KB
1.8	C. EOC 2016 GRADE 8 Part 3	Guillen, Athena, 11/1/19 8:04 PM	PDF / 477.327 KB
1.9	C. EOC 2017 GRADE 7 Part 2	Guillen, Athena, 11/1/19 8:03 PM	PDF / 684.302 KB
1.10	C. EOC 2017 GRADE 8 Part 1	Guillen, Athena, 11/1/19 8:03 PM	PDF / 482.569 KB
1.11	D. AMO Standards	Guillen, Athena, 11/1/19 6:52 PM	PDF / 736.165 KB
1.12	E. FLDOE School Grade (Prior 5 Years)	Guillen, Athena, 11/1/19 6:52 PM	PDF / 1.895 MB
1.13	F. FLDOE Report Card	Guillen, Athena, 11/1/19 6:48 PM	PDF / 1.899 MB
1.14	H. Early Warning Systems Data	Guillen, Athena, 11/1/19 4:45 PM	PDF / 1.143 MB

1.15	I. Summary of Progress Monitoring Part 5	Guillen, Athena, 11/1/19 4:23 PM	PDF / 9.998 MB
1.16	I. Summary of Progress Monitoring Part 4	Guillen, Athena, 11/1/19 4:23 PM	PDF / 975.741 KB
1.17	I. Summary of Progress Monitoring Part 3 Most Recent Results AP1	Guillen, Athena, 11/1/19 4:05 PM	PDF / 417.277 KB
1.18	I. Summary of Progress Monitoring Reports Part 2	Guillen, Athena, 11/1/19 4:02 PM	PDF / 8.903 MB
1.19	I. Summary of Progress Monitoring Reports Part 1	Guillen, Athena, 11/1/19 3:52 PM	PDF / 9.417 MB
1.20	N. Fixed Asset Report Reconciled with General Ledger	Guillen, Athena, 11/1/19 3:50 PM	PDF / 3.422 MB
1.21	O. Financial Corrective Action Plan	Guillen, Athena, 11/1/19 3:49 PM	PDF / 728.255 KB
1.22	Q. Projected Five (5) Year Budget 2021-2025 (Tab)	Guillen, Athena, 11/1/19 3:49 PM	XLSX / 603.942 KB
1.23	R. Revenue Estimate Worksheet for 20-21 (Tab)	Guillen, Athena, 11/1/19 3:48 PM	XLSX / 603.943 KB
1.24	S. Student Enrollment Reports Part 2	Guillen, Athena, 11/1/19 2:28 PM	PDF / 229.487 KB
1.25	S. Student Enrollment Reports Part 1	Guillen, Athena, 10/31/19 7:37 PM	PDF / 396.361 KB
1.26	W. Sample of School Newsletters Requesting Parent Involvement Part 3	Guillen, Athena, 10/31/19 7:36 PM	PDF / 274.942 KB
1.27	W. Sample of School Newsletters Requesting Parent Involvement Part 2	Guillen, Athena, 10/31/19 7:36 PM	PDF / 686.306 KB
1.28	T. DISCIPLINE REPORTING (Each Category, Prior 5 Years)	Guillen, Athena, 10/31/19 7:10 PM	PDF / 3.622 MB
1.29	U. Government Board Member Training Certificates Part 2	Guillen, Athena, 10/31/19 7:08 PM	PDF / 402.182 KB
1.30	U. Government Board Member Fingerprint Records Part 1	Guillen, Athena, 10/31/19 7:07 PM	PDF / 255.68 KB
1.31	V. Certification Self Audit	Guillen, Athena, 10/31/19 7:06 PM	PDF / 485.167 KB
1.32	W. Sample of School Newsletters Requesting Parent Involvement Part 1	Guillen, Athena, 10/31/19 7:02 PM	PDF / 243.153 KB
1.33	X. Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in Approved Plan	Guillen, Athena, 10/31/19 6:59 PM	PDF / 102.807 KB

1.34	Y. Pay for Performance and Salary Schedule Documentation 2019-2020	Guillen, Athena, 10/30/19 6:56 PM	PDF / 98.809 KB
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Recommendation

School Name:	Somerset Preparatory Charter Middle School
Primary Contact:	Athena Guillen
Submission Date:	November 1, 2019
Recommendation Date:	February 3, 2020
Recommended By:	Rhonda Stephanik
Charter Status:	Granted

Based on the review and evaluation of Somerset Preparatory Charter Middle's Renewal Program Review, the Superintendent's Charter School Review Committee is providing to the Superintendent an approval for a five-year renewal of the school's charter agreement. The Superintendent will provide the approval to The School Board of Broward County, FL for final consideration.