

2019-2020 Charter Renewal Program Review

Charter Renewal Application #000452

**Somerset Preparatory Academy Charter School At North
Lauderdale**

Location Code: 5003

Submitted To:

Broward County Public Schools
Charter Schools Management/Support Department
Broward County Public Schools
600 SE 3rd Ave.
Fort Lauderdale, FL 33301

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Submitted By:

Donyale McGhee

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1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

GENERAL

A. School Information

School Type: **Elementary / Middle**
 Grade Levels: **[K, 1, 2, 3, 4, 5, 6, 7, 8]**
 School District:
 Neighborhood / Community:
 Organization Type:
 Sponsoring Entity: **Non-profit Organization**
 Address: **7101 Kimberly Blvd North Lauderdale, Florida 33068-2388**
 Phone: **(954) 718-5065**
 Fax: **(954) 718-5066**
 Web Site:
 Calendar Type: **- 180 instructional days**
 Educational Service Provider: **(None)**

B. Primary Contact Person

Name: **Donyale McGhee**
 Mailing Address:
 Mobile Phone: **786-853-9854**
 Alternate Phone: **954-718-5065**
 Email: **dmcghee@somersetprep.com**
 Current Employer:

C. Attendance Projections

Grade Level	Year 1 Enrollment		Year 2 Enrollment		Year 3 Enrollment		Year 4 Enrollment		Year 5 Enrollment	
	Min.	Max.								
K	51	54	69	72	69	72	69	72	51	54
1	69	72	51	54	69	72	69	72	69	72
2	69	72	69	72	51	54	69	72	69	72
3	69	72	69	72	69	72	51	54	69	72
4	85	88	85	88	85	88	85	88	85	88
5	85	88	85	88	85	88	85	88	85	88
6	107	110	107	110	107	110	107	110	107	110
7	107	110	107	110	107	110	107	110	107	110
8	107	110	107	110	107	110	107	110	107	110
Total	749	776								

D. Board Members

Name	Title	Contact Information	Current Employer
Concepcion, David	Board Member	P: 786-393-4455 M: E: dconcepcion@somersetacademyschools.com	
Cox, Brian Matthew	Board Member	P: M: E: kmallon@academica.org	
Diaz, Ana	Board Vice Chairperson	P: 786-393-4455 M: E: adiaz@somersetacademyschools.com	
Esquijarosa, Jennifer	Board Member	P: 786-393-4455 M: E: jesquijarosa@soemrsetacademyschools.com	
German, Todd	Board Chairperson	P: 786-393-4455 M: E: tgerman@somersetacademyschools.com	
Kimmel, Bernard	Board Member	P: M: E: kmallon@academica.org	
marin, Louis	Board Member	P: 786-393-4455 M: E: lmarin@somersetacademyschools.com	
McGhee, Donyale	Emergency Contact	P: 954-718-5065 M: 786-853-9854 E: dmcghee@somersetprep.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

Complete

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
ACADEMY CHARTER SCHOOL AT NORTH LAUDERDALE

CHARTER SCHOOL LOCATION NUMBER: 5003 GRADES SERVED: K-8
DATE: 10/1/19

This School has been designated a High Performing Charter School pursuant to s. 1002.331,
Florida Statutes.

This School has been designated a School of Excellence pursuant to s. 1003.631, Florida
Statutes.

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: DONYALE F. MCGHEE

TITLE/RELATIONSHIP TO NON-PROFIT: PRINCIPAL

MAILING ADDRESS: 7101 Kimberly Boulevard, North Lauderdale, FL 33068

PRIMARY TELEPHONE: (954) 718-5065

ALTERNATE TELEPHONE: (786) 853-9854

E-MAIL ADDRESS: dmchgee@somersetprep.com

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.

_Donyale F. McGhee_____

_____Principal_____

Printed Name

Position/Title

Donyale F. McGhee_____
2019_____

_____November 1,

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 Joe Luechauer, 11/12/19
- Complete Sean Brown, 11/19/19
- Complete Cecilia Zereceda, 11/19/19
- Complete Allisyn Axelrod, 11/19/19
- Complete Terri Coyle, 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 Sarah Decotis, 11/22/19
- Complete Tanya Hutkowski, 11/24/19
- Complete Ann-Marie Evans, 11/25/19
- Complete Celina Chavez, 11/25/19
- Complete Leyda Sotolongo, 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

Complete Rhonda Stephanik, 12/3/19

With a population of over 44,391 residents, North Lauderdale, Florida is a small city, rich in diversity, in the center of Broward County. The city is a suburb of Ft. Lauderdale, and while it is only five square miles, it is growing and developing inward, with beautification projects, community events, and a family-oriented atmosphere.

Situated right at the center of North Lauderdale, **Somerset Preparatory Academy Charter School at North Lauderdale Campus (SPNL)** is home to over **1,056** mighty *Hurricanes*.

Founded in 2010, The campus currently serves students in Kindergarten thru 12th grade utilizing a **K–8, 9–12** grade-level configuration, 759 in Grade K-8 (MSID# 5003), and 297 in grades 9-12 (MSID# 5006). Located on a beautiful, closed campus, Somerset Preparatory Academy Charter School at North Lauderdale offers a continuum of service options to help struggling learners and challenge advanced students alike. Students enjoy a full range of academically challenging and culturally enriching co-curricular and extra-curricular activities. The student body is culturally diverse with a population for K-8 of 1.3% White, 26.1% Hispanic, 66.1% African-American, 3.4% Multi-cultural, and 3.1% of other nationalities. This population also consists of 99% Economically Disadvantaged students, 13.3% English Language Learners and 7% Students with Disabilities.

Accreditation

Somerset Preparatory Academy Charter School at North Lauderdale is accredited by the Southern Association of Colleges and Schools and holds membership in the College Board.

Academic Schedule

The elementary grades have an academic program that commences with 90 minutes of reading and phonics instruction. The day continues with 90 minutes of mathematics instruction and lastly, 30 minutes of writing enrichment. Students also attend special elective courses on a rotation. These constitute science, technology, performing arts and physical education, in addition to their daily 30 minutes of recess. The middle schools' academic program is organized on a rotating block schedule. Students are assigned eight credits per year as the maximum course load; students take four classes on an alternating block schedule that meet for 90 minutes each. Annual credit classes are year-long and semesterized courses one semester (half of the year).

Curriculum

In alignment with Broward County Public Schools, Somerset Preparatory Academy Charter School at North Lauderdale adheres to the district comprehensive reading plan and state curriculum requirements

Students may utilize the acceleration options listed below to pursue a more challenging program of study or to accelerate entry into postsecondary institutions or vocations of their choice. There are several provisions whereby students may accelerate their graduation or take additional

courses for college credit prior to high school such as the Scholastic Academy for Middle Schoolers.

Social Emotional Learning

In alignment with Marjory Stoneman Douglas Public Safety Act, Somerset Preparatory Academy Charter School at North Lauderdale has also implemented Sanford Harmony, a CASEL SElect program. Implementing Sanford Harmony as our Social Emotional Learning Curriculum helps with some of the social and emotional barriers that are preventing our students from succeeding due to their economic and household situations, while also encouraging positive interactions and relationship building. It helps students learn and apply the necessary problem-solving skills, as well as to embrace diversity to help them through to adulthood.

Supplemental Educational Services

Free tutoring services offer students extra help in academic subjects such as reading, language arts, mathematics, and science. These services are provided outside of the regular school day—after school, on weekends, or in the summer.

Extracurricular Activities

In addition to offering a broad curriculum, Somerset Preparatory Academy Charter School at North Lauderdale also encourages students to become well-rounded scholars by participating in service learning and extracurricular activities. Our school offers a variety of varsity and junior varsity sports, clubs, and activities. These include:

5000 Role Models (Formerly Boys to Men)	Volleyball
Ladies of Elegance Mentoring Group	Basketball
Elementary Basketball	Soccer
First Priority	Track & Field
National Elementary Honor Society	Competitive Cheerleading
National Junior Honor Society	Science Club

Majorette Dance

Step Team

RISE (Real Inspiration for Student Empowerment) Club

Elementary Cheerleading

Attachments

Section 1: Executive Summary

– No Attachments –

EDUCATIONAL PERFORMANCE

1. FEDERAL AND STATE ACCOUNTABILITY

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

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

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

Somerset Preparatory Academy Charter School at North Lauderdale (5003) has not been identified for School Improvement as it earned a “B” in the 2018-2019 school year.

Over the years, Somerset Preparatory Academy Charter School at North Lauderdale has worked diligently to ensure that the students are performing and improving in the state standardized assessments by implementing a multitude of systems to continuously increase learning gains and the level of achievement for the students. Somerset Preparatory Academy Charter School at North Lauderdale follows the Florida Standards for ELA & Math as well as the Next Generation Sunshine State Standards for Science & Social Studies. In alignment with Broward County Schools, our Reading curriculum includes Houghton Mifflin Harcourt Journeys for ELA & Writing for Kindergarten through 5th Grade and Houghton Mifflin Harcourt Collections as the curriculum for grades 6-8. For the Reading/ELA interventions, Somerset Preparatory Academy Charter School at North Lauderdale uses the Journeys Reading/Literacy Toolkit as well as the I-Ready Toolkit. For Mathematics, the Houghton Mifflin Harcourt Go Math series is in place as the core curriculum for K-8 grade which also includes intervention materials as well. In addition, the I-Ready toolkit is also available for the teachers for the mathematics interventions, as well. Following the Broward County directive, Somerset Preparatory Academy Charter School at North Lauderdale incorporates the Social Studies and Science standards into the Reading block as often as possible and the reading standards into the Science and Social Studies classes as well. In 2016-2017, the school implemented the Benchmark Assessment System (BAS) Running Record across K-5 grade levels to have consistency in the school when calculating Reading levels. These levels helped teachers to begin meeting the needs of individual students in alignment with Policy 6000.1 and the promotion criteria. With the adoption of this assessment, teachers attended district professional developments on how to use this data to group their students with the purpose of instructing them on their reading level and a goal of closing the achievement gap. Additionally, for the past 2 years, we have used USA Test Prep which covered Reading, Math, as well as Social Studies and Science EOC courses from third grade and up. This

program has served as a valuable tool for data collection, progress monitoring and have proven throughout the past 5 years to have direct correlation to the state standardized exams. For our ELL population, the text to speech features are enabled on USA Test Prep as well as heritage language assistance to ensure the needs of the mentioned students are met. We have also added Imagine Learning for our first year ELL students. The program helps bridge the gaps between students' independent learning levels and current grade level expectations while still catering to their specific needs as ELLS. For Reading support in the past 5 years, we have used BAS, I-Ready and FAIR, in alignment with the district Comprehensive Reading Plan, as well as USA Test Prep and Read Theory for additional support. Although all of these programs were successful in many cases, for the current school year, Somerset Preparatory Academy Charter School at North Lauderdale has decided to focus on one technological aid to meet the needs of our learners and provide us with consistent progress monitoring data that was specific and individualized to each student – I-Ready. I-Ready is known to be successful in closing the achievement gap for many schools and is really a comprehensive program that the school can consistently use across all grade levels, K-8. This program can now address the needs of our diverse learners including the needs of ESE, ESOL and Gifted students as well. Students work at their own level of understanding based on the Diagnostic assessment and as they make improvements, the level of understanding increases at their pace. Additionally, this program also has a teacher toolkit. Teachers are provided several different reports which guide them on what skills the students specifically need and how to group the students in the classroom. The toolkit will then give them the additional resources necessary to re-teach certain skills that the students are not performing well on. We plan to continue using this in the years ahead to create consistency among the grade levels and to track student progress. The needs of our ELL students and SWD are also met through interventions and supplemental material. Our first year ELL students receive similar support through the use of Imagine Learning. The implementation of Imagine Learning in Grades K-5 is in alignment with the requirements of the Broward County Public Schools and provides individualized practice and support to the students. ELL students are also provided with and use subject specific glossaries and pull-out services to provide supplemental assistance in their heritage language. SWD receive similar pull-outs to provide students with supplemental small-group instruction to help them succeed academically. Accommodations are also provided to these students inside of the classroom to meet their individual needs in accordance with their Individualized Education Plan. Our Gifted students receive enrichment within the classroom setting using the enrichment components provided by the core curriculum: Journeys, and Go Math.

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

School Data Analysis – 2014-2019

Category	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
School Grade	C	C	C	C	B
Reading Achievement (Level 3 or above)	40%	34%	32%	41%	42%

Reading Learning Gains	N/A	43%	49%	55%	49%
Reading Learning Gains- Lowest 25%	N/A	43%	55%	51%	45%
Math Achievement (Level 3 or above)	37%	37%	47%	53%	50%
Math Learning Gains	N/A	52%	62%	59%	54%
Math Learning Gains- Lowest 25%	N/A	49%	60%	53%	54%
Science Achievement	39%	33%	21%	26%	33%
Social Studies Achievement	59%	55%	74%	78%	79%
Middle School Acceleration	82%	83%	84%	47%	78%

AMO targets were discontinued, the last year this was in place was the 2013-2014 school year. Effective 2014-2015 school year with the start of the FSA, the state did not provide learning gains to assess the guidelines that were in place with AMO. Although there was no AMO target, the school has continued to work on student growth and improving the school grade. During the past 5 years, the student population has remained rather consistent, maintaining Title 1 status with a population of economically disadvantaged families above 90%, fluctuating slightly above and slightly below 95%. In the last 4 years that we have been able to receive learning gains percentages for FSA, we have seen steady learning gains in both reading and math, averaging 49% and 57% respectively. Learning gains have continued to be an area of focus as our student population needed academic support.

In 2015-2016, Somerset Preparatory Academy Charter School at North Lauderdale implemented a push-in /pull-out initiative with interventionists for additional support. The focus remained on literacy as student performance data indicated that literacy was a weakness amongst our

students. We have continued this strategy with more support being provided across the grades, and in other subject areas as well. After analyzing data year to year through the charter term, it is evident that an area in need of improvement remains in our SWD and ELL population which have both increased in numbers over the past 5 years.

Throughout the charter term, we have held professional developments with the staff, in-house, regarding ESE and ESOL strategies; these have typically been held during pre-planning week with a refresher PD in the second semester. This year and going forward, we have been asking the staff to also attend PDs provided by Broward County. We have a new ESE/ELL specialist who began with us the summer of 2019 whom has provided much support for our faculty. One of the main goals at Somerset Preparatory Academy Charter School at North Lauderdale is to ensure that our ESE and ELL students' needs are met with fidelity so that they may be successful in all areas of their life. For our ESE students, we work diligently to create an environment of trust and self-worth. Teachers spend time building effective relationships with these students to build on their areas of strength and make them comfortable learning and growing. They take the time to break down instructions to students in manageable tasks, use multi-sensory strategies, use voice and music, limit distractions, and provide students multiple opportunities to be successful. A key component that is implemented at Somerset Preparatory Academy Charter School at North Lauderdale for ELL students' success, is validating their language and culture. We find ways to show our ELL students how much we value them and their families. To help our ELL students succeed, we require our teachers to use visual aids during instruction, allow students to work more with their peers and in groups, incorporate culturally rich vocabulary, allow scaffolding in their native language. In order to meet the needs of students identified as the lowest 25%, we provide after-school tutoring for those students that focus on the student's specific need regarding the targeted reading skill for that week in accordance with the Instructional Focus calendars. Many of these students receive additional support through RTI. Our teachers fold in specially designed intervention for these students through small-group instruction to help meet the needs of the students in our lowest 25%. Additionally, in alignment with Marjory Stoneman Douglas Public Safety Act, we have also implemented Sanford Harmony as our Social Emotional Learning Curriculum to help with some of the social and emotional barriers that are preventing our students from succeeding due to their economic and household situations, while also encouraging positive interactions and relationship building. We have integrated home language support for all the students in the classrooms for the major languages in our school which are Spanish and Haitian Creole. We will continue providing this support going forward into the new contract term.

Another school improvement initiative that we have refined over the last 2 years is the Multi-Tiered System of Support. For the past 5 years, we have made a big shift not only in the collection of the data, but the importance of data analysis and how it is used to drive the instruction in the classroom to meet the needs of all students. This initiative began with teachers and administration meeting monthly to discuss the data collected by each grade level team via our progress monitoring assessments, which we call SDAs (Stop, Drop, and Assess). Teachers were required to assess the students on a bi-weekly schedule and analyze the strengths and weaknesses of each assessment. Additionally, as a team, they came up with the next steps to re-teach or improve the areas of growth. The final step was to determine which students were proficient, on the bubble or in need of intervention. Although we have monitored this data in the past 5 years on paper through the teachers, for the last 2 years, we have begun to track this data using BASIS, which has allowed us to document our services and data and serve as a one-stop-shop for our MTSS/Rtl tracking. For 2019-2020 school year, we have an Rtl Designee whom now conducts meetings with administration, the teachers and presents this information so that, as a CPS team, we can determine which students continue to land in the intervention range. At that point, the CPS

team makes the decision regarding which students need to be placed on Rtl, if any students can be removed from Rtl, or if any need to change tiers. This year, the implementation of I-Ready has been extremely beneficial in helping track student progress and determining who needs extra interventions. It is also assisting in bridging the students' academic gaps. We have established a dedicated MTSS team and developed a more streamlined MTSS/Rtl program this year. We have been using I-Ready, and BAS as intervention screeners to determine which students need intervention and what the specific academic area of need is. Our teachers were trained in the I-Ready program and how to pull materials that specifically support those students and what they need. They are also currently using the Journeys Reading Toolkit this year for intervention. For our Gifted students, we have created grade-level sections to ensure that instruction is designed to provide enrichment. We have assigned an instructor who holds a Gifted Endorsement to spearhead the gifted program at our school. Additionally, we have established a Scholastic Academy wherein academically eligible students who consistently perform above mastery on standardized assessments are placed on an advanced academic track. The advanced track, if completed, will conclude with the gifted students earning from 4 to 10 high school credits including core and elective classes. We are looking into Professional Development Opportunities for our teachers revolving around Gifted education. For the past 5 years, we have implemented after school tutoring in both fall and spring as supplemental support to improve student mastery. This tutoring targets our lowest 30% in the fall and our bubble students, the students who were just below the proficiency level, in the spring. The tutoring services provide instruction twice per week in each area, Reading and Math.

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).

- Include data and a data analysis for each of the subgroups your school serves.
- Discuss programs implemented to address subgroup deficiencies and gap skills.

Reading Performance by Subgroup:

5003 - Surrounding Schools FSA Reading and EOC

Proficiency Comparison by Demographics (Level 3 or above)

School Number	School Name	White	Hispanic	Black	Two or More Races	Asian	Pacific Islander	American Indian	Not Rep
5003	Somerset Prep North Lauderdale	43.8%	39.3%	41.0%	50.0%	**.*	.	**.*	**.*

2231	North Lauderdale Elementary	20.0%	25.0%	27.2%	18.2%	**.*	**.*	.	**.*
2691	Morrow Elementary School	**.*	53.3%	32.3%	**.*	**.*	.	**.*	**.*
5171	Imagine North Lauderdale	**.*	43.2%	32.7%	.	**.*	.	.	**.*
0811	Broadview Elementary School	56.7%	50.0%	43.4%	**.*	92.9%	**.*	**.*	.
2811	Pinewood Elementary School	**.*	52.8%	63.3%	**.*	**.*	.	.	**.*

English Language Arts Assessment Proficiency by SubGroup

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Total Students	39%	33%	32%	41.2%	41.9%
Economically Disadvantaged	36%	32%	31%	41.6%	42.8%
English Language Learners	21%	11%	18%	33.6%	34.5%
Students with Disabilities	0%	18%	7%	13.3%	7.9%

<u>ELA % Proficiency & Learning Gains</u> <u>School Comparison by Subgroup</u>		<u>2017-18</u>									
		White		Black		Hispanic		SWD		ELL	
School#	School Name	Prof.	LG	Prof.	LG	Prof.	LG	Prof.	LG	Prof.	LG
5003	Somerset Preparatory Charter N. Lauderdale	50	63	40	53	42	61	13	43	34	54
2231	North Lauderdale Elementary	**	**	41	56	42	45	23	50	37	44
2691	Morrow Elementary School	**	**	39	42	48	35	5	12	34	29
5171	Imagine North Lauderdale	**	**	35	57	47	62	11	50	43	75
811	Broadview Elementary School	38	50	35	55	47	52	13	39	37	47
2811	Pinewood Elementary School	**	**	60	70	59	61	48	71	40	57
	Prof.=Proficiency LG=Learning Gains										
		<u>2018-19</u>									
		White		Black		Hispanic		SWD		ELL	
School#	School Name	Prof.	LG	Prof.	LG	Prof.	LG	Prof.	LG	Prof.	LG

5003	Somerset Preparatory Charter N. Lauderdale	44	33	41	47	41	55	8	33	35	47
2231	North Lauderdale Elementary	**	**	28	35	29	34	9	36	30	30
2691	Morrow Elementary School	**	**	34	48	53	69	7	41	34	57
5171	Imagine North Lauderdale	**	**	33	48	45	69	10	46	38	63
811	Broadview Elementary School	57	57	47	55	53	65	24	54	49	61
2811	Pinewood Elementary School	**	**	66	68	56	75	59	76	58	71
	Prof.=Proficiency LG=Learning Gains										
	**no data										

As noted in the charts above, Somerset Preparatory Academy Charter School at North Lauderdale has outperformed, or performed within 5% in Reading proficiency by subgroup in relation to the comparable surrounding schools. The exception being Morrow Elementary's Hispanic population. Broadview and Pinewood Elementary schools have student populations that are not as comparable to the population at Somerset Preparatory Academy Charter School at North Lauderdale, with less FRL students and smaller proportions of their population identified as Black or Hispanic.

During the current charter term, the student performance by subgroup has increased steadily with little fluctuation amongst our economically disadvantaged students, and English Language learners. The students with disabilities subgroup suffered a decline last school year and has performed inconsistently from year to year.

According to the 2017-2018 data, the first year ESSA data became available, Somerset Preparatory Academy Charter School at North Lauderdale was identified as an ESSA Category TS&I (Targeted Support and Improvement) School for students with disabilities as per the Division

of Accountability, Research and Measurement report. For 2018-2019, Somerset Preparatory Academy Charter School at North Lauderdale was not identified as a school in need of support under ESSA. In analyzing the data for the mentioned subgroup, SWD students performed with 77% achievement in middle school social science which caused the federal percent of points index to surpass the 41% threshold.

To address the identified deficiencies, we trained our staff on ESE and ESOL strategies and require the staff to also attend PDs provided by Broward County. The new ESE/ELL specialist has provided much support for our faculty and revamped the intervention system within her department. Services are provided to directly supplement the core instruction taking place in the classroom using the respective grade level instructional focus calendars and lesson plans. We have integrated home language support for all the students in the classrooms for the major languages in our school which are Spanish and Haitian Creole. We will continue providing this support going forward into the new contract term.

We have established a dedicated MTSS team and developed a more streamlined MTSS/RtI program this year that is working diligently to address the deficiencies noted in the subgroups. Teachers and administration meet monthly to discuss the data collected by each grade level team via our progress monitoring assessments, which we call SDAs (Stop, Drop, and Assess). Teachers continue to assess the students on a bi-weekly schedule and analyze the strengths and weaknesses of each assessment and come up with the next steps to re-teach the mentioned student groups. All of this is tracked using BASIS, which has allowed us to document our services and data, by teachers, administrators and interventionists. This year, the implementation of I-Ready has been extremely beneficial in helping track student progress and determining who needs extra interventions. Somerset Preparatory Academy Charter School at North Lauderdale is also using the Journeys Tool Kit for intervention. We have also implemented after school tutoring for supplemental support to improve student achievement. These tutoring opportunities target our struggling learners which include the underperforming students in each subgroup. The tutoring services provide instruction twice per week in each area, Reading and Math.

Math Performance by Subgroup:

(5003)- Surrounding Schools FSA Mathematics and EOC

Proficiency Comparison by Demographics (Level 3 or above)

School Number	School Name	White	Hispanic	Black	Two or More Races	Asian	Pacific Islander	American Indian	Not Rep
5003	Somerset Prep North Lauderdale	75.0%	46.4%	47.5%	**.*	**.*	.	**.*	.

2231	North Lauderdale Elementary	30.0%	47.2%	45.8%	36.4%	**.*	**.*			**.*
2691	Morrow Elementary School	**.*	51.7%	35.5%	**.*	**.*	.	**.*		**.*
5171	Imagine North Lauderdale	**.*	51.7%	37.1%	.	**.*				**.*
0811	Broadview Elementary School	60.0%	56.3%	54.7%	**.*	85.7%	**.*	**.*		.
2811	Pinewood Elementary School	**.*	80.6%	74.4%	**.*	**.*	.	.		**.*

Math % Proficiency & Learning Gains School Comparison by Subgroup		2017-18									
		White		Black		Hispanic		SWD		ELL	
School#	School Name	Prof.	LG	Prof.	LG	Prof.	LG	Prof.	LG	Prof.	LG
5003	Somerset Preparatory Charter N. Lauderdale	56	56	49	57	61	62	27	50	52	
2231	North Lauderdale Elementary	**	**	50	45	43	30	20	37	53	
2691	Morrow Elementary School	**	**	39	37	67	53	5	24	37	

5171	Imagine North Lauderdale	**	**	33	35	49	49	4	17	40
811	Broadview Elementary School	58	70	51	57	56	53	27	46	48
2811	Pinewood Elementary School	**	**	73	76	73	70	61	72	55
	Prof.=Proficiency LG=Learning Gains									

2018-19

		White		Black		Hispanic		SWD		ELL
School#	School Name	Prof.	LG	Prof.	LG	Prof.	LG	Prof.	LG	Prof.
5003	Somerset Preparatory Charter N. Lauderdale	75	67	48	56	49	47	24	51	45
2231	North Lauderdale Elementary	**	**	48	54	50	44	23	38	55
2691	Morrow Elementary School	**	**	38	56	52	62	14	28	33

Mathematics Assessment Proficiency by Sub Group

Year	School	2014-15	2015-16	2016-17	2017-18	2018-19
811	Broadview Elementary School	60	60	58	60	52
	Total Students	37%	37%	47%	53.2%	49.5%
2811	Pinewood Elementary School	**	**	76	80	86
	Economically Disadvantaged	36%	36%	46%	53.4%	49.1%
	**no data					

English Language Learners	31%	28%	36%	52.1%	45.1%
Students with Disabilities	0%	11%	23%	27.3%	23.7%

As noted in the chart above, Somerset Preparatory Academy Charter School at North Lauderdale has outperformed, or performed within 5% in Mathematics proficiency by subgroup in relation to the comparable surrounding schools. As mentioned previously, Broadview and Pinewood Elementary schools have student populations that are not as comparable to the population at Somerset Preparatory Academy Charter School at North Lauderdale, with less FRL students and smaller proportions of their population identified as Black or Hispanic.

During the current charter term, student proficiency by subgroup in mathematics has increased steadily with a minimal drop during the most recent school year, 2018-2019. The decline noted last year was most noticeable amongst the English Language Learners. It is important to note that our ELL and SWD population has increased significantly and this drop can be attributed to the influx of new students within these subgroups. As the students are provided with the services at Somerset Preparatory Academy Charter School at North Lauderdale, we predict an increase for the current school year in their performance.

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?**

<u>Category</u>	<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)	40%	34%	32%	41%	42%
Math Achievement (Level 3 or above)	37%	37%	47%	53%	50%
Science Achievement	39%	33%	21%	26%	33%

Social Studies Achievement	59%	55%	74%	78%	79%
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	ELA % Proficiency School Comparison by Subgroup	BASED ON AVAILABLE ESSA DATA AS PER FLDOE (Only 2 year data is available)						
		White		Black		Hispanic		SW
School#	School Name	2017-2018	2018-2019	2017-2018	2018-2019	2017-2018	2018-2019	201
5003	Somerset Preparatory Charter N. Lauderdale	50	44	40	41	42	55	13
2231	North Lauderdale Elementary	**	**	41	28	42	34	23
2691	Morrow Elementary School	**	**	39	34	48	69	5
5171	Imagine North Lauderdale	**	**	35	33	47	69	11
811	Broadview Elementary School	38	57	35	47	47	65	13
2811	Pinewood Elementary School	**	**	60	66	59	75	48

Math% Proficiency School Comparison by Subgroup		BASED ON AVAILABLE ESSA DATA AS PER FLDOE						
		(Only 2 year data is available)						
		White		Black		Hispanic		
School#	School Name	2017-2018	2018-2019	2017-2018	2018-2019	2017-2018	2018-2019	2017
5003	Somerset Preparatory Charter N. Lauderdale	56	75	49	48	61	49	27
2231	North Lauderdale Elementary	**	**	50	48	43	50	20
2691	Morrow Elementary School	**	**	39	38	67	52	5
5171	Imagine North Lauderdale	**	**	33	38	49	54	4
811	Broadview Elementary School	58	60	51	58	56	60	27
2811	Pinewood Elementary School	**	**	73	76	73	83	61

Somerset Preparatory Academy Charter School at North Lauderdale uses the state assessments to monitor student performance. We have seen steady increases in the last 4 year in Social

Studies achievement, increasing from 55% to 79% on the Civics EOC. Science achievement has increased over the last 3 years after a big drop in 2016-2017 to 21% to 33% in 2018-2019. Our FSA Reading and FSA Math proficiencies have also increased during the last 4 years from 34% to 42% in reading and 37% to 50% in math, with a few fluctuations in between. When taking a more detailed look at student proficiency by subgroup, we see slight increases in ELA across all subgroups with the exception of our SWDs and White populations. The opposite is true with regard to mathematic proficiency. Students have decreased in performance in every subgroup with the exception of our White student population. Although collectively, the school has increased overall in proficiency, the school does need to continue to improve student mastery each year going forward into the new charter term and continue to explore student’s achievement by subgroup to better address the deficiencies of each.

To do so, Somerset Preparatory Academy Charter School at North Lauderdale has implemented several, progress monitoring tools and systems for the students. In 2016-2017, the school introduced the Benchmark Assessment System (BAS) running record which gives a reading level for all K-5 students in the school, as well as I-Ready for all grades K-8. These programs are still being used currently and will continue to be used going forward. We assess the students three times per year using this method. In the past, we have used the Houghton Mifflin Go Math, as well as Journeys Beginning, Middle and End of Year assessments to monitor the progress in Math. Beginning this school year, the school administered the I-Ready diagnostic in the beginning of the year and will also administer it in December/January and in May. This program assesses students in both Reading and Math.

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 letters, sounds, and concepts of print assessment for Kindergarten which is administered 3 times per year as well. FLKRS – STAR Literacy is also administered at the start of the school year to all Kindergarteners. As you can see, all of our formal progress monitoring assessments are given three times per year. Additional to these assessments, the administration also meets with the teachers monthly to discuss assessment data on the benchmarks/standards students are currently learning.

Using all of the data, the school tracks the students and provides the necessary interventions 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?**

Category	<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	43%	49%	55%	49%

Math Learning Gains

N/A

52%

62%

59%

54%

ELA % Learning Gains School Comparison by Subgroup

**BASED ON AVAILABLE ESSA DATA AS PER FLDOE
(Only 2 year data is available)**

White

Black

Hispanic

School#	School Name	2017-2018	2018-2019	2017-2018	2018-2019	2017-2018	2018-2019	2017
5003	Somerset Preparatory Charter N. Lauderdale	63	33	53	47	61	55	43
2231	North Lauderdale Elementary	**	**	56	35	45	34	50
2691	Morrow Elementary School	**	**	42	48	35	69	12
5171	Imagine North Lauderdale	**	**	57	48	62	69	50
811	Broadview Elementary School	50	57	55	55	52	65	39
2811	Pinewood Elementary School	**	**	70	68	61	75	71

Math % Learning Gains

**BASED ON AVAILABLE ESSA DATA AS PER FLDOE
(Only 2 year data is available)**

School Comparison by Subgroup		White		Black		Hispanic		2017
		2017-2018	2018-2019	2017-2018	2018-2019	2017-2018	2018-2019	
School#	School Name	2017-2018	2018-2019	2017-2018	2018-2019	2017-2018	2018-2019	2017
5003	Somerset Preparatory Charter N. Lauderdale	56	67	57	56	62	47	50
2231	North Lauderdale Elementary	**	**	45	54	30	44	37
2691	Morrow Elementary School	**	**	37	56	53	62	24
5171	Imagine North Lauderdale	**	*	35	57	49	63	17
811	Broadview Elementary School	70	60	57	53	53	64	46
2811	Pinewood Elementary School	**	**	76	80	70	75	72

Over the last 5 years, the school has maintained an average rate of growth of 57% in Mathematics, which exceeds the 50% mark for annual growth. With regard to Reading gains, however, the school has fallen short by a small percentage every year except in 2017-2018 when we achieved 55% learning gains. Learning gains in reading over the last few years has averaged at 49% which does not meet the 50% mark for annual growth. To address the deficiency in learning gains in reading the school has enforced I-Ready use school wide, which will help address individual student reading deficiencies, and set a requirement for lessons passed per

week. Teachers are required to have students complete at least 20 minutes of I-Ready daily in addition to the home learning requirements. MTSS/Rtl has also been streamlined to assist any students that are deficient in the area of Reading to help better meet their needs.

To address the identified deficiencies and help our ESE, ELL, and Gifted students achieve learning gains, we have trained our teachers on ESE and ESOL strategies and require the teachers to also attend PDs provided by Broward County. Services are provided to directly supplement the core instruction taking place in the classroom using the respective grade level instructional focus calendars and lesson plans. The interventionists pull-out and/or push into the classrooms to provide additional support to all ESE and ELL students. All supplemental curriculum resources are used to help remediate students and build upon the skills where students are deficient. Teachers meet with their ESE and ELL students each day in small group to provide differentiated instruction and targeted guided practice to assist students with reading and math skills. We have integrated home language support for all the students in the classrooms for the major languages in our school which are Spanish and Haitian Creole. We will continue providing this support going forward into the new contract term. Our ELL students are required to work through Imagine Learning program which provides the foundational skills to fill learning gaps while being exposed to grade level content. This program is in place for students identified as English Language Proficiency level 1 or A1 only. Identified ELLs will use Imagine Learning as their technology program to assist with language development. Students in grades K-1 use the program for 20 minutes 4 times per week, and students in grades 2-5, 30 minutes 4 times per week. These students are allowed to utilize the program at home if necessary.

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?**

Category	<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	43%	55%	51%	45%
Math Learning Gains- Lowest 25%	N/A	49%	60%	53%	54%

Our lowest 25% have made an average of 49% learning gains in reading, while the lowest 25% in math have made an average of 54% in the last 4 years. In mathematics, the students have exceeded the 50% requirement for annual growth over the last 3 years. In reading, the same requirement was exceeded in 2016-2017 and 2017-2018, however our students did not meet the requirement in 2018-2019 earning only 45% learning gains. We determined that for those students who did not make learning gains, not enough explicit or differentiated instruction was provided for

those students. Our teachers are placing significance on providing small-group instruction with a selected focus on the skills for which students need reteaching. Teachers are also required to work with students in guided reading groups to help close the achievement gap. All students scoring below proficiency on the state assessments for reading were placed in intensive reading classes and have been placed on progress monitoring plans. The progress monitoring data for these students' is reviewed every 4-5 weeks by our Rtl designee who then meets with the teachers and CPS team to determine if the students need to be considered for further intervention. This has been streamlined this year and will continue as our approach in the new charter term.

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 Preparatory Academy Charter School at North Lauderdale ensures that all students who are present during the testing window for all state standardized assessments are tested. For the past 5 years, we have had 98-100% of our students tested each school year. We guarantee that this happens using different methods of communication with parents so that they are sure to bring their children to school on these important days. We start by sending a letter with testing dates so that parents do not make plans to have their children miss school on those days. Additionally, we host an FSA Parent Universities to stress the importance of their children being prepared and being present for these assessments. A week before the testing days begin, we send another letter to notify the parents the days of testing for each grade level and subject area. Parent Links are also sent out to parents the evening before every assessment date to remind parents and students. During testing days, we ensure student participation by tracking the student attendance during the time frame and making sure to call the households of all students that were not present so they can attend school during the testing window for make-ups. All of these initiatives have helped us maintain the maximum level of participation for all state standardized testing.

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

Surrounding Schools Letter Grade Comparison (5003)

School Number	School Name	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
5003	Somerset Prep North Lauderdale	C	C	C	C	B

2231	North Lauderdale Elementary	D	C	C	C	C
2691	Morrow Elementary School	F	C	C	D	C
5171	Imagine North Lauderdale	C	C	B	C	C
0811	Broadview Elementary School	C	C	C	C	B
2811	Pinewood Elementary School*	D	D	B	A	A

As indicated in the chart above, Somerset Preparatory Academy Charter School at North Lauderdale meets or exceeds the performance of nearby schools with comparable populations with the exception of Pinewood Elementary School. This may be attributed to the smaller population with regard to the number of students. The smaller population size per grade level allows the staff at Somerset Preparatory Academy Charter School at North Lauderdale to provide students with individualized attention to ensure academic success and that all promotional and testing requirements are met. We are proud to provide a family environment where student-staff relationships are fostered, resulting in increased collaboration and involvement from all staff, including guidance, ESE/ELL specialist, curriculum coaches and administrative team.

*Pinewood Elementary serves a population of 78% low income households while the other schools exceed 90% in this area. This poses a difference in population, and therefore, although the school is in proximity to ours, it is not comparable to the rest.

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 has the school 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 has the school 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 Preparatory Academy Charter School at North Lauderdale obtained a school grade of a “B” during the past school year (2018-2019). Throughout the current charter term, the school received either a “B” or “C” rating therefore, the school has always met the standard.

Somerset Preparatory Academy Charter School at North Lauderdale ensures that all students in untested grades from K through 2 are learning by using several data collection methods. The untested grades have been given the Benchmark Assessment System reading running record 3 times per year to determine a reading level for the student and to monitor their progress throughout the year. Additionally, Kindergarten students are and will continue to be given the Florida Kindergarten Readiness Screener as a baseline within the first 30 days of school. Students are also assessed on the Letters and Sounds and Concepts of Print 3 times throughout the year. First and second grades are assessed at the end of the year using the district’s Primary End of Year Reading Assessment. Beginning this school year and going forward into the next charter term, we will continue to use the Benchmark Assessment System for K-5 grades and will continue to use the Primary End of Year Reading assessment for first and second grade. For the last 2 years, we implemented the I-Ready diagnostic as a new tool to monitor progress and determine which students are struggling. This diagnostic is given 3 times per year. We will also be using this tool and the others mentioned to monitor progress going into the new charter term.

J. Identify if the school has developed a state-mandated School Improvement Plan (SIP). Discuss the main areas and the timeline for improvement if applicable.

The school has earned a letter grade of a “B” and has not been required to complete a mandated School Improvement Plan. However, we develop one yearly to set goals for our students and staff. This year our goal is to increase at least 4% in reading proficiency and 2% in mathematics proficiency overall, and 5% by subgroup by June of 2020.

K. Identify if the charter school has been identified as one of the 300 Lowest-Performing Elementary Schools in Florida.

- **If yes, explain the measures that the charter school will take or has been taking to remedy this status.**

The school has not been identified as one of the 300 Lowest Performing Elementary Schools in Florida

L. Describe what School Improvement Rating (SIR) the charter school has received, if applicable.

- **If the charter school has not received an SIR of Maintaining, what measures has the charter school taken or will the charter school take to improve the rating?**

Does not apply

M. Identify the charter school's graduation rate, if applicable.

- **Provide in-cohort and post-cohort graduation rate data.**
- **What has been the charter school's graduation rate goal?**
- **What steps has the charter school taken to meet or exceed this goal?**
- **What measures will the charter school implement to increase its in-cohort and post-cohort graduation rate to meet its goal?**
- **How has the charter school supported students in meeting college, career, and life readiness? (Provide specific schoolwide strategies)**
- **Describe the student support measures implemented to increase student attendance (SIR Schools only)**

Does not apply K-8

N. Provide concordant/comparative score data (ACT/SAT scores) and explain how the school utilizes or will utilize concordant and comparative scores to increase graduation rates.

Does not apply K-8

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

A. What is the school’s mission?

In accordance with the current charter contract, our mission stated that Somerset Preparatory Academy Charter School at North Lauderdale’s mission is to provide our students with opportunities designed to meet individual student needs and experiences that promote growth in each area of development. In order to meet our targeted goals, raise the expectations for all stakeholders involved at our school, and increase student achievement, the mission statement was revised to the following:

It is our mission here at Somerset Preparatory North Lauderdale, to empower all students to reach their maximum potential and render them productive citizens in our global society. We will strive to show compassion to all individuals and maintain positive energy in order to provide a learning environment where success is the only option.

B. 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.**

At Somerset Preparatory Academy Charter School at North Lauderdale (SPNL), in order to accomplish our mission, we must provide students with a safe and positive school climate on a consistent basis. All staff members share in the responsibility of maintaining well-managed classrooms, very clean facility, student health supports (mental and physical). We have established an environment where students feel comfortable showcasing their strengths, are positively connected to others, respected, and feel valued as well as meaningful. Our students can succeed without fear or intimidation. Our school environment is one that our students and parents value. Most of our staff members know students by name, and in most cases, know their families as well. Our school is working to achieve the goals of our mission by providing our students with opportunities designed to meet individual student needs and experiences that promote growth in each area of development. As a part of incorporating social-emotional learning, we ensure that students participate in character building activities. This helps our students understand the significance of being a well-rounded individual with coping mechanisms to understand and care about core ethical values. We are student-centered and curriculum driven, but most of all, it is the charge of our professional craft to strive regularly to make a positive difference in the life of a child. At Somerset Preparatory Academy Charter School at North Lauderdale we set high academic and social expectations for our students as well as provide opportunities for success, learning, and leadership for all.. Differentiating instruction is at the heart

of what we do in order to ensure that our students' individual needs are met on a consistent basis. We believe in delivering data-driven, standards-based, individualized, and student-centered instruction. These practices ensure fun, innovative, and meaningful learning which contributes to producing lifelong learners with a love for learning. The implementation of hands-on, project-based, and multi-media instruction helps our students engage in their learning. Through a variety of instructional delivery methods, our students learn to think critically, problem solve, understand and embrace diversity so that they can and will contribute both locally and globally to an ever-changing society. Through the funding received from the bond technology grant, the school has been able to install in every classroom an interactive Promethean board as well as a desktop computer center for 8-10 students. All teachers are encouraged to incorporate innovative methods using technology in the class. In addition, we have 10 laptop carts for our teachers and students to reserve to promote the use of technology in the classroom. We are constantly searching for new ways to motivate our students to learn. We place esteem value on parental and community involvement because they are essential and directly correlate to each child's academic success. All stakeholders share in the responsibility and accountability for student development.

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
Meets the Standard Terri Coyle, 11/19/19	
Partially Meets the Standard Kim Punzi-Elabiary, 11/21/19	
Partially Meets the Standard Laurie Steinberg, 11/21/19	
Partially Meets the Standard Allisyn Axelrod, 11/21/19	
Meets the Standard Sarah Decotis, 11/22/19	
Meets the Standard Tanya Hutkowski, 11/24/19	
Partially Meets the Standard Ann-Marie Evans, 11/25/19	
Meets the Standard Louise Ball, 11/25/19	
Meets the Standard Matt Schroeder, 11/25/19	

Partially Meets the Standard Hanne Rega, 11/26/19

Meets the Standard Detra Adams, 11/26/19

Partially Meets the Standard Celina Chavez, 12/4/19

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

Somerset Preparatory Academy Charter School at North Lauderdale is implementing its mission with fidelity ensuring that we accomplish our targeted goals. The school is successfully implementing state-approved, research-based curriculum and instructional strategies as defined in the school’s current charter contract. The school uses the state-adopted Broward County School Board K-12 Reading Plan along with supplemental resources to further increase and remediate skills that students lack, thus ensuring student achievement. The strategies include those created to promote the use of effective instructional strategies that will especially support struggling students, English Language Learners (ELL) and Exceptional Student Education (ESE) students. To assist with building the achievement gap in Reading and Math, one initiative implemented that has caused growth in overall student achievement is i-Ready. Students use this program during their allotted technology time as well as in their classrooms in small-group rotations. In addition, we have designated reading and math interventionist push in and pull out students for additional help.

The school competently uses qualitative and quantitative data to inform and guide instructional planning and delivery aligned with the Florida State Standards and Next Generation State Standards. Data drives the decisions that are made regarding instruction. Teachers meet with their instructional coach to disaggregate data to help them create lesson plans that will address students’ specific needs. These are addressed during small-group instruction. In addition, teachers meet with students to conduct data chats about their data from progress monitoring assessments. There are special implementations for students who perform below proficiency such as after-school tutoring. In order to help our at grade level students continue to be proficient, we provide enrichment activities and rigorous instruction in the classroom. We incorporate the use of Ready LAFS and MAFS to assist students with grade level text exposure and practice. Our teachers are highly-qualified and are continuously attending professional development trainings to improve and perfect their craft. The school ensures academic excellence is obtained by requiring curriculum plans and instructional strategies align across grade levels. Lesson plans are created on a bi-weekly basis indicating targeted goals are met through the use of various classroom and at home learning activities. Teachers also create Professional Growth Plans that allow them to focus on specially designed goals based on their individual need. Administration uses the evaluation tool provided by the Florida Charter School Consortium to monitor teacher effectiveness.

The school provides effective and the required services for ESE and ELL students. The students are provided with equal opportunities to learn. At Somerset Preparatory Academy at North Lauderdale, we understand and appreciate that all students are individuals and have distinctive needs. The school employs the appropriate personnel such as an ESE Specialist and contracts services with individuals like Speech Pathologists (SLP) to ensure that students receive the services required for student achievement. Our ESE and ELL specialist work closely with the students, parents, and teachers to ensure successful outcomes. The school offers consultation, collaboration, and direct instruction services based on students’ individual needs and/ or goals established on their Individualized Education Plans (IEP).

In addition, the school follows the established policies and procedures for proper implementation of the Response to Intervention (RtI) process. Because of this process, we are able to identify and provide targeted interventions for students with academic and/or behavior deficiencies. The Collaborative Problem-Solving team works closely with our teachers and any identified specialist to analyze and monitor student progress.

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 5 years, Somerset Preparatory Academy Charter School at North Lauderdale, has followed the state of Florida and School Board of Broward County's initiatives and implementation of curriculum and instruction. During this time, the curriculum has been consistent upon utilizing the Language Arts Florida Standards (LAFS) for reading, Mathematical Florida Standards (MAFS) for math, with Science and Social Studies still following the Next Generation Sunshine State Standards (NGSSS). Somerset Preparatory Academy Charter School at North Lauderdale (SPNL), uses the state approved Reading plan for K-12 adopted by Broward County Public Schools.

Somerset Preparatory Academy Charter School at North Lauderdale uses several evidence-based curriculum programs and materials to support the instruction of the Florida State Standards and NGSSS. Houghton Mifflin Harcourt (HMH) Journey's series is used to provide ELA instruction to all students in grades K-5 and is also used for intervention for struggling learners as well. The 6th through 8th grade teachers used the HMH Collections series for ELA instruction. The school has adopted the HMH Go Math series to support the Math instruction throughout all grade levels K-8. These curriculum programs are aligned to the LAFS and MAFS and has been used throughout 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 grade levels, K-8. Scholastic News is used for Social Studies content in grades K-5. Middle school grade students use the HMH series for Social Studies dependent upon the subject and grade level. In the past, 6th grade has used Ancient Civilizations while 7th grade uses the Florida Civics edition, and 8th grade uses United States History. Since last school year, there has been a new adoption for all Social Studies text in grades 6-8.

In accordance with the adopted K-12 Reading plan, for students in Intensive Reading classes in grades 6-8, Somerset Preparatory Academy Charter School at North Lauderdale use the Inside Edge series for instruction and REWARDS for Tier 2 or 3 phonics intervention. Also, for interventions and additional support, Somerset Preparatory Academy Charter School at North Lauderdale has fully implemented several programs over the last 5 years to include: Journeys Reading Toolkit, Hooked on Phonics, Phonics for Reading, CARS, STARS and Go Math RTI resources, with Read Theory, USA Test Prep, IXL, and Khan Academy as additional resources for academic support. One of the most avid programs that have been put into place is i-Ready and the use of Ready LAFS and MAFS books to supplement instruction. We implement the use of I-Ready as the progress monitoring tool for driving instruction. Our teachers use the diagnostic data to drive instruction and use the i-Ready teacher toolkit to provide differentiated instruction and the necessary interventions for reading and math. We are committed to keeping i-Ready program a consistent support tool for both our teachers and students.

Lesson plans are created on a bi-weekly basis indicating daily goals to be met through various classroom and at-home learning activities. The teacher's plans are submitted and reviewed by the leadership team including the Principal, Assistant Principal, ESOL/RTI Coordinator and ESE/Gifted Specialist, as well as the Instructional Coaches. They all provide feedback to teachers regarding meeting the needs of all of the diverse types of learners at our school. The additional

staff in this process with the necessary expertise will ensure that more in depth and effective feedback is given 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 3 years of the prior contract, the school used Dr. Marzano's Art and Science of Teaching Tool to observe faculty. During this past year, the school used the Florida Consortium of Public Charter Schools evaluation model. This tool allowed our administrators the opportunity to provide teachers with immediate feedback and teachers the ability to reflect on their progress toward meeting the goals established on their PGP. Using formal and informal observations as well as monthly data meetings, administrators can gauge the level of differentiated instruction and best practices being used within the domains of effective teaching and learning in accordance with the evaluation tool. To ensure teacher effectiveness, formal and informal observations are conducted by the administration and student performance data analysis is conducted and monitored throughout the school year.

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 provided guidance around high-leverage practices that should be used in every classroom to ensure that all students are provided fundamental strategies that will help them learn important content. The strategy of modeling content for the students is one that the school has made a priority. With the increased number of struggling learners in our school, it is important to us that our teachers learn the strategy of showing and not just telling to reach all types of learners who may not be able to understand content without the modeling after the explanation. As we see teachers struggle with this, we make sure to mentor them and allow them to observe their peers that excel in using this strategy. Additionally, we have also placed a great level of importance around teachers building positive relationships with students to create a level of respect and caring that results in the increased likelihood of student engagement. These strategies among many of the other highly effective practices being implemented throughout the school, are the fundamentals of teaching and can make a vast difference in the achievement gap that many of our students currently have. Although these strategies have been a priority, we still feel that our teachers have a lot of room to grow in this area and as we employ new teachers, we know that we must continue to provide teachers with support in these strategies. We will continue our effort to improve student achievement by working with the Professional Development Standards and Support Department in Broward County, to ensure that our teachers receive training affording 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' ability to achieve grade level proficiency.

For struggling students, the school implements evidence-based effective instructional techniques and best practices that support the student learning. 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, providing feedback, analyzing data as well as classroom management approaches to guarantee the best conditions for learning in their classrooms. As stated above, the social and emotional aspect is also important as the students need to feel a connection with the teacher in order to engage in the learning. Our teachers utilize the Gradual Release Model (We do, You do) instructional strategy to aid our students in critical thinking and active learning. We encourage the teachers to work on building relationships with those students who struggle as some of the times, there may be a reason for the lack of engagement from the student. A big priority in our school has been the use of small group guided 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 are administered both the Benchmark Assessment System (BAS) (K-5 only) running record as well as the I-Ready diagnostic (K-8). Using data from these tools, small groups are formed. Students who are struggling meet in small groups 3-4 times per week while non-struggling students meet 2-3 times per week. Struggling readers are using the Journeys Reading toolkit as well as the I-Ready toolkit. To assist with meeting students' individual needs, we have an interventionist pull-out student in need of additional support in Reading comprehension and Math. Using the information from the data above as well as our biweekly monitoring assessments, we determine which students need this extra assistance. Using specially designed instruction, core instruction, supplemental intervention and intensive intervention, our teachers can meet the needs of all our students including SWD, Gifted, ELL and struggling learners. Despite our students identified academic deficiencies, we have been able to see dramatic increase in learning gains in the past which lets us know we are on the right track and we will continue moving forward to improve each year.

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 that drives all instruction. At the beginning of the year, all students are administered the Fountas and Pinnell Benchmark Assessment System (BAS) to determine independent and instructional reading levels. Students are administered BAS at least twice more during the year as progress monitoring. During the prior four (4) years for math, students were administered the Go Math Beginning of the Year Diagnostic to help determine math instructional groups. Starting this year, we are now using the I-Ready diagnostic as the progress monitoring tool for Math. In addition to the BAS, the students also take the I-Ready diagnostic for Reading as well for additional progress monitoring. In the past 5 years, we have also administered the FAIR three times a year as another form of progress monitoring for Grades 3-8. This is something we no longer use as we have replaced it with I-Ready and BAS. Teachers are required to submit bi-weekly 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 and growth. It is in these meetings that we create instructional plans to help with student development. This monitoring helps teachers reflect on their instructional strategies to best meet the needs of all students. Professional development for teachers is determined based on need. We focus these workshops on effective instructional strategies that can be implemented in the classroom to help with student growth. Teacher progress is also measured using The Florida Consortium Teacher Evaluation tool, and Administration can determine effective instruction through formal and informal observations. Teachers create their own Professional Growth Plan and work throughout the year to increase performance in those areas mentioned on the plan. For the past 5 years, we feel that our biggest weakness is helping teachers effectively accommodate the English Language Learners at our school. Although we have provided several professional development sessions at the school, this school year, we are seeking support from the Florida Diagnostic and Learning Resource System as well the Florida Inclusion Network to come out and provide our teachers with effective strategies to help our identified ESSA groups.

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 will be conducted.

- **Describe the IEP process for SWDs for present level development, prioritization of educational needs, and annual goals.**
- **Describe the EP process for Gifted students for present level development, prioritization of educational needs, and annual goals.**
- **Describe the program's services and supports for SWD including supplemental aids and accommodations.**
- **Describe the school's Gifted program and the services provided. If the school does not currently serve Gifted students, what would that program look like?**
- **Describe the testing plan and progress monitoring plan for SWDs.**

Somerset Preparatory Academy Charter School at North Lauderdale 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 Easy IEP. 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 complies. 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 Preparatory Academy Charter School at North Lauderdale 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, via consultations and support facilitation. The school employs an ESE Specialist who provides and/or supervises all of the services depending on the needs of the current ESE students as outlined on the IEP/EP. Currently, we provide Speech and Language, Occupational Therapy, and counseling to our Students with Disabilities. As stated above, all service providers log services provided into the Easy IEP Wizard program. The teachers provide the in-classroom accommodations according to what is listed on the IEP. 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. To facilitate tracking, teachers are provided with a blank matrix at the start of the year. On this document, the teachers write in all of the accommodations each student receives. This is used as a reference when planning. To monitor effective implementation of the mentioned accommodations, administrators check lesson plans for inclusion/use of the accommodations and compare

those with findings from classroom walkthroughs and observations. Professional development is provided at the start of every school year to help teachers with strategies for accommodating the exceptional student population. The ESE Specialist provides consultation and collaboration with teachers for academic, social, and independent functioning for all ESE and Gifted students. These students are discussed at data chats where their grades and progress are reviewed on a quarterly basis to determine if an IEP review team meeting needs to occur to increase services, supplemental aids, and accommodations. We realize that we have areas of growth to address within our services provided to our ESE Population. Some areas of concern which were brought up after our OSPR visit, as well as our plan to address these areas and seek immediate improvement, are as follows:

- **The school failed to provide 2nd notice to parents of IEP meetings.**
- **The school failed to complete Re-evaluations by the triennial due date.**
- **The school failed to align the present level of performance with the impact of the disability and the priority educational need.**
- **The school failed to develop measurable annual goals for students with disabilities and gifted students.**
- **The school failed to provide 10-day notice to parents for the EP meetings.**
- **The school failed to provide parent/student input for the EP.**

To address the mentioned areas, the school will follow policies and procedures for providing 2nd notice to parent of IEP meetings by documenting the second parent notification in the contact section of ED plan either by email, phone call or Parent Participation Form. The school will follow policies and procedures to complete re-evaluations by the triennial due date, provide 10-day notice to parents for EP meetings, and document parent/student input in the Present Level of Performance Section of EPs for all students to which this is applicable. Approved Reading and Math Diagnostic Assessments, DAR Reading Diagnostic Assessment and KeyMath Diagnostic Assessment, will be provided and documented in the Present Level of Performance section of IEP. The ESE Specialist will attend 2-Day Facilitated IEP Training to improve her ability of running IEP meetings with parents or advocates. Following this, the ESE Specialist will also attend the Quality IEP Training This training will provide information that will support the development of quality individual educational plans (IEPs) for students with disabilities in compliance with all requirements of state and federal laws and reflects decisions based on the active and meaningful involvement of all members of the IEP team. These two trainings will help her to learn how to develop measurable annual goals for students with disabilities and gifted students and conduct meetings effectively.

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 laws. An On-Site Programmatic Review and/or Desktop Review will be conducted.

- **What is the school's plan for identifying, placing and scheduling ELLs?**

- **Describe how the school has and will continue to comply with the state-approved district ELL Plan?**
- **Describe how the school provides and will continue to provide equal access to instructional and categorical programs regardless of proficiency level.**

To ensure effective programming for English Language Learners, the process begins with identifying these students. Throughout the past 5 years, Somerset Preparatory Academy Charter School at North Lauderdale has maintained compliance for the ELL student caseload. Our process begins by making sure to give the IPT test to all students eligible based on their home language survey. These students are identified through review of the Broward County Public Schools registration application which all students new to the school must 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 students are and what levels they are scoring so that the appropriate supports are put into 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 can make sure all appropriate meetings occur on or before 30 days of the students' DEUSS dates. In addition 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. Administration provides teachers with the ESOL Strategies Matrix during pre-planning week. This Matrix helps the teachers to know what accommodations 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 and accommodations are documented on student work in their folders. The ESOL Coordinator provides a pull-out group during non-core instructional time to students who do not speak English and who are classified as A1 based on the IPT, or level 1 based on the Access2.0 assessment. These students work on basic English skills as well as conversational skills using supplemental ELL materials. Our Home Language Support interventionists speak the three (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 as a school, we are providing the teachers with the tools that they need, we know that they are still struggling to accommodate these students. Based on our OSPR visit feedback, the following areas needed improvement:

- The School failed to provide updated ELL Plans
- The School failed to provide updated information on TERMS
- The school failed to follow procedures for REEVALs

- The School failed to provide evidence that ELLs receive equal access to instruction regardless of English proficiency.

To address these concerns, the school will provide updated and current ELL Plans that are amended on a regular basis, including updated Annual and Reevaluation Dates which will be updated in TERMS after ELL Meetings are convened. The school will follow policies and procedures for conducting Reevaluations within 30 days of DEUSS date and monitor ELL students' access to instruction through classroom walkthroughs, and teacher observations.

G. Explain the school's current process for MTSS/Rtl, specifically with documentation of progress monitoring and the assessments used.

- **Describe the charter school's collaborative problem-solving team (CPST).**
- **How does the charter school encourage and document parent participation during the Rtl process?**
- **Describe the charter school's data analysis process for all tiered interventions.**

Through the implementation of MTSS/RTI, the CPS team focuses on implementation of instruction and intervention strategies to help struggling learners succeed. The team meets monthly to monitor the progress of low performing students, all of which have been placed in pull-out intervention groups, or in intensive reading or mathematics classes accordingly. The team also reviews students' grades to ensure they are making progress in the classroom and confers with the teacher for progress updates. All students performing below proficiency are offered tutoring. The team continues progress monitoring by reviewing students' data during and after tutoring to determine the effectiveness of that supplemental intervention. IReady data and progress monitoring assessments are reviewed as well and used to determine mastery of benchmarks for all students in Reading, and Mathematics, as well as Science and Social Studies for tested grades. Based on all of the information gathered above, the leadership team will determine the professional development and resources needed to optimize instruction and intervention for the staff as well as any additional interventions needed for the students.

Reading Interventions

Tier II

The Response to Intervention/Multi-Tiered Support Team meets monthly to analyze and synthesize data and review the progress of Tier II identified students. During the summer of 2019, the team gathered to analyze school-wide data and schedule underperforming students in intensive reading courses or for supplemental reading intervention pull-outs, dependent on the AP3 data collected from the BAS, FSA, FAIR, and iReady results. The Tier II students in grades K-5 were grouped homogeneously, according to their area of need and grade level and are provided with pull-out services by an interventionist for that particular area. These interventionists use the Journeys Tool Kit for intervention. These pull-outs are conducted twice per week for 30 minutes in a small group of 7-10 students.

The Tier II, Level 1 and Level 2 students in grades 6-8, were placed in their respective intensive reading or mathematics classes. This Tier II instruction takes the place of an elective and is provided to students on a block schedule for 90 minutes every other day. Students in intensive reading (Tier II) are taught using the National Geographic Inside curriculum. The intensive reading teachers are highly-qualified professionals certified in the area of Reading or Reading Endorsed.

Students deficient in phonics are identified by the Rtl team using FAIR and IReady results and receive instruction using the National Geographic Inside curriculum and Rewards during the mentioned intensive reading classes. Student progress in Tier II interventions is monitored through several assessments. iReady Diagnostic assessments are conducted three times a year to monitor student progress in selected reporting categories. The in-house progress monitoring assessments, SDAs, are provided bi-weekly and are used to measure mastery of the standards taught within a two-week time period. These directly correlate to the instructional focus calendars and Broward curriculum guides. The results of these assessments, and other class data, are used to make on-going instructional decisions for Tier II interventions through intensive reading.

Tier III

The Response to Intervention/Multi-Tiered Support Team meets monthly to analyze and synthesize data and review the progress of Tier III identified students. Students not making adequate progress toward grade-level expectations and standards, or any students not showing improvement in Tier II, are identified and referred to Tier III. The Tier III students in grades K-5 are provided with pull-out services by an interventionist for the particular area of deficiency. These interventionists use the Journeys Tool Kit for intervention. These pull-outs are conducted thrice per week for 30 minutes, and usually one on one. The students that meet in a small group for Tier III do so in a group no larger than 3 students.

Tier III students in grades 6-8 receive 30 minutes of differentiated reading instruction three times a week. The students are pulled by an interventionist from their electives, not to include intensive classes or other Tier II/III related instructional blocks. The CPS team makes instructional decisions based on student data results. The interventionists use iReady, CARS and STARS to meet the needs of the different Tier III students. The Rtl team meets monthly to review and monitor students' progress in Tier III intervention. The school will continue to utilize this process and make any necessary adaptations in order to ensure the success of our students and as research dictates to continue the use of best practices towards providing quality and effective interventions.

H. Explain the charter school's current process to implement an Early Warning System (EWS).

- **Describe how the charter school obtains the data and how often the EWS data is updated to reflect student improvement.**
- **Provide an in-depth description of the additional interventions provided to students identified on the Early Warning System with a focus on attendance, behavior, Level 1 and 2 students, students performing below grade level, and students exhibiting two or more indicators.**

The Early Warning System facilitates the identification of students struggling with grade-level expectations, performing below proficiency on state assessments, displaying repeated patterns of non-attendance/truancy, and with behavior concerns. Using the EWS list accessible through BASIS, Somerset Preparatory Academy Charter School at North Lauderdale monitors students according to the indicators they have exhibited. Students with patterns of non-attendance are addressed via parent conferences and correspondence with the families. Letters are sent to the parents notifying them of Broward County Schools Attendance Policies, the importance of attendance and the potential consequences these patterns may have. Students on the EWS List for academic or behavior concerns are monitored through the use of Tier 1 strategies in the classrooms. It is important to note that the majority of the students identified in the EWS are students already identified as Tier II or Tier III via our MTSS/RTI system and are receiving

intervention and monitoring. Those that are not already receiving support in this manner are monitored by the Rtl Designee and their progress is discussed at the monthly CPS meetings where the team then determines if further intervention is required. Their progress is monitored and discussed in the monthly CPS meetings to determine if the student needs additional intervention.

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:

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

- Employment records

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

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

Internal accounting procedures for the School pertaining to receivables and disbursements are as follows:

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

Bank statements 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

For the 6/30/19 fiscal year, Somerset Preparatory Academy Charter School at North Lauderdale 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.

For the 6/30/2017 fiscal year, the school received an audit finding related to two missing deposit receipts and signed deposit recap sheets, and one instance where revenue was recorded to the incorrect account. In addition, the auditors noted several instances where the check requisition form was missing the required signatures, and one instance where the invoice amount did not equal the amount disbursed. In response to these observations, management provided additional training to the school treasurer in order to prevent reoccurrence. The school principal also continues to monitor adherence to the board's established internal accounting policies and procedures. On the 6/30/2018 financial audit,

the auditors noted that this was corrected and policies were properly implemented and followed.

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 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

Meets the Standard Cecilia Zereceda, 11/19/19	<p style="text-align: center;">Final Rating</p> <p style="text-align: center;">Meets the Standard</p>
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A. Explain how the charter school maintains a balanced budget and a positive cash flow.

Somerset Preparatory Academy Charter School at North Lauderdale #5003 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 \$2,274,010 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 Preparatory Academy Charter School at North Lauderdale has established sound financial procedures to safeguard their finances as detailed above. As such, Somerset Preparatory Academy Charter School at North Lauderdale'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 Preparatory Academy Charter School at North Lauderdale 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 Preparatory Academy Charter School at North Lauderdale'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 School at North Lauderdale has a combined surplus of over \$3,148,443 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 School at North Lauderdale has, based on current enrollment trends, utilized the Revenue Estimate Worksheet for 2020-2021 (found on a tab on the Five Year Projected Budget attachment) to forecast and create a Projected Five (5) Year Budget for 2021-2025. 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	

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 Preparatory Academy Charter School at North Lauderdale has consistently met enrollment projections. This has been possible with advertisement and marketing such as mailers, and brochures sent to neighboring daycares and preschools and homes nearby.

B. Provide the demographics of the community the charter school serves.

Somerset Preparatory Academy Charter School at North Lauderdale is located in the center of the city of North Lauderdale. According to the 2010 Census, North Lauderdale is composed of 33.1% White/Caucasian (including White Hispanic), 16.1% Non-Hispanic White/Caucasian, 53.4% Black or African American, 25.8% Hispanic/Latino, 2.9% Asian, .3% Native American, and 0.1% Pacific Islander. The chart below shows a comparison of current demographic information as provided by the Public-School Review database.

School Number	School Name	White	Black	Hispanic	Asian	2 or more races	Free Lunch	Reduced Lunch	FRL Total
5003	Somerset Preparatory Academy Charter School at North Lauderdale	4%	71%	23%	1%	1%	86%	6%	92%

2231	North Lauderdale Elementary	1%	79%	17%	1%	2%	89%	3%	92%
2691	Morrow Elementary School	2%	77%	18%	1%	2%	89%	3%	92%
5171	Imagine North Lauderdale	1%	69%	26%	1%	3%	91%	3%	94%
0811	Broadview Elementary School	8%	45%	43%	3%	1%	84%	4%	88%
2811	Pinewood Elementary School*	5%	73%	21%	-	1%	74%	6%	80%

As indicated in the chart, Somerset Preparatory Academy Charter School at North Lauderdale compares to 3 of the 5 listed neighboring schools with the exception of Broadview Elementary which has a much smaller population of students identified as Black and a larger Hispanic population. Pinewood Elementary also differs in its FRL composition by more than 10%. When compared to the City of North Lauderdale, it is evident that the school serves a large portion of the minority population, as our Hispanic and African American population percentage is much higher than that of the city's.

This can be attributed to the fact that the campus has two schools: MSID 5003 (Serving Grades K-8) and MSID 5006 (Serving Grades 9-12). This configuration attracts large families and students ranging from ages 5-18. Preference for our school can largely be accredited to word of mouth between families in the same neighborhood. When compared to neighboring schools, our campus out performs in academics, while offering a more individualized approach to students' education.

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

Any eligible student, as described in Fla.Stat.§1002.33(10), 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. In such case, all applicants shall have an equal chance of being admitted through a

random selection process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity. An open admissions policy will be implemented wherein the School will be open to any student residing in the County. If the number of applicants exceeds capacity all applicants shall have an equal chance of being admitted through a random selection process, lottery, as outlined in Somerset Academy Inc. Board Policies which is in conformity with Florida's charter school legislation. If the number of applicants is less than or equal to the number of available slots each qualified applicant will be accepted and enrolled. If the number of applicants meeting the established criteria of the charter exceeds the stated capacity of the school, or individual classroom or program, each child will be placed in a random lottery (the "Lottery"). Each application will be given a number, and all numbers for each classroom/program will be placed in a database. Numbers will be drawn on a random basis and all slots available per grade will be filled based on the rank order of their drawing. The remaining numbers will be used to create the waiting list (the list will be developed based on the rank order in which the remaining assigned lottery numbers are randomly drawn). The remaining numbers will be used to create the waiting list (the list will be developed based on the rank order in which the remaining assigned lottery numbers are randomly drawn).

Florida's charter school legislation, Fla. Stat. §1002.33(10)(d), provides that the School may give enrollment preference to certain student populations. Said student populations include:

1. Students who are siblings of a student enrolled in the charter school.
2. Students who are the children of a member of the governing board of the charter school.
3. Students who are the children of an employee of the charter school.
4. Students who are the children of an active-duty member of any branch of the United States Armed Forces.

Additionally, in order to minimize any traffic impact caused by the school and ensure that the school is available to serve the residents of the neighborhood where the school is located, the Governing Board of the charter school may elect to limit the enrollment process to target students residing within a reasonable distance of the school as provided under Fla. Stat. §1002.33 (10)(e).

The School will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Staff at the School will accommodate the needs of students enrolled at the school to ensure a positive learning experience.

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

Somerset Preparatory Academy Charter School at North Lauderdale maintains a safe and secure learning environment for all students and staff, incorporating and abiding by all applicable and district approved emergency/safety regulations. For any minor incidents that occurred at the

school, the appropriate corrective actions were taken to ensure the safety and security of the school and its students. The school adheres to the requirements set forth by the Office of Safe Schools including reporting requirements such as School Environmental Safety Incident Reporting (SESIR) and Florida Safe Schools Assessment Tool (FSSAT). The Board secures all required permitting and insurance coverage for the facility to operate a safe and orderly school.

All procedures of Broward County Public Schools (BCPS) are followed, utilizing the BCPS Code of Student Conduct and Administrative Discipline Matrix as a guide. The school has also implemented an Active Assailant Safety Plan and trained all staff. These trainings include simulations, distribution and thorough analysis of emergency procedures/handbooks, and debriefings after drills. In accordance with the Jessica Lunsford Act (1012.465.F.S.) and SB 7026, Marjory Stoneman Douglas Safety Act, the campus has a full time SRO from the Broward Sheriff's Office. The officer is present during operating hours which includes dates in which drills and evacuation procedures are held/reviewed.

Administration completes the Readiness Emergency Management Facility Security Checklist annually to monitor campus security and make any adjustments as needed. This includes outer perimeter security, building exterior security, building interior security, identification, evacuation, and holding access. With this in mind, the school has a single, designated, point of entry/exit during the instructional day where all visitors provide a valid, government-issued, photo identification. The identification is screened using a Level 1 background screener, Concierge. To further ensure security, the campus has 5 full-time staffed security monitors. These individuals are present at all school-sponsored events and have attended professional developments to stay abreast on safety policies and procedures. The school also has security cameras throughout the campus, including all classrooms, hallways, stairwells, gymnasium, cafeteria, meeting rooms, courtyard, field and building exterior. Further, all staff, including non-instructional personnel, at Somerset Preparatory Academy Charter School at North Lauderdale has taken part in the Youth Mental Health First Aid training or Kognito Mental Health. The administrative team has also participated in Behavior Threat Assessment trainings through Broward County.

With all of these processes and procedures in place, the administrative team secured a safe and secure learning environment for all students and staff.

Attachments

Section 1: STUDENT ENROLLMENT AND CONDUCT

– No Attachments –

2. FACILITIES

Section Evaluation

Meets the Standard Victoria Stanford, 11/26/19

Final Rating

Meets the Standard

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

Somerset Preparatory Academy Charter School at North Lauderdale has an adequate number of classrooms designed to meet all pertinent classroom design standards set forth by the governing agency. The facility also includes the following uses: cafeteria, restrooms, gymnasium, sports fields, 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 codes pursuant to Section 633.025, Florida Statutes, as adopted by the authority in whose jurisdiction the facility is located. For the years 2014-2019, the onsite evaluation reports by the district acknowledge that the school facilities are up to code and that the facilities are conducive to a good learning environment in compliance with applicable facilities laws.

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

Somerset Preparatory Academy Charter School at North Lauderdale complies with applicable health regulations as evidenced by the Fire and Health Inspection Reports – on file with the office of Charter School Management and Support. The school stays current on all health inspections. Fire drills and Active Shooter drills are conducted and logged on a monthly basis in compliance with the law. Copies of these drills are also provided on a monthly basis to the Broward County Public School charter school office via Charter.Tools uploads. Evacuation plans are available and are planned to ensure the safe evacuation of all persons from all areas of the school. These are reviewed with all staff at the start of the school year. For the years 2014-2019, evidence of compliance with applicable health and safety laws are seen in Fire and Health Inspections and Food Service Inspection – on file with the office of Charter School Management and Support. In addition, the district has noted compliance during the annual on-site monitoring visit where it is acknowledged that the school has records of all facility inspections for building, fire, and safety 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 Maria Yen, 11/14/19

Partially Meets the Standard

Meets the Standard Aneatra King, 11/22/19

Meets the Standard Debbie-Ann Scott, 11/26/19

Meets the Standard Brenda Santiago, 12/2/19

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

- **How does the governing board maintain compliance with training and fingerprinting requirements?**

Somerset Preparatory Academy Charter School at North Lauderdale utilizes a governance and leadership system that promotes student performance and system effectiveness. The Governing Board of directors of Somerset Academy Inc. is responsible for the management of the school and provides continued 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 governing 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 schools 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 relating.

Somerset Academy's Governing Board develops policies and procedures that promote the effective operation of the school. This includes 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 on file with the school district. It is the Governing Board's role to review, amend and establish new policies for the schools 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 and mentoring of all staff members. The educational administrative team provides the Governing Board with the school's policy manual each year for adoption at the annual board meeting. The Board is provided with orientation and training when they are appointed their position and annually, as needed. The training follows the Florida State Department of Education and is procured by an approved state vendor.

The Governing Board for Somerset Preparatory Academy Charter School at North Lauderdale oversees business operations and sets policies for all the charter schools that fall under its domain. At each meeting, the budget-expenditures and income are 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 establishes and monitors work policies and procedures to ensure effective operation of each school, and promotes data analysis. The conclusions learned from data obtained Board are analyzed, and through team collaboration with school administrators, plans are developed to drive continuous student growth. The principal reports to the Governing 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 the 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 principals and the Governing Board work as a collaborative team to maintain high achievement, outstanding performance, and to ensure that each 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 provider (Academica). Together, Somerset Preparatory Academy Charter School at North Lauderdale stakeholders focus on school programs, plans and policies to remove any obstacles that may affect student and teacher safety and performance.

B. Provide an explanation or verification of how the governing board/charter school complies with Sunshine Laws as applicable to charter schools and laws governing public records.

The Governing Board meets regularly, as required by state law and its charter. The Board adopts a meeting schedule of its annual, quarterly and special meetings in compliance with provisions of state law, its charter contract and corporate bylaws. All meeting dates are posted with ample time on www.somersetacademyschools.com, our school's website, www.somersetprep.com, and in our front office for parents and the public to access. The board complies with the state Sunshine Laws and laws governing public records. All Somerset Academy, Inc. Board meetings are open to the public and provide an opportunity for public comment. Meeting agendas are made available for all meetings. Members of the public who wish to speak at a board meeting are recommended to contact Academica to make such arrangements at least 12 hours prior to the meeting's start time. All members of the public that wish to address the Board have a maximum amount of time (3 minutes) to speak at the discretion of the Board Chair. Meeting minutes, budgets, and audited financial reports are posted on the school's website. 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. For the years, 2014-2019, evidence of compliance with applicable governance laws is seen in monitoring visits, 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 bylaws regarding how they function as a governing body.

As per public record law, parents may request to inspect and copy their child's record in writing, in person or over the phone. The school responds to requests in a timely manner and produces the records in accordance with applicable law. Parents who are unable to attend board meetings may find the parent liaison's contact information on our website. This person works to bridge the communication between school and home by helping parents get the information, help and support they need to ensure their child's academic and social success in school. Somerset Preparatory Academy Charter School at North Lauderdale maintains an updated website, www.somersetprep.com in order to enrich parental engagement and comply with s. 1002.33 (9)(p), F.S.

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 if it has been recently updated.**

Somerset Preparatory Academy Charter School at North Lauderdale meets state and federal staffing qualification requirements. All teachers are required to hold a Bachelor's degree or higher in their field and a valid teaching certificate. District created reports confirm that there is a record kept of teaching certificates for all teachers, original college transcripts and any out-of-state certificates. Each teacher and principal is highly qualified. Each member of the staff adheres to the school's policies and procedures as stated in the employee handbook.

It is the Governing Board's role to determine the effectiveness of its administrators. Prior to the implementation of Race to the Top, the Governing Board evaluated each principal utilizing the same criteria on a standardized evaluation form which reviewed its own strategic plan, vision and purpose. After electing to be a part of the District's Race to the Top plan, the Board adopted the district's evaluation tool, Broward Assessment for School Administrators (BASA), in accordance with state approved standards. Beginning the 2017-2018 school year, the board approved the Somerset Assessment for School Administrators (SASA), an administrative evaluation tool developed by school-based administrators. The current system is in accordance with F.S. 1012.34. Each principal is evaluated at least once a year. The governing board has been trained for the use of this system in accordance with state approved standards.

It is then the role of the principal to determine the effectiveness of teacher performance, for which the Somerset Academy Broward Developmental Evaluation System (SADES) teacher evaluation tool is currently used, and student achievement and report his/her findings to the governing board. The Florida School Grades reports is a useful tool in evaluating the school's overall effectiveness. Prior to the approved implementation of SADES, Somerset followed Broward Instructional Development and Growth Evaluation Systems (BrIDGES) through iObservation. The tool followed Marzano's 4 domains for a combined Instructional Practice Score, along with a deliberate practice score of 1% and student performance score as required by state statute.

The district has adopted a pay-for-performance salary schedule as set forth in Florida Statute 101.22 that provides annual salary adjustments for instructional personnel based upon performance determined under Florida statute 1012.34.

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 encouraged to be actively involved in the school's operations. Parental and community involvement in school matters continues to be a fundamental and required part of the philosophy and operation of Somerset Preparatory Academy Charter School at North Lauderdale as stated 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. Somerset Preparatory Academy Charter School at North Lauderdale encourages and welcomes community members and families to become active stakeholders at the school level along with staff and are also encouraged to assist in the development of our school wide plan.

Here at Somerset Preparatory Academy Charter School at North Lauderdale, we have a School Advisory Council (SAC) that meets 5 times per school year. The council is established to represent the board, school, community, and those who will share responsibility for guiding the school toward continuous improvement. SAC is created and governed by by-laws, all members are elected by its peers, and are subject to sunshine law. The council is made up of teachers, staff, parents, students, and community members. It also must represent the ethnic, racial, and economic community make up of the school. The council members assist the school's leaders with school direction and increasing student achievement for students in a safe learning environment.

Each Somerset family is encouraged to meet a volunteer requirement each school year which confirms their commitment to making Somerset Preparatory Academy Charter School at North Lauderdale a success, while ensuring their child's accomplishments in school.

Attachments

Section 3: GOVERNANCE, STAFF AND PARENTS

– No Attachments –

ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

Section Evaluation	
Attachments Added Rhonda Stephanik, 12/3/19	Final Rating Attachments Added

- A. FCAT 2.0 Reading Retakes - N/A
- D. AMO Standards - Information included in Narrative
- G. 300 Lowest-Performing Elementary Schools - N/A
- I. Summary of Progress Monitoring Reports - Charter Tools with AP1, AP2, AP3 data each year.
- J. Notification of School Improvement Rating - N/A
- K. Graduation Rate - N/A
- L. Standardized Test Results - Included in Attachments B-C.
- M. Evidence of Implementation of Specific Contractual Corrective Action - N/A
- O. Financial Corrective Action Plan - N/A
- P. Evidence of Resolution of Financial Debts - N/A
- R. Included in Attachment Q
- U. Governing Board Member Training Certificates & Fingerprint Records - Uploaded on Charter Tools
- V. Staffing Reports - Included in 5 YR Budget Spreadsheet - Attached again for reference
- W. Certification Self-Audits - Uploaded on Charter Tools
- Y. Teacher and Admin Evaluation Tools - Charter Tools
- Z. Pay for Performance Plan and Salary Schedule - Charter Tools

Attachments

Section 1: ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1.1	H. Early Warning Systems	McGhee, Donyale, 10/31/19 6:27 PM	PDF / 1.27 MB
1.2	V. Staffing Reports	McGhee, Donyale, 10/31/19 5:18 PM	XLSX / 607.029 KB
1.3	X. Sample of Parental Involvement	McGhee, Donyale, 10/31/19 4:59 PM	ZIP / 1.437 MB
1.4	T. Discipline Reporting	McGhee, Donyale, 10/31/19 4:57 PM	ZIP / 56.128 KB
1.5	S. Student Enrollment Reports	McGhee, Donyale, 10/31/19 4:57 PM	PDF / 61.443 KB
1.6	R. Revenue Estimate Worksheet for 2020-2021	McGhee, Donyale, 10/31/19 4:55 PM	XLSX / 607.029 KB
1.7	Q. Projected 5 Year Budget for 2021-2025	McGhee, Donyale, 10/31/19 4:54 PM	XLSX / 607.029 KB
1.8	N. Fixed Assets Report	McGhee, Donyale, 10/31/19 4:53 PM	PDF / 9.124 MB
1.9	F. FLDOE School Report Card	McGhee, Donyale, 10/31/19 4:47 PM	ZIP / 1.358 MB
1.10	E. FLDOE School Grade	McGhee, Donyale, 10/31/19 4:44 PM	XLSX / 43.407 KB
1.11	C. EOC	McGhee, Donyale, 10/31/19 4:44 PM	ZIP / 1.422 MB
1.12	B. FSA	McGhee, Donyale, 10/31/19 4:41 PM	ZIP / 5.232 MB

Recommendation

School Name:	Somerset Preparatory Academy Charter School At North Lauderdale
Primary Contact:	Donyale McGhee
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 Academy Charter School at North Lauderdale's Renewal Program Review, the Superintendent's Charter School Review Committee is providing to the Superintendent an approval for a five-year renewal with mitigating language of the school's charter agreement. The Superintendent will provide the approval to The School Board of Broward County, FL for final consideration.