

2019-2020 Charter Renewal Program Review

Charter Renewal Application #000454

Somerset Pines Academy

Location Code: 5030

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:

Donna Kaye

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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: **901 Ne 33rd St Pompano Beach, Florida 33064-5231**
 Phone: **(954) 786-5980**
 Fax: **(954) 786-5981**
 Web Site:
 Calendar Type: **- 180 instructional days**
 Educational Service Provider: **(None)**

B. Primary Contact Person

Name: **Donna Kaye**
 Mailing Address:
 Mobile Phone: **9543053993**
 Alternate Phone: **9547865980**
 Email: **dkaye@somersetpines.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	69	100		100	69	100	69	100	69	100
1	69	100	69	100	69	100	69	100	69	100
2	69	75	69	100	69	100	69	100	69	100
3	69	75	69	75	69	100	69	100	69	100
4	69	75	69	75	69	75	69	100	69	100
5	69	75	69	75	69	75	69	75	69	75
6										
7										
8										
Total	414	500	345	525	414	550	414	575	414	575

D. Board Members

Name	Title	Contact Information	Current Employer
Capello, Karen	Emergency Contact	P: 9547865980 M: 9547932639 E: kcapello@somersetpines.com	
Concepcion, David	Board Director	P: 3056692906 M: 7863934455 E: dconcepcion@somersetacademyschools.com	
Diaz, Ana	Board Secretary	P: 3056692906 M: 7863934455 E: adiaz@somersetacademyschools.com	
Esquijarosa, Jennifer	Board Director	P: 3056692906 M: 7863934455 E: jesquijarosa@somersetacademyschools.com	
German, Todd	Board Chairperson	P: 3056692906 M: 7863934455 E: tgerman@somersetacademyschools.com	
Isla, Lourdes	Board Chairperson	P: 3056692906 M: 7863934455 E: lisl@somersetacademyschools.com	
Kimmel, Bernard	Board Director	P: M: E: drbkim@msn.com	
Marin, Louis	Board Vice Chairperson	P: 786.393.4455 M: E: lmarin@somersetacademyschools.com	
Ozuna, George	Board Director	P: 786.393.4455 M: E: gozuna@somersetacademyschools.com	

CHARTER SCHOOL RENEWAL INSTRUCTIONS

1. CHARTER SCHOOL RENEWAL INSTRUCTIONS

Section Evaluation

No Action Required Rhonda Stephanik, 12/3/19

Final Rating

No Action Required

Attachments

Section 1: CHARTER SCHOOL RENEWAL INSTRUCTIONS

– No Attachments –

CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

1. COVER SHEET

Section Evaluation

Complete Rhonda Stephanik, 12/3/19

Final Rating

Complete

CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL: Somerset Pines Academy

CHARTER SCHOOL LOCATION NUMBER: 5030 GRADES SERVED: K-5 DATE: 10/31/2019

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

r 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: Dr. Donna Kaye

TITLE/RELATIONSHIP TO NON-PROFIT: Principal

MAILING ADDRESS: 901 NE 33rd Street, Pompano Beach, FL 33064

PRIMARY TELEPHONE: (954) 786-5980 ALTERNATE TELEPHONE: (954) 305-3993

E-MAIL ADDRESS: --dkaye@somersetpines.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.

Donna Kaye

Principal

Printed Name

Position/Title

DKaye

10/31/2019

Signature

Date

Attachments

Section 1: COVER SHEET

– No Attachments –

SECTION BREAKDOWN

1. SECTION BREAKDOWN

Section Evaluation

– *Not Rated* –

– *No Final Rating* –

Attachments

Section 1: SECTION BREAKDOWN

– No Attachments –

EXECUTIVE SUMMARY

1. Executive Summary

Section Evaluation

Final Rating

Complete

Complete Adrienne Reynolds, 11/6/19

Complete Joe Luechauer, 11/12/19

Complete Sean Brown, 11/19/19

Complete Cassandra Vallianos, 11/19/19

Complete Terri Coyle, 11/19/19

Complete Lourdes Panizo, 11/19/19

Complete Detra Adams, 11/19/19

Complete Allisyn Axelrod, 11/19/19

Complete Kim Punzi-Elabiary, 11/20/19

Complete Reynaldo Tunnermann, 11/20/19

Complete Laurie Steinberg, 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 David Shelley, 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 Marilyn Johnson, 11/26/19

Complete Hanne Rega, 11/26/19

Complete Jill Young, 11/27/19

Complete Brenda Santiago, 12/2/19

Complete Rhonda Stephanik, 12/3/19

Somerset Pines Academy is extremely proud that we improved our letter grade for the 2018-2019 school year but more so that we gained 102 points in growth in one year. To achieve this growth, we took a hard look at what was keeping us stagnant and what contributed to our school grade dropping (in 17/18, Somerset Pines was graded a D). We made sure intervention time was kept sacred by not pulling our interventionists for any other duties, and we worked with our students to cultivate increased motivation for learning and a growth mindset. Those two changes gave us incredible results – we missed receiving a B by 5 points – and we increased in 7 out of the 9 areas on the FSA. We saw our students make large gains and most importantly, we saw how proud they were of themselves when they saw they could do it.

We strive to help our students become well rounded and productive members of society. We try to infuse everyday life skills into their learning and give our students the tools they need to succeed in the world outside of school. During this charter term we recognized that our math scores were not improving- our students were able to answer rote questions from the book, but not apply them critically. Our "city within a school," which we call Marketplace, grew out of our desire to give our students opportunities to apply their knowledge in real world scenarios- with the hope that they would take these same critical thinking skills to any standardized testing situations.

In Marketplace, our students learn the principles of economics, personal finance, job readiness skills, commercial finance and both inter and intrapersonal skills. Students, with the help of their teachers, "run the city." Each student has a job and works at their job once a month. Our students earn a salary, pay taxes, and give to charity. They utilize a banking system which provides them with the opportunity to learn how to write checks and budget effectively. In addition, we have a court system where students who receive "tickets" from teachers and staff for misbehavior must meet with the judge and receive consequences for their actions. This program provides students (whether "shoppers" or "workers") the opportunity to make decisions and problem solve in a real world setting. We have now run Marketplace for 4 years, and we have seen not only an improvement in our math scores, but a positive change in our school culture.

Our mission at Somerset Pines is to recognize the uniqueness of each child and keep in mind the importance of developing the whole child. We maintain high expectations while providing academically stimulating and challenging instructional programs, all while keeping in mind the importance of a positive learning environment for all students. As a school community, we support our students by providing a safe, secure, and stimulating environment that enables them to value diversity, solve problems, and experience success in all facets of their development. One way we support our mission is by teaching through the multiple intelligences- this allows our students to learn and express themselves in the ways they feel most comfortable and confident. In addition, we implemented a House system to promote a sense of unity and family across grade levels. Every student and staff member belongs to one of our ten Houses, and we meet every early release day to work on character education and team building. Furthermore, our Essential 29

system is a school wide initiative that promotes behavior expectations and soft skills such as making eye contact, tracking the speaker, shaking hands, and practicing other societal norms.

Reflecting on the past 5 years, we see so much growth and in both our students and our staff however we acknowledge that there are still areas we need to improve on. In both reading and math, our students in the lowest 25 percentile are still not making the gains they are capable of. These are our most fragile students and often times include our ELL and ESE students. We need to work with our teachers on professional development to help move these students forward. In our OSPR visit from 2018 -2019 there were administrative findings with our paperwork in both ELL and ESE. If the paperwork is not up to date then we are not providing the teachers with accurate information to help our students. This is being rectified through a better attention to detail and the creation of a calendar to assist us in making sure the deadlines for the information being updated is met.

Looking forward to the next 5 years, Somerset Pines Academy will strive to achieve several goals in order to create the best environment possible for all stakeholders. After analyzing our concerns and areas of deficiency, a greater focus will be placed on meeting the needs of our most fragile students. We have already taken steps towards this by having push in and pullout support in our 3 main heritage languages (Spanish, Portuguese, and Creole). We are currently working on professional development opportunities for all staff members focused on better meeting the needs of our ELL and ESE students. We strive for excellence in everything we do and although we are very proud of our gains this past year, we will continue to reflect and work towards improving every year.

Attachments

Section 1: Executive Summary

– No Attachments –

EDUCATIONAL PERFORMANCE

1. FEDERAL AND STATE ACCOUNTABILITY

Section Evaluation

Final Rating

Meets the Standard Adrienne Reynolds, 11/6/19

Meets the Standard

Does Not Meet the Standard Ann-Marie Evans,
11/25/19

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

Somerset Pines Academy 5030 has not been identified for School Improvement in the 2018 – 2019 school year.

Category	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
School Grade	C	C	C	D	C
Reading Achievement	44	42	47	38	50
Reading Learning Gains	n/a	50	61	49	57
Reading Lowest 25%	n/a	46	45	35	45
Math Achievement	45	42	48	47	61
Math Learning Gains	n/a	49	52	46	64

Math Lowest 25%	n/a	44	40	31	43
Science Achievement	39	26	32	25	53
Social Studies Achievement	57	65			
Middle School Acceleration	74	67			

During the first two years of Somerset Pines most recent five-year term, the school was a K-8 center. With students taking the Civics, Algebra 1, Geometry, and Biology EOC's in the middle school, the middle school acceleration points and Social Studies achievement were added. Beginning the 2016 – 2017 school year, Somerset Pines was home to strictly elementary students, K-5, and those two areas were then factored into the percentages.

Somerset Pines Academy has always and will continue to work diligently to ensure that the students are performing and improving in the state standardized assessments. Somerset Pines follows the Florida Standards for ELA & Math as well as the Next Generation Sunshine State Standards for Science & Social Studies. Reading is a central focus throughout all areas of the curriculum. We currently use Houghton Mifflin Harcourt Journeys for ELA as the curriculum for Kindergarten through 5 Grade and & Top Score Writing as the curriculum for 3rd – 5th grade. For ELA interventions, we use the Journeys Reading Interventions, as well as Read Naturally for our students that are struggling. For the Math curriculum, we use the Houghton Mifflin Harcourt Go Math series for K-5 grade and the intervention materials that come with it.

In addition, the iReady Teacher toolkit and Standards Mastery are both available for the teachers to utilize for both reading and math. We also utilize HMH Science as well as Science A-Z in K-5 and Florida Studies Weekly supplementing with Scholastic News for Social Studies. We also incorporate the Social Studies & Science standards into the Reading block as often as possible to keep reading in the forefront cross curricular. This year we have also purchased Raz Kids, through Learning A-Z as an additional resource for our students.

In 2017–2018, Somerset Pines Academy implemented the Benchmark Assessment System Running Record in K-2nd grade and used FAIR in 3rd – 5th grade. Beginning in 2018-2019, to have consistency in the school when calculating Reading levels, we moved away from FAIR and added all 3rd grade students to the BAS system, as well as 4th and 5th grade students scoring a Level 1 on the FSA. These levels helped teachers to begin meeting the needs of individual

students. With the adoption of this assessment, we were also provided as a Title1 school, the Scholastic Book Room 4.0 which allows teachers to access to small group sets of books and novels at each level.

Additional to the focus on reading groups, we have also purchased different technology programs to support the learning that is occurring in the classroom. Throughout these 5 years, we struggled to find a program that met the needs of our students and at times had more programs than time for them to be used which did not allow them to be used with fidelity. For Math support, we began by using IXL which reinforced the basic skills at home and provided feedback. Following that, we used both EduSoft and Scantron Performance Series which were programs to allow the teachers to digitally access the students on the standards to see where the students needed help for all content areas. We have also used Renaissance for both STAR Diagnostics in Math and Accelerated Reader and Accelerated Math, USA Test Prep, SCHOOP for Civics EOC prep, and the list goes on.

We realize that we jumped to different programs each time our scores were not where we wanted them and may have not given it time to work, however, we still wanted to find something that worked for the school as a whole. In 2017 - 2018, we moved the K-2 to iReady and this past year we brought our 3rd-5th grade to iReady for reading. iReady has been known to be successful in closing the achievement gap for many schools and is really a comprehensive program that the school can consistently use in all grade levels. This program can now address the needs of our diverse learning styles 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 and a program for standards mastery, everything we were searching for in one spot. 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. Last year, we implemented iReady Reading throughout the entire school with fidelity and saw our scores rise – part of this was the students using it with fidelity and part was that the teachers were analyzing the data provided consistently and moving their instruction forward because of it. We feel that this may be the answer to the consistency going forward and for the 2019- 2020 school year have moved 3rd -5th grade students to iReady for math so now all students in both reading and math are on the same program. We plan to continue using this in the years ahead to create consistency among the grade levels and to track student progress.

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

The 2013-2014 school year was the last year that the state had an AMO target although Somerset Pines Academy has continued to work on student growth and improving the school grade. For the past 5 years our student proficiency and learning gains have fluctuated with one year making improvements and the next year showing decreases – this cycle has continued through the past five years. During the past five years our school has undergone many changes. When we began this term for the 2014-2015 school year, Somerset Pines was a K-8 with, at its height, 510 students. In 2016-2017 with the opening of a sister middle and high school nearby, 225 students in grades 6th – 8th moved to the new site and our K-5 grades saw the addition of 150 new students. As a result staff who were certified transferred which resulted in our school bringing in at least one new teacher for each grade level. The new staff coming in led to us making changes in our professional development. The transient population of our school showed us we need to make changes to our intervention programs.

In 2017-2018, we began an initiative of pulling kids out with an interventionist for additional support with a laser focus that we had not had before. We gave a big push in Kindergarten – 2nd grade as we felt these were the kids that needed it the most and would make our students stronger as they reached the upper elementary grades. Although we did not see the effects of that during the 2017-2018 school year, our school dropped a letter grade to a D, we did see it in the 2018 – 2019 school year with our 3rd graders. The 3rd grade students came up much higher than they had ever come from 2nd grade before which resulted in a 37% increase in math proficiency (from a 38% to a 75%) and a 23% reading proficiency (from a 32% to a 55%). We are continuing this strategy going forward with more support being provided in other grades as well.

After analyzing our data from 2018-2019, we realize that one of our weaknesses lies within our ELL population making gain and proficiency in ELA. We often do professional development with the staff in house regarding ESOL strategies, however, last year we were trained on Ellevation for the classrooms which has given the teachers a resource that gives them lessons they can teach as well as support for their ELL students. Additional to the professional development, we have interventionists that are available to push into the classrooms that assist our students in their heritage language. Last year we saw an increase in students who speak Portuguese enroll at our schools, so this year along with our Spanish and Creole speaking interventionists, we have also hired a Portuguese speaking interventionist. Through the ESOL department of Broward County Public Schools, this year we have begun using Imagine Learning for our A1 and Level 1 ELL students.

We have also seen the same trend with our students with disabilities, there is progress being made in both proficiency and learning gains in math but not in ELA. After analyzing the diagnostic scores and class grades with the FSA scores speaking with the ESE Department and with colleagues, we feel that there is disconnect between the IEP goals and what the students are working on in the classroom. We have been individually looking at each student to see what would benefit them best, changing their goals, moving them to push in services with the ESE teacher, or extending their time. Our ESE students will be included in all extra intervention support in addition to the push in services provided by the ESE teacher. ESE students receive accommodations that specifically pertain to their individual plans in which proof of such is being documented by classroom teachers. All teachers must keep a student work folder for ESE and EP students and document on each student work sample what accommodations were provided. These work folders will be used during IEP annual and review meetings, during teacher conferences, and as needed to help with progress monitoring and individual goal making. As discussed in the On-Site Programmatic Review visit, the student work folders are an area that we will be focusing on to make sure that there is a clear expectation for the teachers as to what should be in the folders. As part of our ongoing improvement, we will be revamping our folders with a professional development for the teachers and adding checklists and expectations of what should be in the folder. Along with providing all necessary accommodations as stated on individual plans, ESE students are afforded all schoolwide academics, such as tutoring, small group instruction, and access to schoolwide monitoring programs. Both the classroom teacher and the ESE teacher will continue to work closely with each other to ensure students are receiving what they need and getting the support needed throughout school.

We will continue providing this support going forward into the new contract term.

- A. 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).**

Reading Performance by Subgroup:

Over the past 5 years, our subgroup data has fluctuated going up in some areas and down in others, then the following year doing the opposite – those that went up had gone down and vice versa. Comparing the 2017-2018 data to the 2018 -2019 data, we saw every subgroup make increases in ELA. Most noticeable was the increase in our ELL students who went from a 14% proficiency to a 41% proficiency. Within our learning gains, and using the same data, 4 out of the 6 subgroups made increases with the most notable being our White students that went from a 41% in learning gains to a 74% in learning gains. However, both our Hispanic and Black students decreased in learning gains from a 49% to a 45% and a 51% to a 49% respectively.

The targeted interventions and the heritage language support we implemented with fidelity last year helped our students to find success. Moving forward, we will continue with these interventions and supports and have added a support for our students who speak Portuguese.

Math Performance by Subgroup:

Following the same data for math, 5 out of the 6 subgroups made increases in Math proficiency, the exception were the White students who decreased a percent going from a 61% to a 60%. Each of the remaining 5 subgroups had at least a 15% increase in proficiency. We saw the same trends in our math learning gains, all subgroups made double digit gains and with our Hispanic students Students with Disabilities making the largest gains from a 40% to 75% and a 13% to a 55% respectively.

Our ESE students will be frequently monitored using data provided by iReady, classroom data, individual plan data, and progress monitoring assessments both formal and informal. We will continue to ensure that our ESE students receive their services as stated on their Individualized plans and document via Ed.Plan. As a part of the student’s ESE Team, classroom teachers are also required to assist in the analyzing of student data via the monitoring tool. Analyzing the data will help to gather information regarding our ESE students and how well they are are not mastering/understanding the content. In tracking ESE student data, we are able to use the information to effectivity give support to our ESE students.

Utilizing Reflex Math to work on math fluency with our students as well as instituting math talks in every classroom gave our students the additional support they needed. Math Interventions were focused and implemented with fidelity which gave those who were struggling the consistent support that they required.

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

Category	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Reading Achievement	44	42	47	38	50

Math Achievement	45	42	48	47	61
Science Achievement	39	26	32	25	53
Social Studies Achievement	57	65			

Somerset Pines Academy administers the FSA in Reading, Math, Writing for 4th and 5th, as well as the NGSS FCAT Science for 5th grade. In the 2014-2015 and 2015 – 2016 school years, we also administered Algebra 1 EOC, Geometry EOC, Biology EOC, and Civics EOC.

Somerset Pines Academy has been inconsistent within the proficiency rates throughout the past 5 years. One of the challenges that the school has faced in the consistency of students maintaining proficiency is student turnover. Three years ago we took in over 150 new students, many of those students being in the non-tested grades, as those students moved into testing grades, we saw our scores decrease, then increase once more. In general, we have a transient population and each year we receive students from other schools that enroll without prior data or with a vast amount of deficiencies. We have worked diligently to help these students, but it is challenging to have students come and go when trying to track student gains.

Despite the challenges, we are still working diligently to make sure that we are implementing an appropriate and rigorous curriculum and support program to make sure we are working towards our students consistently reaching proficiency.

Throughout the five years, Somerset Pines has implemented several progress monitoring tools and systems for the students including DRA, FAIR, BAS. In 2017-2018, the school introduced the Benchmark Assessment System (BAS) running record which gives a reading level for all students in Kindergarten through 3rd grade and 4th and 5th grade students scoring a Level 1 on the FSA ELA. This program is still being used currently and will continue to be used going forward. We assess the students three times per year during AP1, AP2, and AP3 using this method. After each assessment, we send home to the parents a letter letting them know where their student currently is, where they should be at this point in the year, and what our goal is for them before the next test. Included in that letter is also a sample of text that correlates to the letter so the parents can help them find books to help move their learning forward.

ELL students who are level 1 or A1 use imagine learning as a resource to support their ELA deficiencies. The program is also used to increase their ELA growth by assigning lessons that support the skills they deficient in. ELL support is also received through our interventionist. The ELL interventionist supports the students in the classroom by providing assistance in their heritage language so understanding of lessons are clear. The interventionist also pulls the ELL students

out for additional support on skills they are struggling with. The interventionist's use the T.E.A.M. program as a support curriculum during their scheduled pull out time.

Somerset Pines Academy also administers the iReady diagnostic in both reading and math three times a year, again following the three AP windows.

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 4 times per year as well.

Additional to these assessments, the administration also meets with the teachers bi-weekly to discuss their required bi-weekly teacher assessments on the current topic they are 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.

Category	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Reading Learning Gains	n/a	50	61	49	57
Math Learning Gains	n/a	49	52	46	64

Out of the four years that learning gains were assessed, Somerset Pines scored above 50% mark for annual growth twice for reading and twice for math. This past school year, the school made a drastic improvement from 49% making gains in 2018 to 57% making gains in 2019 for reading and a 46% making gains in 2018 to a 64% making gains in 2019 in math. Somerset Pines Academy made the improvement last year by closely tracking data and student growth in combination with intervention groups and additional after school FSA tutoring in Reading & Math. In this school year and going forward, Somerset Pines Academy will continue the practices that worked. Additionally, there has been no teacher turn over since 2018 which will help with the consistency of instruction and with the programs implemented.

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.

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Category	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Reading Lowest 25%	n/a	46	45	35	45
Math Lowest 25%	n/a	44	40	31	43

Over the course of the 5-year period, 50% of the students in the lowest 25% have not made one year's growth in or math. Although this past school year, the school made improvements of at least 10% in each subject, we still have not met the 50% mark. These improvements were made by tracking the data and with the intervention groups for the students in the lowest 25% however it has not been enough.

This school year, and going forward, Somerset Pines placed the students in the lowest 25% in their own instructional group in iReady so that we can monitor them and specifically target their areas of need using the iReady Toolkit as well as Tools for Instruction.

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

Somerset Pines Academy ensures that all students who are present during the testing window are tested. For the past 5 years, we have had 99-100% of our students tested each 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. As soon as Broward County Public Schools releases the draft Testing Calendar, we place it on our school calendar which is on the website and printed into the agendas. From the first day of school, parents and students are aware of the proposed testing dates. We also send a letter with specific testing dates in January for the parents as well as we host an FSA Information night for parents to stress the importance of their children being prepared and being present for these assessments. Every Sunday throughout the school year, we communicate via the Parent Link phone system to each of our families and during testing season, we make sure to let them know what grades and subjects are testing each day. This is a phone call that is sent to every family, followed up by an email to the families and it is also placed on our website.

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

School Name	Total Points 2019	Grade 2019	Grade 2018	Grade 2017	Grade 2016	Grade 2015

Somerset Pines Academy 5030	373	C	D	C	C	C
Crestahven Elementary School #0901	346	C	C	C	D	C
Cypress Elementary School #1781	391	B	C	C	D	F
Charles Drew Elementary School #3221	244	D	C	C	D	F
Robert C. Markham Elementary #1671	356	C	C	D	D	D
Norcrest Elementary School #0561	371	C	C	C	C	C
Palmview Elementary School #1131	366	C	C	B	C	C
Park Ridge Elementary School #1951	295	C	C	C	F	F
Pompano Beach Elementary School #0751	358	C	C	C	D	F
Tedder Elementary School #0571	403	B	C	C	D	D

Innovation Charter School #5177	240	D	C	C	F	
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According to the data in the chart presented above, Somerset Pines Academy has, on average, over the five year period either met or exceeded the performance of the nearby schools with comparable populations and grade levels served.

I. Identify the charter school’s school grade.

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

During the 2017 – 2018 school year, Somerset Pines Academy received a school grade of “D”. With the exception of that one year, and throughout the rest of the charter term, Somerset Pines always received a school grade of a “C”.

For the 2017 – 2018 school year we made sure our interventions began in the lower elementary grades to ensure they were leaving those grades with mastery and ready to start the next grade. With our 3rd graders scoring a 73% proficiency in math and a 55% proficiency in reading – both over a 20% increase from the prior year – we felt that these interventions are working. We will continue to utilize 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 for our Kindergarten – 3rd graders. Additionally, Kindergarten students will continue to be given the Florida Kindergarten Readiness Screener as a baseline within the first 30 days of school. They are also assessed on the Letters and Sounds and Concepts of Print 4 times throughout the year.

In math our Students with Disabilities made the largest gains from a 40% to 75% and a 13% to a 55% respectively. Due to these gains we want to continue utilizing all systems/tools used to help maintain and show progress in the coming year. In regards to reading, with the great success shown in math, we are going to continue to give our ESE students all support needed and access to schoolwide systems of progress monitoring to help our students have more success in reading. Once the data is collected, we will take this data and use it to drive our instruction of ESE students both in the general education and ESE setting. We will also continue to implement the iReady diagnostic in both reading and math during the three AP windows.

Attachments

Section 1: FEDERAL AND STATE ACCOUNTABILITY

– No Attachments –

2. MISSION-SPECIFIC ACCOUNTABILITY

Section Evaluation	
Meets the Standard Rhonda Stephanik, 12/3/19	Final Rating Meets the Standard

Mission Statement

The mission of Somerset Pines Academy is to foster the development of responsible, self-directed, life-long learners by maximizing student achievement in a safe and enriching environment.

This mission entails putting our children first. We believe this can only be attained through the collaborative efforts of administrators, teachers, parents, and community leaders.

At Somerset Pines Academy we recognize the uniqueness of each child and the importance of developing the whole child. We will implement a program which addresses high expectations, provides academically stimulating and challenging instructional programs, and a positive learning environment for all students. As a school community, we will support our students by providing a safe, secure, and stimulating environment that enables them to value diversity, solve problems, and experience success in all facets of their development.

Mission-Specific Accountability

Somerset Pines Academy is achieving the mission specific goals as defined in the school's contract.

All of the teachers at Somerset Pines Academy are Florida certified teachers. Using the Multiple Intelligences philosophy to guide us, Somerset Pines allows the teachers to design their lessons so they incorporate all of the cognitive levels of processing. This kind of instruction allows the students to explore the knowledge that they learn and create something exciting out of it. Students become better prepared to think on many different levels, and they focus on improving their areas of strength while developing their weaker abilities. The teachers at Somerset Pines individualize their instructional methods to the strengths of our students. All of the teachers at Somerset Pines are either already Gifted Endorsed or in the process of getting their Gifted Endorsement. Our teachers take pride in their innovative instruction and original teaching methods. Through the use of textbooks adopted by the district, novel based instruction, desktops/laptops, tablets, and Clear Touch Panels, teachers use all resources possible to help motivate students to learn new content.

Maximizing student achievement is the school's ultimate goal. Students learn when they are engaged, and our innovating instruction helps to maximize their engagement. We place an emphasis on the importance of student engagement and send our teachers to professional development conferences that focus on high energy high engagement teaching.

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 Terri Coyle, 11/19/19

Meets the Standard Kim Punzi-Elabiary, 11/21/19

Meets the Standard Allisyn Axelrod, 11/21/19

Meets the Standard Laurie Steinberg, 11/21/19

Partially Meets the Standard Sarah Decotis, 11/22/19

Meets the Standard Tanya Hutkowski, 11/24/19

Does Not Meet the Standard David Shelley, 11/25/19

Meets the Standard Celina Chavez, 11/25/19

Does Not Meet the Standard Matt Schroeder, 11/25/19

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

Does Not Meet the Standard Detra Adams, 11/26/19

Partially Meets the Standard

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

Somerset Pines Academy is implementing its mission as defined in the charter school's agreement by provides resources and instruction that help form a solid foundation where students become reflective lifelong learners and successful leaders of our community.

High expectations are set for all students and this has assisted the school in their mission and in ensuring that students make annual learning gains. The school also sets high expectations for teachers. They create professional growth plans annually keeping in mind the schools mission, improvement plan and their individual needs. They achieve these goals through our mentorship program. At Somerset Pines Academy stakeholders collaboratively developed the School Improvement Plan and for the 2018 - 2019 school year and our annual action plan, which is based on the needs of the school that specifically outline the expectations for student learning. The

school refers to its specific objectives, strategies, goals, assessments and evaluations to ensure that the curriculum, instructional strategies and student performance are revisited continuously throughout the year.

In order to assure that these goals are met our staff participates in professional development based on the needs of the school. Pacing guides and benchmark assessments are aligned to the Florida standards (LAFS and MAFS) as well as the NGSS (Science and Social Studies). Differentiated instruction allows for the curriculum to be tailored in order to meet the needs of the individual student. Lessons are designed for all students and both challenging and remediation activities are incorporated into the concepts being taught.

Our ESE student community is an important part of our school community. Our students are included in all schoolwide events, academic, and extra curricula activities. In addition to implanting all individual student plans, we utilize a team approach in making sure we effectivity meet their needs. Our ESE team builds strong relationships with our students as well as their families as they are also a part of the student's team when making decisions to help boost student success. We have open communication with our families and share all schoolwide information along with District wide events for our families.

Looking forward to the next five years, the mission of the school remains the same. The mission statement is a living statement that Somerset Pines, using the Theory of Multiple Intelligences by Dr. Howard Gardener as a guide, will help our students find success. Dr. Gardner always believed and did research on the cognitive abilities of people. His passion always came from the thought that not everyone learns the same. In 1983 Dr. Gardner published his first full length statement of the theory of multiple intelligences. Gardner viewed intelligence as 'the capacity to solve problems or to fashion products that are valued in one or more cultural setting.

Through the use of the Multiple Intelligences, Somerset Pines Academy allow the teachers to design their lessons so they teach incorporate all of the cognitive levels of processing. This kind of instruction allows the students to explore the knowledge that they learn and create something exciting out of it.

At our school, we believe that everyone deserves a chance to learn, and when children learn from people who are different from themselves, they are better able to understand and embrace those differences. When a student feels comfortable in their learning environment, they are more likely to open up their minds in order to understand the thoughts and feelings of those around them.

As it is stated in the mission statement, we want our school to mirror how our students should act in society, they will learn real world skills and cognitively higher ways to think – students will not just be able to memorize knowledge but to apply it to their lives and in every situation.

Somerset Pines Academy has a reputation within the community of being an innovative school with a nurturing environment and a family like atmosphere.

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

Over the past five years, Somerset Pines Academy has followed all of the federal and state requirements for the implementation of curriculum and instruction. During the term of this past charter contract, the curriculum began with the Next Generation Sunshine State Standards (NGSSS) in all subject areas and then but shifted to the Language Arts Florida Standards (LAFS) for reading, Mathematical Florida Standards (MAFS) for math, with Science and Social Studies

still following the NGSSS. Somerset Pines Academy opts in to the state approved Reading Plan adopted by Broward County Public Schools.

Reading

In Kindergarten – 5th grade, all students receive balanced literacy instruction via a 90-minute reading block. Instructional strategies provided by the classroom teacher include: direct instruction, small group guided reading lessons, shared reading and read alouds, independent reading time, and individualized reading conferences. In addition, students receive explicit vocabulary and word study instruction. Teachers utilize Marzano strategies as well as other low-risk high-yield strategies such as note-taking and collaborative group work to move students towards mastery of LAFS standards.

HMH Journeys is utilized during the whole group portion of the 90-minute reading block. Kindergarten students receive instruction in Saxon Phonics via small group setting. K-2 teachers utilize the Scholastic Book Room to plan and deliver small group lessons that are focused on their students' areas of need (as determined by iReady and BAS reports).

During small group reading instruction for 3rd – 5th grade, students receive lessons targeted toward their specific needs with resources from the Scholastic Book Room 4.0. Teachers also utilize Triumphs materials to provide additional lessons in close reading. In addition, reading strategies are modeled and practiced in additional content areas outside of the ELA block. Teachers utilize Social Studies Weekly to plan social studies lessons that also provide opportunities to practice content area reading strategies. Teachers utilize journals in math, science, and social studies to help students use content area reading strategies during their instruction.

The school leadership team, as well as, grade level teams review performance data of all students systematically to identify interventions needed to improve student performance. Teachers will receive training and support from the Literacy Coach on identified areas of weakness. The Literacy Coach will conduct walkthroughs to identify the type of support needed for each teacher/grade.

Tier 2 students, those who are struggling and/or are one year below grade level, in grade K-5 will receive required support via their targeted interventions. This includes small group instruction in the classroom from the classroom teacher using Journeys Intervention. Tier 2 students were identified using our Lowest 30% from the 2019 FSA results in addition to scores on the iReady Diagnostics AP1 (3rd-5th grade) and BAS (K-2). Tier 2 students also receive push-in support from the Reading Interventionists during the 90 minute reading block. The Interventionists push in twice a week for 30 minutes each session. Progress monitoring of Tier 2 students occurs on a weekly basis using the intervention curriculum assessments K-5 uses Journeys Interventions.

Monthly grade level CPST meetings are held to assess the progress of Tier 2 students and guide decision-making regarding next steps. Parent invitations are sent out 10 days prior to each meeting.

Tier 3 students, those who need more concentrated interventions and who are two years below grade level, participate in learning targeted to their specific learning needs. The Reading K-5 Interventionists utilize research-based intervention materials such as Read Naturally outside of the 90 minute reading block. These meetings are held to analyze student response to interventions as well as determine next steps. The time spent on instruction for Tier 3 students is 3 session per week, 35 minutes in length in addition to the combined Tier 1 and Tier 2 amounts.

Progress monitoring of Tier 3 students occurs on a weekly basis using the Read Naturally curriculum assessments. Tier 3 progress is assessed during monthly scheduled grade level meeting which includes the CPST team and parents.

Within each of our classrooms across every grade level, our teachers differentiate their instruction.

The iReady reading program will be used in class to provide differentiated instruction based on individual student needs as noted on the iReady diagnostic assessment. Tier 1, 2, and 3 students will work on lessons tailored to their individual deficiencies during the ELA block. All ESE/Gifted students work on lessons tailored to their individual learning needs as well. Beginning the 2019 – 2020 school year, all of our ELL students who are at an A1 or Level 1, will be utilizing the Imagine Learning program instead of iReady. With Imagine Learning, our ELL students will receive explicit, targeted instruction within an individualized learning path that continually adjusts to their needs. The program features primary-language support in 15 languages, which allows our ELL students learning English to progress at their own pace as they learn essential skills.

During the ELA block, the teacher will meet with small groups and individual students to provide systematic and explicit instruction in identified skill areas. The teacher plans for the diverse needs of each learner and matches instruction to meet their needs. The teacher will consider learning styles, skill levels, learning difficulties, language proficiency, interests, social and emotional development, and physical needs.

In addition to Imagine Learning, the ESOL coordinator provides strategies to classroom teachers to aid in scaffolding instruction, particularly in the area of acquiring new vocabulary. Classroom teachers provide a print rich environment to aid students in understanding words that transcend content areas. Push in support is also provided in Creole, Portuguese, and Spanish for the students that need support in their heritage language. Our 3rd – 5th grade ELL students are also provided with content area dictionaries in their heritage language.

All of students with disabilities are included and integrated in all remedial activities for Literacy in addition to the ESE services prescribed in the IEP. Staff working with SWD students will have access to IEPs and accommodations needed for each student will be provided. SWD students with deficiencies in reading utilize the program Reading Mastery in small group with the ESE teacher. The pull-out model is utilized with the ESE teacher meeting with the students in a small group setting in the resource room.

Additionally, all students identified as Gifted receive Education Plans designed to meet their specific area of giftedness. Gifted students are also placed in a Gifted/High Achievers class with Gifted endorsed teachers and challenged through acceleration and enrichment activities. Gifted/High Achieving students are encouraged to participate in extracurricular activities such as “Battle of the Books”, which is an annual Somerset Academy competition

Data Chats and Progress Monitoring are crucial to our success. As mentioned above, monthly CPST meetings with grade level teams and interventionists are held to focus on needs of Tier 2/3 students with the purpose of providing additional instructional strategies and opportunities for re-teaching. Teachers will review data and develop strategies to support Tier 2/3 interventions.

Monthly (K-2) and Bi-monthly (3rd – 5th) data chats are held with the grade level teams, Principal, and Instructional Coaches to review the benchmarks and analyze the data collected from STAR Early Literacy, iReady, the Benchmark tests, and LAFS the classroom teachers are tracking. All students take the iReady Diagnostic three times per year, during the Broward County Assessment Periods. Fountas and Pinnell BAS is also administered 3 times per year during AP1, AP2, and AP3 to all students in K-3 and 4th and 5th grade students scoring a Level 1 on the ELA FSA.

We also offer tutoring that begins in October of each year. Tutoring provides additional instructional minutes outside of school to support our Lowest 30% students in 1st – 5th grade. Tutoring is taught by certified teachers only. Both our ELL and ESE students are afforded their accommodations during the tutoring program and all tutors have copies of the ELL list and the IEPs at a glance.

Math

All students in Kindergarten – 5th grade receive balanced math instruction via at least a 60-minute math block. Instructional strategies provided by the classroom teacher include: Number talks direct instruction, small group guided lessons, and hands on practice. Teachers utilize Marzano strategies as well as other low-risk high-yield strategies such as note-taking and collaborative group work to move students towards mastery of MAFS standards. In 3rd -5th grade, Go Math is utilized during the whole group portion of the 90-minute math block as well as for re-teaching lessons. In Kindergarten – 2nd grade, Go Math is also utilized however Engage NY is being introduced for the 2019 -2020 school year for its rigor and a deeper dive into the concepts.

The math coach will come into the math classroom at least 1 time per month to challenge the students on their math facts (multiplication). The students who win the challenge will get a prize and recognition. The math challenge will provide an incentive for the students to practice their math facts and increase their math fluency. Beginning with Kindergarten the challenge will revolve around number recognition then move forward into addition, subtraction, multiplication and division at the different grade levels.

All students 2nd -5th grade will be given class time to use the Reflex math computer program at least 30 minutes per week. Reflex math is as adaptive and individualized program designed to help students master basic facts in multiplication and division. Increasing fluency in multiplication and division will increase mastery in number sense and operations. Fluency will also help students with operation with fractions such as simplifying fractions and finding equivalent fractions.

All ESE students both EP and IEP's, are included in all classroom math implementations. Along with students being placed in groups according to ability, our ESE students also receive math services via their individual EP/IEP plans. These include but not limited to, pull out/push in services done by the ESE teacher and, if needed other members of the student's team.

The school leadership team as well as grade level teams review performance data of all students systematically to identify interventions needed to improve student performance. Teachers will receive training and support from the Math Coach on identified areas of weakness. The Math Coach will conduct walkthroughs to identify the type of support needed for each teacher/grade.

In addition to support from the math coach, our classroom teachers receive support from students ESE team to help with math planning and success for ESE students. Teachers work together to monitor student math progress using the data to help ESE student success.

Weekly, during their planning block, the classroom teachers will be provided with support from the math coach to design lessons targeting strategies to help with student mastery on numbers and operations, algebra and algebraic thinking, data and measurement, and geometry. Strategies such as how to use manipulatives and number talks to increase number sense will be part of the weekly planning. All classroom teachers are also provided the opportunity to take advantage of the district math workshops.

All Tier 2 students, those who are struggling and/or are one year below grade level, in grade K-5 will receive required support via their targeted interventions. This includes small group instruction

in the classroom from the classroom teacher using Go Math Interventions (3-5) and Engage NY (K-2). Tier 2 students were identified using our Lowest 30% from the 2019 FSA results in addition to scores on iReady Diagnostics AP1. Students are assessed using iReady Teacher Toolkit and Standards Mastery. In Kindergarten and 1st grade teachers utilize Edulastic for standard based tracking since iReady Standards Mastery begins at 2nd grade. Progress monitoring of Tier 2 students occurs on a weekly basis using the intervention curriculum assessments.

In addition all Tier 3 students, those who need more concentrated interventions and who are two years below grade level, in Kindergarten -5th grade participate in learning targeted to their specific learning needs. The Math K-5 Interventionist utilizes iReady Tools for Instruction. The time spent on instruction for Tier 3 students is 3 sessions per week, 35 minutes in length in addition to the combined Tier 1 and Tier 2 amounts.

Progress monitoring of Tier 3 students occurs on a weekly basis using the Go Math Intervention assessments for 3rd-5th grade as well as Engage NY for Kindergarten – 2nd grade. Tier 3 progress is assessed during monthly scheduled grade level meeting which includes the CPST team and parents.

In all of our classrooms, the math block is differentiated, and small group rotations are used. During the math block, the teacher will meet with small groups and individual students to provide systematic and explicit instruction in identified skill areas. The teacher plans for the diverse needs of each learner and matches instruction to meet their needs. The teacher will consider learning styles, skill levels, learning difficulties, language proficiency, interests, social and emotional development, and physical needs. During the math block, students will complete centers to help them practice skills independently.

iReady will be used in class to provide differentiated instruction based on individual student needs as noted on the iReady diagnostic assessment. Tier 1, 2, and 3 students will work on lessons tailored to their individual deficiencies during the math block. Gifted/ High Achieving students as well as Students with disabilities will also utilize the iReady math program to address their individual learning needs.

Our SWD students are included and integrated in all remedial activities for Math in addition to the ESE services prescribed in the IEP. Staff working with SWD students will have access to IEPs and accommodations needed for each student will be provided. SWD students with deficiencies in math utilize the program Touch Math in small group with the ESE teacher. The pull-out model is utilized with the ESE teacher meeting with the students in a small group setting in the resource room.

ELL students are provided support during their math block by the ELL interventionist. The interventionist supports the ELL students with their heritage language and assists with the understanding of lesson content delivered by the classroom teacher. ELL students are also placed in RTI if the need is evident. During RTI the student gets additional support in math based on the skills they are deficient in.

Data Chats and Progress Monitoring were an important part of our growth last year and will continue into our new term moving forward. Monthly data chats with grade level teams and interventionists will be held to focus on needs of Tier 2/3 students with the purpose of providing additional instructional strategies and opportunities for reteaching. Teachers will review data and develop strategies to support Tier 2/3 interventions. Monthly grade level CPST meetings are scheduled and parent invitations are sent out 10 days prior to each meeting in order to discuss Tier 2/3 student progress and guide decision-making regarding next steps. Students will take the iReady Diagnostic in math during each of the assessment period windows.

As with ELA, tutoring is provided for additional instructional minutes outside of school to support our Lowest 30% students in 1st and 2nd as well as our Level 1 students from the 2019 FSA. Tutoring is taught by certified teachers only. ELL and SWD students are afforded their accommodations during the tutoring program and all tutors have copies of the ELL list and the IEPs at a glance.

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, Somerset Pines Academy implements evidence-based effective instructional techniques including high-leverage practices that support the students in succeeding. Teachers are using the fundamentals of teaching to ensure they are reaching the students regardless of their level of ability. These strategies include instructional techniques such as explaining & modeling, 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.

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 the Benchmark Assessment System (BAS) running record in Kindergarten – 3rd grade as well as all 4th and 5th graders scoring a Level 1 on 2019 ELA FSA. All students in Kindergarten – 5th grade also take the iReady diagnostic in both reading and math. Using data from these tools, small groups are formed.

Struggling readers are using Journeys interventions as well as the iReady teacher toolkit which creates specialized paths and lessons designed to instruct the students in their deficiencies. Using specially designed instruction, core instruction, supplemental intervention and intensive intervention, our teachers can meet the needs of all of our students including SWD, Gifted, ELL and struggling learners.

Although the data from the some of the years in the prior charter term for learning gains was not to the standard the we would have liked it to be, we did see a dramatic increase in learning gains in the past school year 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 Chats and Progress Monitoring were an important part of our growth last year and will continue into our new term moving forward. Monthly data chats with grade level teams and interventionists will be held to focus on needs of Tier 2/3 students with the purpose of providing additional instructional strategies and opportunities for reteaching. Teachers will review data and develop strategies to support Tier 2/3 interventions. Monthly grade level CPST meetings are scheduled and parent invitations are sent out 10 days prior to each meeting in order to discuss Tier 2/3 student progress and guide decision-making regarding next steps.

Each classroom teacher and interventionist keep a data binder for their class or group of students.

Data included, based on what is applicable for each grade level and subject, is the AP3 data from the previous school year, FSA scores from the prior school year, Diagnostic data from the current year assessment periods as well as BAS results from each of the assessment periods. The ELL and SWD students are also represented with their accommodations and their Imagine Learning reports as well as the IEPs at a glance. The classroom teachers also have their benchmark class tracking and Lowest 30% tracking in their data binders. The interventionists have the graphs for each student and the skills they are working on.

As a school, there is also a school wide data binder which tracks all the student prior data (previous year FSA, ACCESS scores, and BAS) as well as updated diagnostic reports from iReady and for our ELL A1 and Level 1 Imagine Learning reports.

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.**

Student IEP's are completed on an annual, interim, or initial basis. For current and accurate data collection, the ESE teacher sends out a checklist to collect information from the student's classroom teachers to assist in the present levels and current progress. These checklists contain information about student's current curriculum abilities, independent functioning, communication, and social emotional progress. Along with checklists, the ESE teacher has face to face conversations regarding the student, to again, gain as much current data as possible to write the students Present Levels for the IEP. The ESE teacher will gather any diagnostic data, class assessments, do observations, and one-one assess the students using research approved screening assessments, such as The Diagnostic Assessment of Reading (DAR) and The KeyMath assessment. With all the data that is collected, the ESE teacher uses this, in addition to the data collected by ESE teacher during sessions. With any progress monitoring tracking that is used by the ESE teacher, this is used to assist with goal making as well as adding/updating the IEP plan. While analyzing data to create efficient individual goals, we are able to determine and prioritize what the students' needs are. For instance, if we find, based on data collected, that student is regressing or not showing adequate progress in a specific area, we will create a priority need. Once the needs are found, we then use the data to create individual goals to be worked on during the duration of the IEP for that timeframe.

Our ESE program provides services and accommodations that are based on students' needs stated on the IEP. We accommodate the students' academic, social, independent, and behavioral needs with, direct specialized instruction, consultative, collaborative, and Push in (classroom) support. In addition, we provide speech/language, counseling, social work, and OT/PT on an as needed basis. Our services are provided based on student needs and are decided upon as team during IEP meetings. Supplemental aids and accommodations are also provided based on need and what the team feels will best support the student. There are a number of accommodations and supplemental aids that we are able to provide and are selected from IEP or specially created and added to the students plan.

The EP data collection is similar to the collection for an IEP. However, for our EP students we focus on their strengths rather than weaknesses. When writing the Present Levels, we add all their strengths and interests. When prioritizing educational needs, we use data collected from multiple sources, such as diagnostics, classroom performance, and to be as accurate as possible, we may also use student interview data as well. With the students input, this is used to help create goals and prioritize the needs of the student to create an EP that is, not only meaningful to the student, but will allow them to work at their level as well.

Currently we offer a full time Gifted/High achieving classroom for grades 2nd -5th grade. All Gifted/High achieving teachers are Gifted endorsed or working to become endorsed and placed on a waiver. Along with the classroom teachers, the ESE teacher, ESE specialist, school administrator, and specialist area coaches are also gifted endorsed as they can all be extra support if needed. Students with EP plans are placed in these classes to ensure they are being met at their academic levels and to implement EP plans effectively.

For student testing, we follow the Countywide referral process. With this process, we use the data collected by RtI/MTSS team members to determine the need for testing. Once the ESE specialist is given the student name and information from the RtI coordinator we create parent consent for testing and once returned to the school, we send copies of the referral packet containing all data needed to complete the referral process in to the County Psychological services department. The testing process also includes the team completing an evaluation planning document that is located under the student profile on EdPlan. This information includes things such as, ESOL classifications, behavioral, academics, and other important information specifically related to the student being referred testing. The planning process also specifies which type of testing students need and who will complete the testing. I.e. Speech/Language, Learning, behavioral, etc. Once all testing is complete, we continue with Eligibility or the Re-eligibility process by adding in the evaluation data, holding a meeting with the entire team, and determining eligibility of the student. If students are determined eligible for ESE services, we then create an IEP for that student based on need.

Progress monitoring is done on a frequent and as needed basis by both the classroom teachers and ESE providers. All teachers of SWDs keep individual folders for our SWD. In the folders, teachers keep all updated IEP-At-A Glances and are required to add any progress monitoring data as it may pertain to student goals. The teachers can bring these to student meetings to provide insight to the ESE Teacher to help in collection of data for plan updates. In addition, the ESE providers also keep data by collecting assessments given based on goals, work samples, and observations. ESE providers also log into the EdPlan Wizard when services are provided and may add any progress monitoring data in them as well.

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.**

When students register at Somerset Pines Academy, we identify those speaking another language based on the 3 language questions on the registration. If students have indicated "yes" on 1 or more of the 3 questions we look at both TERMS and Ellevation for previous data on the student. We also speak with the registering parent to get background information using the initial classification form. If the student is new to the county or a new Kindergarten student they are tested using the IPT I test within 20 school days. After being tested they will either be eligible for services or not qualifying for services.

Somerset Pines has and will continue to follow the Broward County Public School District ELL plan. If students are identified as ELL, information will be shared with teachers to ensure the students are receiving proper accommodations. Training is provided by the ESOL Coordinator as well as provided training by the district on topics that include identifying ELL, supporting ELL, Ellevation education online resources, WIDA "Can Do" descriptors, accommodations, and Imagine Learning which is used for A1 and Level 1 ELL students.

The information provided to each teacher in regard to the ELL student includes the language classification, language spoken, and DEUESS date. Teachers are also provided the ESOL instructional strategies matrix as a reference to support ELL students in the classroom. These accommodations are documented in the lesson plans of each teacher.

ELL students are evaluated at the 2nd, 3rd, 4th, 5th, 6th, and beyond years based on their DEUSS date. For the 2nd and 3rd year reevaluation, the ESOL contact reviews the progress of the ELL student and determines continuation in the program. For 4th year and beyond, the ESOL Coordinator schedules a reevaluation meeting inviting the guardians of the ELL student, the teachers, administration, and the ESE specialist or school counselor when necessary. During this meeting the committee discusses the progress of the student and determines if the student needs to continue with the support or is ready to be exited from the program. This is determined by teacher input, grades, test scores and parent input. We also look at academic struggles and determine if the struggles are due to a language barrier or if the struggle is more than a language barrier.

ELL students who are exited are monitored to ensure there is no struggles after exiting. If there is any inclination that there is a struggle based on a language barrier, an ELL committee is scheduled to discuss the option of reentering the ELL student into the program.

All LY students are administered the ACCESS test in the spring following the district assessment calendar. Upon receiving results, they will be analyzed, students will be exited if necessary, and the reports will be distributed to families and shared with teachers.

Students are given support throughout the school year in the classroom by their teachers with appropriate accommodations based on the matrix. The students are also given support as by a resource teacher who can support the ELL in their heritage language. The resource teacher gives support for the ELL both inside and outside of the classroom.

All ELL students have full access to all programs and curriculum within the classroom. In order to support our ELL students with the curriculum and programs, teachers and resource teachers use accommodations suited to support the lessons. When the resource teacher is pushing in to the classroom they are able to support the ELL with *the* classroom curriculum and programs by giving instructions and explanation in the ELL students heritage language. The heritage language support also works with the ELL students in small group if content is not clear or if the student is struggling to understand. Besides this push in method, those students that are struggling a little more with the language are pulled out of the classroom in order to receive additional language support. This support is provided by using the *Teaching ELLS Academic Language Mastery* (TEAM) Curriculum. This program provides support in the areas of vocabulary, fluency and comprehension.

G. Explain the school's current process for MTSS/RtI, 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 RtI process?**
- **Describe the charter school's data analysis process for all tiered interventions.**

Somerset Pines Academy follows the most current criteria released by Broward County Public Schools for the placement and identification of students in need of intervention support across all three tiers. Students in Kindergarten through third grade that are 2 or more BAS levels below, anyone previously retained in third grade, and fourth and fifth grade students that are 2 or more BAS levels below and scored a Level one on the Florida Standards Assessment are all required to be placed in either Tier 2 or Tier 3 of the MTSS/RTI Process.

Tier 2 Interventions in reading include the use of the iReady Teacher Toolkit and FCRR resources. Tier 2 Interventions for Math are iReady lessons. For both subjects' teachers also track student standard mastery by using Edulastic in Kindergarten and 1st grade as well as iReady Standards Mastery in 2nd – 5th grade. Students in Tier 2 receive interventions through small group learning, teacher-led small group learning, and center activities as an additional 30-minute instructional block during the school day, classroom teachers are responsible for weekly progress monitoring using the Tier 2 intervention assessments. Mastery is determined by students successfully achieving 80% accuracy over four consecutive weeks.

Tier 3 Interventions in Reading (K-5) are Read Naturally and in Math are Go Math reteach. Tier 3 students are pulled out during their specials area classes 3 times per week for 35 minutes each session. The Tier 3 interventionist teaches small-group lessons based on the area of deficiency and assesses weekly using the approved intervention program assessments. Mastery is determined by students successfully achieving 80% accuracy over four consecutive weeks.

The members responsible for supporting the interventionists are the RTI Coordinator, the Literacy Coach, the Math Coach, and the Principal. The CPST Team consists of Resource Teachers, Classroom Teachers, Administration, Parents, the RTI Coordinator, the ESE Specialist, and a translator when applicable. The team has monthly grade level meetings to review data and discuss progress and next steps for targeted learners. Parent invitations are sent home approximately 10 days prior to a CPST Meeting in both English and the students heritage

language. Sign-in sheets are completed at the time of each meeting and kept in an RTI binder. The RTI process at Somerset Pines Academy is done with fidelity and is continuously seeking innovative ways in which to help struggling learners.

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.**

Somerset Pines Academy obtains Early Warning Systems data from both BASIS and the Florida Department of Education CIMS (Continuous Improvement Management System). BASIS gives up to date information for each student for the current school year, although you can look at prior school years as well for each individual child. CIMS compares the school over all for the prior year and the current year so we can track where improvements have been made.

Attendance and tardies have been a concern across the board at Somerset Pines Academy, however with the interventions that were put in place during the 2018-219 school year, through BASIS we see that currently we have only 6 students out of the 446 students with exhibiting two or more indicators. This is a drastic change from last year. For the 2019 – 2020, and moving forward into the next term, the following intervention strategies will remain in place.

Once a student has been tardy or absent 3 times – the teacher contacts the family to see what the cause of the tardies or absences are and see if there is something the school can do to assist. If the student reaches 5 absences or tardies, a letter is sent home to the family both in English and their heritage language outlining the attendance policy and encouraging the parent/guardian to make sure their student arrives to school on time and every day.

The next step our school counselor will set up a meeting or phone conference with the family to see if there are extenuating circumstances or if there are resources that can be put into place to give the family additional support.

Concurrently, our school counselor put into place an attendance incentive that rewards the students who have weekly and monthly perfect attendance, as well as for students who have improved their attendance.

Another indicator we needed to improve upon was students scoring a level 1 on the FSA. With 79% of 3rd – 5th graders scoring a Level 1 on the 2018 FSA, a more effective approach needed to be taken with our struggling students. With the interventions we put into place, that number decreased to only 23% of our 3rd – 5th graders scoring a Level 1 on the 2019 FSA.

Beginning last year and continuing this year and into the next term, Interventionists time with students is considered sacred and may not be interrupted.

Interventions were not consistent in the 2017-2018 school year and Interventionists would be pulled to cover classrooms when substitutes could not be found. Along with the difficulty of finding time outside of their instructional blocks to pull, the inconsistency led to the students not receiving

as much support as they should. For the 2018 – 2019 school year, an intervention time was built into each schedule so that interventions are consistent and concrete across all grade levels. Students are not pulled for interventions during instructional time. An additional Interventionist was hired during the 2018 -2019 school year, and a Portuguese speaking para professional was additionally hired for the 2019 – 2020 school year (this was a finding on the 2018-19 OSPR visit). The office staff were told that they needed to be treated as a classroom teacher and could not be pulled when they were with students. Intervention time was to be uninterrupted.

For the 2018 -2019 school year, we also began tutoring for the students in lowest 25% beginning in September and running through December. Level 1 students as well as, students in the Lowest 25% were being offered additional Math Labs and ELA Tutoring afterschool. The tutoring program was designed to fill the gaps within their Reading levels and the foundational skills in Math. This tutoring is not FSA tutoring and does not use test prep materials, instead it focuses on close reading skills for the grade level below (5th graders work on 4th grade skills to fill the gap in their comprehension) and the Reflex math program in the Math Lab to build the foundational math skills. Tutoring is held on Mondays for Reading for one hour and on Thursdays for math for one hour. The tutors are our classroom certified teachers.

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 Reynaldo Tunnermann, 11/20/19

Meets the Standard

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

The Governing Board has the ultimate responsibility to ensure that the School's finances are managed properly. The Board has contracted the services of an Education Services Provider (ESP), to assist the Board and the School Principal with the preparation and reporting of the School's finances.

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

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

- a. Revenues, accounts receivable, and cash receipts
- b. Expenditures, accounts payable, and cash disbursements
- c. Budgeting and financial reporting
- d. Risk management
- e. School inventory & capital assets
- f. Student records
- g. Employment records

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

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

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

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

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

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

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

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

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

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

Segregation of Duties relating to financial controls –

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

The Board, at minimum, will be responsible for:

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

The School will provide the Sponsor with annual audited financial reports as of June 30 of each year. These reports will include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion into the Board's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, as per the Sponsor's timelines.

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and the local school district.

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

The Principal will manage the day-to-day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the Principal will need to seek prior approval from the Board for expenditures over a pre-approved amount. The Principal will report at least quarterly to the Governing Board on the progress of the site-based budget and

make recommendations and seek approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

Audit Findings

Somerset Pines Academy received an audit finding for the 6/30/2015 fiscal year, related to instances where certain deposits were missing the required recap sheets, some disbursements did not include invoices as supporting documentation, and some disbursements did not include the required second signature. These issues were addressed with the school principal, and auditors noted they were corrected during the 6/30/2016 fiscal year, during which there were no exceptions or findings issued.

For the 6/30/2017 fiscal year, the school receiving a finding related to missing teacher's receipts, bank deposit receipts, and revenue recorded to the incorrect account. An exception was identified on a disbursement that did not include the required second signature. Management addressed these items by providing additional training to the school to ensure adherence to internal policies and procedures. The finding was corrected and the 6/30/2018 fiscal year was free of any audit findings.

For the 6/30/19 fiscal year, Somerset Pines Academy received an audit finding related to the lack of a formal process for maintaining inventory of capital assets and reconciling to the trial balance. In response to this observation, the board identified a third party inventory management company to assist in reconciling the physical property at the school with the school's existing inventory schedule and trial balance. In addition, an asset management software has been purchased in order to maintain inventory electronically thereafter. On a semi-annual basis, the inventory schedule shall be reconciled to the trial balance.

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

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and Sponsor.

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

Among others, these procedures require the school to:

- Utilize the standard state codification of accounts (Redbook) as a means of codifying all transactions pertaining to its operations for both internal and external reporting; the Board reserves the right to use GAAP in accordance with the Florida Statute.
- Open an operating bank account and a school fundraising account with an FDIC insured institution
- Record transactions managed by these accounts in a QuickBooks or similar program
- Reconcile monthly reports and bank statements and keep in monthly binders at the school

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

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

Monthly and quarterly (unaudited) financial statements are prepared and submitted to the Sponsor, as well as to the school's Board of Directors, for review and approval and its compliance. Budgets are also prepared and presented to the Board of Directors for review and approval at regularly scheduled board meetings. Upon adoption, the budget is posted to the school's website. In addition, annual budgets are submitted to the Sponsor. Annual Audited Financial Statements are presented to the Board of Directors upon completion, and submitted to the Sponsor and Auditor General per statute. A fixed asset schedule is maintained and reconciled with the General Ledger (Appendix N) on a semi-annual basis. Additionally, the school uploads an inventory report onto Charter.Tools on a semi-annual basis. The school monitors the Bond Technology inventory report for items received through the bond technology funding on a semi-annual basis, and uploads the report to Charter.Tools.

Attachments

Section 1: FINANCIAL MANAGEMENT

– No Attachments –

2. FINANCIAL VIABILITY

Section Evaluation

Final Rating

Meets the Standard Cassandra Vallianos, 11/19/19

Meets the Standard

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

Somerset Pines Academy #5030 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 \$2,411,482 for the year.

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

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

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

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

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

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

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

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

As evidenced by the 2018 special purpose financial statements, Somerset Academy, Inc. has a total net asset balance of over \$73,966,168. Accordingly, it is anticipated that the school will continue to accumulate a surplus that will serve to increase the net asset balance of the entity. Somerset Pines Academy #5030 has a combined surplus of over \$1,865,425 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 Pines Academy #5030 has, based on current enrollment trends, utilized the Revenue Estimate Worksheet for 2020-2021 (Appendix R) to forecast and create a Projected Five (5) Year Budget for 2021-2025 (Appendix Q). These measures will ensure the sound and sustainable long-term financial plan for school operations over the next five (5) years.

Attachments

Section 2: FINANCIAL VIABILITY

– No Attachments –

ORGANIZATIONAL PERFORMANCE

1. STUDENT ENROLLMENT AND CONDUCT

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

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

Except for the 2016 – 2017 school year, Somerset Pines Academy’s actual enrollment has been consistent with its projections. The 2016-2017 school year was the year that Somerset Pines Academy began running as a K-5 school instead of a K-8 school. Enrollment was down during that school year. The following year, enrollment was back inline with projections.

Enrollment remains consistent due in large part to the administrative team, including the principal, being part of the original staff from the 2010 opening. Ten of the original staff members remain, with 5 of those being classroom teachers. Having little turn over each year, with the exception of the 2016-2017 school year, parents are confident in the school, the administration, and the teachers.

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

Somerset Pines Academy has a diverse group of students. With an 80% Free and Reduced lunch percentage, Somerset Pines Academy is home to 34.4% Black/African American students, 37.7% Hispanic students, and 25.1% White students. The additional 2.8% of our students fall under 10 students for the subgroup and are only reported that way. Somerset Pines Academy is also home to 27.9% of ELL students and 7.5% of students with disabilities.

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

Somerset Pines Academy follows our Somerset Academy, Inc. board approved student enrollment policy.

The school has an open admissions policy, available to any student, as described in F.S.§1002.33(10), who submits a timely application (prior to the posted deadlines), unless the number of applications exceeds the capacity of the program, class, grade level, or building. In

such case, all applicants will have an equal chance of being admitted through a random selection (lottery) process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity. In accordance with federal and state anti-discrimination laws and the Florida Educational Equity Act, Section 1000.05(2), the school will not discriminate on the basis of race, ethnicity, national origin, gender, or disability against a student in its school admission process.

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

- Students who are siblings of a student enrolled in the charter school;
- Students who are the children of a member of the governing board of the charter school;
- Students who are the children of an employee of the charter school;
 - Students who are the children of an active duty member of any branch of the U.S. Armed Forces; and
- Students who attended or are assigned to failing schools pursuant to s. 1002.38(2).

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

- Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8 or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district;
- Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools to be approved by the sponsor. This would allow us to continue deliver a seamless curriculum for students across grades K-12 in the network while allowing the school to serve the surrounding community.

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

Somerset Pines Academy maintains a safe and secure learning environment. There have been very few incidents at the school and the appropriate corrective actions are taken to ensure the safety and security of the school and its students. All procedures of Broward District Public Schools are followed utilizing the Broward County Public Schools Code of Conduct and BCPS Discipline Matrix as a guide. Student discipline referrals and outcomes are entered in TERMS pursuant to District requirements. Our protocol for students with any disciplinary action is to counsel the student regarding the behavior to determine the reasoning behind it and make sure that there is no reason to believe the incident would occur again with that student. If any concerns arise, the school counselor will get involved and the next actions will be determined dependent on the severity of the situation. If a threat assessment is necessary, we will conduct one and go forward with appropriate steps. The administration will involve law enforcement when necessary. If the team determines the child to need intervention, the child will be placed on a Behavior RTI for further monitoring. If it is a situation where the child needs immediate mental health counseling,

we will refer to our community partner agencies who can provide immediate support for the child. Each situation is handled appropriately dependent on the circumstances and the support that the Collaborative Problem-Solving Team deems necessary for the child.

Somerset Pines Academy complies with all requirements of section 8 of SB 7030 amended section 1002.33 Florida Statute.

- Somerset Pines Academy has a Safe School Officer (Broward Sheriff's Office – City of Pompano Beach) physically present on campus while school is session.
- Somerset Pines Academy has submitted the FSSAT to the FDOE Office of Safe Schools by the October 1, 2019 deadline
- Somerset Pines Academy conducted a First Responder/Law Enforcement Agency tour of the school site in August 2018 (one is required every 3 years)
- The principal of Somerset Pines Academy completed the on-line SESIR training
- Somerset Pines Academy has shared the FortifyFI app with our families and the link to the app is on the front page of the website
- Somerset Pines Academy conducted a Faculty / Staff training on the School Safety Plan, the Mental Health Assistance Plan, the Active Assailant Response Plan, and implementation of all required Drills by the October 1, 2019
- Somerset Pines Academy has identified a Threat Assessment Team and A Behavior Threat Assessment Team and have attended the required trainings.
- Somerset Pines Academy conducts the 10 Fire Drills (one the first week of school), 2 Tornado Drills (one the first week of school), and 10 Active Shooter Drills as required. Documentation is uploaded into charter tools
- Somerset Pines Academy Administration team have all taken the Youth Mental Health First Aid Training and all staff have taken the online Kognito training.

In addition to those requirements, Somerset Pines Academy also has 34 cameras to cover all areas of the building including the inside of the classrooms and the perimeter of the building. Somerset Pines Academy also operates with a single point of entry into our building which is locked and requires visitors to be buzzed in. Once buzzed in, visitors must present a governmental issued form of identification which is run through our check-in system which is linked to the Florida Sex Offenders database. Once cleared, the visitor is given a badge that must be visible and worn on campus until they leave.

In the past, afternoon carpool was done outside where students would sit under an awning to wait for their cars. For the 2019 – 2020 school year, and moving forward into the new charter term, the school changed our carpool procedures so that students are not outside until their car has arrived. Somerset Pines Academy now utilizes the Silent Dismissal system.

Mental Health as well as social/emotional support is another important factor to ensuring a safe and secure learning environment. We have a school counselor on staff and also employ the services of a Social Worker through Broward County Public Schools Venture Design program. Additionally, we use Sanford Harmony as part of our Social and Emotional Learning curriculum.

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

Somerset Pines Academy 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: library, cafeteria, restrooms, and administrative offices. The facility complies with the Florida Building Code pursuant to Section 1013.37, Florida Statutes, and with applicable state minimum building codes pursuant to Chapter 553, Florida Statutes, and state minimum fire protection codes pursuant to Section 633.025, Florida Statutes, as adopted by the authority in whose jurisdiction the facility is located.

Since the school opened, evidence of compliance with applicable facilities laws is seen in the onsite evaluative reports created by the District where it is acknowledged that the school facilities are conducive to a good learning environment. Additionally, the city of Pompano Beach Fire Department and the Department of Health conduct their annual school inspections to determine compliance. The school complies with any requests and corrects anything noted immediately. These inspections are provided to Broward County Public Schools on an annual basis and are on file for review.

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

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

Attachments

Section 2: FACILITIES

– No Attachments –

3. GOVERNANCE, STAFF AND PARENTS

Section Evaluation		Final Rating
Meets the Standard	Khandia Pinkney, 11/6/19	Meets the Standard
Meets the Standard	Maria Yen, 11/13/19	
Meets the Standard	Aneatra King, 11/22/19	
Meets the Standard	Debbie-Ann Scott, 11/25/19	
Meets the Standard	Brenda Santiago, 12/2/19	

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

A. How does the governing board maintain compliance with training and fingerprinting requirements?

Somerset Academy Inc. 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 affairs and management of the school and provides continuous oversight of school operations. The Board is committed to the mission of the school and is cognizant of their responsibility to effectively and properly manage public funds. The school implements the 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 education 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.

Governance Roles and Responsibilities

Somerset Academy’s governing board develops policies and procedures that promote the effective operation of the schools that include clearly defined lines of authority, relationships and accountability which support the vision, purpose, beliefs and goals of each 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 adoption of the school policy manual by the governing board does not provide interference to the school administrative team in the accomplishment of its goals. The governing

board is provided with orientation and training when they obtain their position and annually, when needed. The training is in compliance with the Florida State Department of Education and is procured by an approved state vendor.

The Somerset Academy governing board oversees business operations and sets policies for all the charter schools that fall under its domain. At each meeting, the budget - expenditures and income - is reviewed and adjusted as needed to ensure that a balanced budget with a reserve is achieved at the end of each academic school year. The governing board makes certain that each school has a School Improvement Plan (SIP) and that it is implemented effectively. The board also establishes and monitors work policies and procedures to ensure effective operation of each school, and promotes data analysis. The conclusions learned from data obtained are analyzed, and through team collaboration with school administrators, plans are developed to drive continuous student growth. The principal reports to the governing board at each 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.

The principal of Somerset Pines Academy 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 and support provider (Academica). Together, Somerset Pines stakeholders focus on school programs, plans and policies to remove any obstacles that may affect student and teacher safety and performance.

All Governing Board members are fingerprinted through the Broward County Public School fingerprint vendor. 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

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

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

governing body.

C. Employment/Staffing

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

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

The purpose of Somerset Pines Academy teacher evaluation system is to increase student learning growth by improving the quality of instruction. The system is founded on a core of effective practices that have been strongly linked to increased student achievement and include

the Florida Educator Accomplished Practices, the contemporary synthesized research of Dr. Robert Marzano, and the requirements of Florida Statute 1012.34. Somerset Pines Academy has opted to utilize the state approved Florida Consortium of Public Charter Schools Teacher Evaluation System. This model and the observation instruments are linked directly to effective teaching practices and the Florida Educator Accomplished Practices.

It is the governing board's role to determine the effectiveness of its administration. Each Principal is evaluated at least once a year in accordance with F.S. 1012.34. The Governing Board uses the Florida Consortium of Public Charter Schools Administrator Evaluation System to evaluate the administrators from the school. It is then the role of each principal to determine the effective of her teacher performance, and student achievement and report his/her findings to the governing board.

The Florida School Grades and state reports of learning gains and proficiency are useful tools in evaluating the schools overall effectiveness.

The current pay for performance plan and salary schedule is on file for review.

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

Parents are provided with opportunities for involvement in the schools operations. Parent and community in school matters continue to be a fundamental and required part of the philosophy and operation of Somerset Pines Academy as it states in the Student/Parent Contract.

The school ensures that parents, teachers, community members and other stakeholders are actively engaged in the design and implementation of the school's mission. Community leaders and parents are urged to become valuable stakeholders at the school level along with staff, and are also encouraged to assist in developing the school improvement plan. Volunteer hours help guarantee that parents are committed to making Somerset Pines Academy a success, while ensuring their child's accomplishments in school. Evidence of compliance with parental

involvement is seen on the website and in the completion of volunteer commitment. It is also reflected in the attendance during SAC meetings, parent workshops, school events and out of school functions. Somerset Pines Academy has a very active PTSO (Parent Teacher Student Organization) which meets twice a month, one meeting is a board meeting with the PTSO Board and the principal and the second meeting is a general meeting with all of the families.

Parents are involved in the school's programs through monthly parent activities that include diagnostic and data report reviews, as well as the, Title 1 annual beginning of the year meeting which informs parents of the components of the Title I program and resources available. Parents have the opportunity to attend several events/activities throughout the year which offer them the opportunity to be involved in the decisions making process and the resources received.

Printed inside of the student agendas are all the dates for the meetings for the entire year so parents are able to plan ahead to attend. The calendar also has all of the activities for the school year included. As well as inside of the agenda, the planner is also posted in the school office, the school hallway, and the school website. Additionally, the principal calls all families using the Parent Link system every Sunday to inform them on what will be taking place at Somerset Pines Academy for the upcoming week.

Attachments

Section 3: GOVERNANCE, STAFF AND PARENTS

– No Attachments –

ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

Section Evaluation

Final Rating

Attachments Added Rhonda Stephanik, 12/3/19

Attachments Added

Attachments

Section 1: ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1.1	I. Somerset Pines Academy 5030 progress monitoring summary	Kaye, Donna, 11/1/19 9:16 PM	PDF / 267.709 KB
1.2	I. iReady AP1	Kaye, Donna, 11/1/19 8:59 PM	PDF / 103.651 KB
1.3	I. FLKRS AP1	Kaye, Donna, 11/1/19 8:58 PM	PDF / 1.101 MB
1.4	I. BAS AP1	Kaye, Donna, 11/1/19 8:58 PM	PDF / 9.987 MB
1.5	X. volunteer opportunities	Kaye, Donna, 11/1/19 8:55 PM	PDF / 1.165 MB
1.6	W. Certification Audit	Kaye, Donna, 11/1/19 8:54 PM	PDF / 489.02 KB
1.7	V. Staff reporting Endorsements	Kaye, Donna, 11/1/19 8:54 PM	PDF / 307.257 KB
1.8	V. Somerset Pines 5030 Charter School Self Audit 2019 2020	Kaye, Donna, 11/1/19 8:53 PM	XLS / 48.5 KB
1.9	U. Somerset Board Training Certificates	Kaye, Donna, 11/1/19 8:53 PM	PDF / 402.182 KB
1.10	U. Somerset Board Fingerprints	Kaye, Donna, 11/1/19 8:53 PM	PDF / 255.68 KB
1.11	T. Discipline report	Kaye, Donna, 11/1/19 8:52 PM	PDF / 670.782 KB
1.12	S. Student Enrollment FTE reports	Kaye, Donna, 11/1/19 8:52 PM	PDF / 110.575 KB
1.13	Q. and R. Somerset Pines Academy - 5030 projected 5 year budget and Revenue	Kaye, Donna, 11/1/19 8:52 PM	XLSX / 606.075 KB

	Estimate Worksheet		
1.14	O. Action Plan Somerset Schools BCPS 10-16-19	Kaye, Donna, 11/1/19 8:51 PM	PDF / 823.389 KB
1.15	N. Fixed Asset Report	Kaye, Donna, 11/1/19 8:50 PM	PDF / 662.006 KB
1.16	M. Corrective Action Plan	Kaye, Donna, 10/31/19 1:48 PM	PDF / 562.74 KB
1.17	L. Standardized Test Results Subgroup data	Kaye, Donna, 10/31/19 1:47 PM	PDF / 312.758 KB
1.18	H. Early Warning Systems Data	Kaye, Donna, 10/31/19 1:47 PM	PDF / 130.607 KB
1.19	F. FLDOE Report Card	Kaye, Donna, 10/31/19 1:46 PM	PDF / 976.68 KB
1.20	E. FLDOE school grade 5 years	Kaye, Donna, 10/31/19 1:46 PM	PDF / 431.274 KB
1.21	C. EOC	Kaye, Donna, 10/31/19 1:46 PM	PDF / 592.097 KB
1.22	B. FSA part 5	Kaye, Donna, 10/31/19 1:45 PM	PDF / 1.307 MB
1.23	B. FSA part 4	Kaye, Donna, 10/31/19 1:45 PM	PDF / 1.314 MB
1.24	B. FSA part 3	Kaye, Donna, 10/31/19 1:45 PM	PDF / 2.176 MB
1.25	B. FSA part 2	Kaye, Donna, 10/31/19 1:45 PM	PDF / 2.501 MB
1.26	B. FSA part 1	Kaye, Donna, 10/31/19 1:44 PM	PDF / 213.286 KB

Recommendation

School Name:	Somerset Pines Academy
Primary Contact:	Donna Kaye
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 Pines Academy's Renewal Program Review, the Superintendent's Charter School Review Committee is providing to the Superintendent an approval for a five-year renewal of the school's charter agreement. The Superintendent will provide the approval to The School Board of Broward County, FL for final consideration.