

Somerset Academy East Prep Middle
Florida Public Charter School Grant Program (2012-2015)
Proposal Checklist/Table of Contents

INCLUDED	ITEM	PAGE #
✓	Proposal Checklist/Table of Contents (Attachment A)	1
✓	Charter School Grant Overview (Attachment A1)	2
✓	DOE 100A Application Form (Attachment B)	3
✓	DOE 101S Budget Narrative (Attachment C)	5
✓	Project Abstract (1 page)	6
✓	Project Narrative (20 page limit)	7-27
✓	Project Budget Detail (Attachment D) (9 page max)	28-30
✓	Signed Assurances page (Attachment E)	31-32
✓	Signed ED 80-0013 (Attachment F)	33-34
✓	GEPA Plan	35
✓	CSP Project Objectives (Attachment J)	36-39
✓	Voluntary Agreement for Admin Fees (Attachment K) If applicable. (if not included indicate with N/A)	40
✓	Appendix A: Copy of 501(c)3 determination, or proof of application, or proof of Florida non-profit status	41
✓	Appendix B: Student Performance data for schools managed by management companies or ESP that applicant will contract with	42

Florida Public Charter School Grant Program (2012-2015)

Charter School Overview Form

Full name of charter school: **Somerset East Prep Middle**

Contact name/Title: **Andreina D. Figueroa, Somerset Board Chair/ Vanessa Mancebo**

Street address: **c/o Academica 6340 Sunset Drive**

City: **Miami, Florida** Zip Code: **33143-4836**

Telephone: **(305)669-2906** Fax: **(305) 669-4390**

Email address: **mancebov@yahoo.com** Website: _____

Charter Authorizer: _____X_____ Local School District (Name)
 _____ University (Name)

Has the school previously received a grant under the Public Charter School Grant Program?

Yes _____ No X

Grade levels served: _____6-8 grade _____

Will proposed school serve in feeder zone of a lowest performing public school: Yes _____ No _____

If yes, name of lowest performing school(s): _____

Enrollment Projections: Please complete the following table with reasonable enrollment projections (or actual if school is currently operating). Enter N/A if school is not currently open (for 2011/12) or will not be opening in 2012-13. If the school operates multiple sessions, please indicate maximum number of seats available for any one session.

2011-12 Actual	2012-13 Projected	2013-14 Projected	2014-15 Projected
N/A	374	440	525

Is an admission lottery used or will be used? Yes X No _____

Is the school a conversion charter school? Yes _____ No X

Will the school share any of the following with one or more other schools?

- facility _____ No
- administration (one or more administrators); _____ No
- 50% or more of governing board members. _____ Yes

If yes, check which ones apply, and provide the name(s) of

the school(s): **All Somerset Academy, Inc. schools. See Appendix B**

Date school applied for 501(c)3 status: **2/23/2005** Approved: Yes X No _____ Pending _____

Is the school run by a management company? Yes X No _____

If Yes, what company? **Academica**

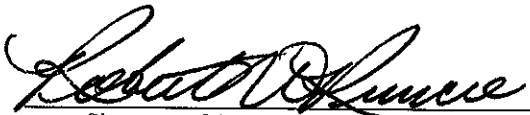
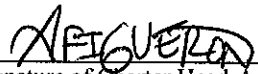
Is the school affiliated with a university or community college? Yes _____ No X

If Yes, what university or community college? _____

*By submitting this application, Project recipient agrees to notify immediately the Office of Independent Education and Parental Choice, Charter Schools, FDOE, any change in the school's charter status, administration, contact information, or other descriptive information that is needed by the FDOE to maintain a current database of all operating charter schools in Florida.

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

TAPS Number

Please return to: Florida Department of Education Office of Grants Management Room 332, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Public Charter School Grant Program 2012-15 Program, Planning, & Design	DOE USE ONLY Date Received						
B) Name and Address of Eligible Applicant: Somerset East Prep Middle c/o Academica 6340 Sunset Drive Miami, FL 33143		Project Number (DOE Assigned)						
C) Total Funds Requested: \$ 350,000.00 <hr style="width: 200px; margin-left: 0;"/> <div style="text-align: center;">DOE USE ONLY</div> Total Approved Project: \$	D) Applicant Contact Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Contact Name: Vanessa Mancebo </td> <td style="width: 50%; vertical-align: top;"> Mailing Address: 6340 Sunset Drive Miami, FL 33143 </td> </tr> <tr> <td style="vertical-align: top;"> Telephone Number: (305)669-2906 </td> <td style="vertical-align: top;"> SunCom Number: </td> </tr> <tr> <td style="vertical-align: top;"> Fax Number: (305)669-4390 </td> <td style="vertical-align: top;"> E-mail Address: mancebov@yahoo.com </td> </tr> </table>		Contact Name: Vanessa Mancebo	Mailing Address: 6340 Sunset Drive Miami, FL 33143	Telephone Number: (305)669-2906	SunCom Number:	Fax Number: (305)669-4390	E-mail Address: mancebov@yahoo.com
Contact Name: Vanessa Mancebo	Mailing Address: 6340 Sunset Drive Miami, FL 33143							
Telephone Number: (305)669-2906	SunCom Number:							
Fax Number: (305)669-4390	E-mail Address: mancebov@yahoo.com							
CERTIFICATION <p>We, Robert W. Runcie and Andreina D. Figueroa, (<i>Please Type Name</i>) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. We further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, we understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> E)  Signature of Agency Head- Robert W. Runcie </div> <div style="width: 45%;">  Signature of Charter Head-Andreina D. Figueroa </div> </div>								



A) Somerset Academy East Prep Middle (6-8)
Name of Eligible Recipient/Fiscal Agent

B) _____
DOE Assigned Project Number

C) TAPS Number _____

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5100	643	Equipment: Promethean Board and Projector Set for Each Csroom 17 sets @ \$3,500 = \$59,500		\$59,500	100%			
5100	643	Equipment: Computers, Printers and Document Cameras Computers will be used by students in the classroom to facilitate instruction and immersion into a technology rich environment		\$34,390	100%			
5100	310	Consultants: will provide a 4-day workshop consisting of staff development activities for teachers ; ESE: \$3,000 ESOL: \$3,000 Math/Science: - \$3,000 Reading/Language Arts - \$2,800		\$11,800	100%			
5100	692	Instructional Software: FCAT Explorer and Voyager Journeys		\$3,500	100%			
5100	520	Textbooks: Language, Science, Math & Social and Other Instructional Materials		\$63,810	100%			
5100	330	Conference Travel – 2 attendees @\$1,000		\$ 2,000	100%			
D) TOTAL				\$ 175,000				

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Name

Signature

Title

Date

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Name

Signature

Title

Date

1. Project Abstract/Summary

Somerset Academy Inc. promotes a culture that maximizes student achievement and fosters the development of responsible, self-directed life-long learners in a safe and enriching environment. Somerset East Prep Middle hereinafter referred to as "the School", will impart a thorough academic curriculum in an environment that is both nurturing and creatively stimulating. In accordance with the law, the proposed School will "meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system." The governing entity for the applicant, Somerset Academy, Inc. has proven record of meeting high standards of student achievement and providing high-quality K-12 public charter school programs in Florida since 1997. Through implementation of the strategies fully addressed in this proposal, the School will exceed high standards of student achievement by:

- Providing a vigorous educational program vital for every child's scholastic success.
- Delivering a dynamic school curriculum, including emphasis given to student-centered instruction towards student mastery of the NG Sunshine State Standards.
- Employing mechanisms to continuously monitor, evaluate, and improve curriculum to achieve continuous student improvement year to year.

The establishment of the School will provide parents flexibility to choose among diverse educational opportunities within the public school system. Through an assertive, non-discriminatory marketing plan, as detailed in this proposal, the School will make certain to inform parents in the community of the educational opportunities available for their children. Working alongside neighborhood partners and community members the School will offer them with additional choices within the state's public school system.

The School will be a replication of the existing Somerset Academy school educational programs in existence in Dade, Broward and Duval counties. Somerset Academy was founded in 1997, and has since established high-quality educational programs that have and continue to achieve academic success. The educational program is likely to result in improved educational performance for the target population, since the existing programs have proven to be highly effective in improving the educational performance while serving high minority student populations. Somerset Academy was one of the first charter schools to open in Broward County, and has achieved among the State's highest Mathematics scores in the Stanford Achievement Test and in the FCAT. Somerset Academy was also one of the first charter schools in Florida to be accredited by the Southern Association of Colleges and Schools (SACS - CASI). In further pursuit of academic accountability and excellence, the organization obtained District accreditation for the Somerset schools. Somerset Academy was awarded SACS/CASI District Accreditation for its proven commitment to quality and continuous improvement and educational excellence in 2009. It was the first charter school system in the nation to pursue and achieve "district" accreditation. Based on the organization's accreditation, the School under the operation of Somerset Academy Inc. will open as a SACS - CASI accredited school from inception and will be held to the same standards of accountability as the existing programs. Thus, by replicating the successful educational design of the existing schools -- with a full-range of services targeted to students of all performance levels -- the proposed School will prove highly effective in raising student achievement.

2. Project Need

The mission for Somerset East Prep Middle is to nurture the intricate balance between academics and arts, curriculum and culture, achieving Next Generation Sunshine State/Common Core Standards (NGSSS/CCS) and student success. This mission will lay the foundation and promote the development of responsible, passionate, lifelong learners in a safe and inviting environment. Constantly innovative administrators and educators, combined with involved parents, will be charged with the duty to aid the ascent of the students and reach their maximum potential.

The School will be open to children in 6th through 8th grade (approximately 11 to 14 years of age) who would qualify to attend a traditional public school in Broward County. An open admissions policy will be implemented wherein the School will be open to any student residing in the County. The School is expected to have a racial/ethnic population as well as an English Language Learner (ELL) and Exceptional Student population (ESE) reflective of the surrounding schools and community it will serve.

An open admissions policy will be implemented wherein the School will be open to any student residing in the County. Any eligible student, as described in Fla.Stat.§1002.33(10), who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

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

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

Additionally, in order to minimize any traffic impact caused by the school and ensure that the school is available to serve the residents of the neighborhood where the school is located, the Governing Board of the charter school may elect to limit the enrollment process to target students residing within a reasonable distance of the school as provided under Fla. Stat. §1002.33 (10)(e). In accordance with federal and state anti-discrimination laws and in accordance with the Florida Educational Equity Act, Section 1000.05(2)(a) the School will not discriminate on the basis of race, ethnicity, national origin, gender, disability, or marital status against a student in its school admission process.

The School will offer a well-rounded educational program that holds the School and its students accountable for meeting self-imposed goals and standards, as well as those required by the State of Florida and Broward County Public Schools. The educational philosophy of the School is geared at increasing learning opportunities and raising the academic achievement of all its students. To meet this goal, the school commits to:

- Deliver increased learning opportunities for its all students, by providing challenging curriculum within a nurturing, quality-learning environment;
- Design and implement a continuous improvement methodology wherein student assessment results offer opportunities for differentiated and targeted instruction tailored to students' individual needs, ensuring consistent increased student achievement outcomes;
- Expect and encourage that all students will realize their highest academic potential, especially in the core subjects of language arts, mathematics, science and social studies, and provide the means for these students to reach their potential;
- Match or surpass the average student academic performance of the local district in all required public accountability tests, (e.g. FCAT); and
- Seek out, establish, and maintain sound, mutually beneficial partnerships with local education and civic institutions to provide a wide array of educational experiences for students to enjoy continued learning opportunities beyond the immediate classroom.
- The school's educational program is aligned to specific innovative learning methods and strategies – with emphasis on low-performing students and reading - that have proven successful in raising student learning and achievement. These include but are not limited to:
 - A standards-based curriculum infusing a thematic approach to integrate core areas of study such as mathematics, reading, language arts, writing, science, and social studies
 - Appropriate assessments for learning (screening, progress monitoring, and diagnostic)
 - Data-driven high quality differentiated instruction
 - Supplemental programs for student advancement and remediation support for teachers and ongoing professional development

Given a ten-year track record of exemplary academic achievement, the existing Somerset educational programs have proven successful. By adopting the educational design of the existing middle school --as evidenced by performance data-- the School is expected to have the same academic success in serving similar student populations. Based on the principle that success will breed success, the replication of this model, will produce a successful and rigorous program to stimulate continual improvement and success for all public schools within Broward County.

The School will be part of the Somerset Academy, Inc. system, which has yielded over 30 high performing charter school programs in grades K-12 throughout the state of Florida. Somerset Academy has developed a multi-tier system (management, assessment, instruction and professional development) that integrates technology within the core curriculum and achieves increased performance across all student populations and subgroups. Somerset Academy has been able to implement unique and innovative strategies aimed at student achievement and have proven these strategies to be successful with all student populations, including students with special needs (ESE) and English Language Learners (ELL). The results on standardized exams and learning gains, especially in mathematics, have proven its success. Furthermore, Somerset Academy, Inc. has the combination of experience and a demonstrated track record of success with its programs that will promote increased student achievement across the county.

3. Project Design and Implementation

(1) Founding and Governance

Somerset Academy, Inc., a non-profit Florida corporation, is the legal entity that will operate the School as per the *Articles of Incorporation and Bylaws*. The governing board of directors (the "Governing Board") will have the responsibility for the activities and affairs of the corporation, including management of the school and for providing continuing oversight of school operations. All corporate powers and functions shall be exercised by the Governing Board. The Governing Board is committed to the mission of the school and is cognizant of its responsibility to effectively and properly manage public funds.

The founding group of the School is the same group who currently serves as the Governing Board. The Governing Board is committed to ensuring that newly elected members will agree to support the founding vision, in order to maintain continuity between these founders and any subsequent board members who may be elected to serve in the future.

ESP Evaluations: The governing board will formally evaluate the ESP annually using the board-approved ESP evaluation matrix. The matrix will rate 1) contract compliance with the specific requirements identified in the agreement between the ESP and the charter school; 2) Assess the quality of service provided in each functional area; and 3) provide feedback on the performance of individuals who may provide services to the school. The evaluation tool will identify strengths and weaknesses of the provider relative to the scope of work, the quality of their service in specific areas, and the individual performance of Service Provider staff. It will be used to monitor the Service Provider's performance over the term of their contract or to inform decisions about contract renewal, changing Service Providers or self-performing their activities. The board will designate an evaluation committee or individual (e.g., Executive Director, Board member or consultant) to coordinate the process. The committee or designate will have the Matrix completed by appropriate members of the school and board members as applicable. The committee will report to the board, who will conduct a meeting with the Service Provider to review and discuss the evaluation. Please refer to Appendix B which lists all Somerset Academy Schools and their grades for the 2010-11 school year.

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

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

Administrator Evaluations: The governing board will conduct two formal administrator evaluations annually (mid-year and end-of-year) using a Comprehensive Assessment Appraisal System competence and effectiveness, in accordance with the Florida Principal Leadership Standards detailed in Section (4) below. The board will appoint a subcommittee to conduct principal evaluation and gather data from all stakeholders and report to the board at a regularly scheduled board meeting. The evaluation tool will include a mechanism to give parents and teachers an opportunity to provide input into the administrator's performance assessment, when appropriate. The purpose of stakeholder input is to collect information to provide feedback directly to the administrator that will help them reflect on their practice. Parent and Teacher input will be collected the use of the School Climate Survey, the Educational Excellence School Advisory Council (EESAC) participation and the Open House Parent Academy Survey in schools, as applicable. Other data included as part of the school leader's evaluation may include: results of parental involvement efforts; professionalism and attendance statistics; and results of parent, and staff climate surveys.

In compliance with SB 736, fifty percent of a school administrator's evaluation will be based upon the performance of the students assigned to the school over a 3-year period. The remainder of the evaluation will include the recruitment and retention of effective or highly effective teachers, improvement in the percentage of classroom teachers evaluated at the effective or highly effective level, other leadership practices that result in improved student outcomes, and professional responsibilities.

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

1. Oversee operational policies; Academic accountability, and financial accountability.
2. Annually adopt and maintain an operating budget.
3. Exercise continuing oversight over charter school operations.
4. Report its progress annually to its Sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports.
5. Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit, pursuant to paragraph (g), who shall submit the report to the Governing Body.
6. Review and approve the audit report, including audit findings and recommendations.
7. Monitor any financial recovery plan in order to ensure compliance with same (if applicable).
8. Report progress annually to its sponsor, including at least the following components (i.e. Charter School Annual Report):
 - a. Student achievement performance data
 - b. Financial status of the School, including revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt.
 - c. Documentation of the facilities in current use and any planned facilities for use by the charter school for instruction of students, administrative functions, or investment purposes.
 - d. Information about the charter school's personnel, including the proportion of instructional personnel teaching in field or out-of-field.

(2) Curriculum, Instruction, Assessment, and Accountability

The objectives and goals in the Somerset Academy curriculum are built upon the Florida Next Generation Sunshine State Standards (NGSSS) and Common Core as adopted. The School's curriculum will focus on clear and measurable expectations for student learning and covers the main subject areas of Reading/Language Arts, Mathematics, Social Studies, Science, Foreign Language, Music, Art, Life Skills, Character, and Computer Education. The curriculum will continuously reflect high quality instruction and implement research based strategies, innovations and activities that facilitate achievement for all students.

The school will have the following processes in place to support the delivery of the curriculum:

- continuous review of curriculum to ensure a year's worth of learning of all state – benchmarks
- research-based instructional practices (i.e., Marzano's High Yield Teaching Strategies, the Eight-Step Instructional Process, and Coalition of Essential School's Principles);
- principal evaluation through weekly classroom walkthroughs (principal is expected to have strong awareness that all teachers are utilizing the best practices and implementing the instructional initiatives with fidelity)
- The School Improvement Plan (SIP) will be used as a quality assurance tool to ensure that the curriculum goals are being accomplished.
- assessment data to make instructional decisions and plan interventions
- weekly grade level and monthly staff meetings
- ongoing professional development workshops
- before and after school tutoring for remediation and acceleration
- targeted interventions for struggling readers and students performing below grade level.
- integration of long-term thematic projects across the curriculum
- multiple ELL and ESE strategies across the curriculum
- focus on differentiated instruction for learning styles
- integration of technology across all major disciplines

Teachers will incorporate various teaching strategies to accommodate all learning styles. The School's educational philosophy is grounded in the expectation of increasing learning opportunities and raising the academic achievement of all its students, through high expectations and character development. Accordingly, the curriculum will require students to interact with each other, apply curriculum to real-life situations, and use a variety of technological tools beyond the classroom.

Some of the curriculum, programs, texts, and curriculum supplements the School intends to use to deliver instruction and achieve student mastery of the Next Generation SSS (and/or Common Core State Standards, as adopted) in core subjects include:

Language Arts and Reading: The School will use the state-approved Houghton Mifflin Harcourt Reading Series (6th grade only) and McDougall Littell and Prentice Hall (7th and 8th grade) as the Comprehensive Core Reading and Language Arts program. The Writing Process: All students will be required to write on a daily basis across the curriculum (i.e. Persuasive, Narrative, and Expository). Each grade will be responsible for monthly writing project that is appropriate to their level beginning in 6th grade. The ongoing writing strategies will help develop effective writers and enhance student performance on District and State writing assessments. Writing will also be stressed throughout the curriculum through projects such as daily journal entries and a school

newspaper.

The Comprehensive Core Reading Program (CCRP) Grades 6-8: the Developmental Reading Program for students on or above grade level may include: Junior Great Books- 6-8, McDougal Littell – *The Language of Literature* (6-8) , Novel Studies- 6-8, Reading in the Content Area- 6-8, Rewards

Supplemental Intervention Reading Programs (SIRP) will provide instruction that primarily focuses on one single essential component of reading intended to extend beyond the initial instruction of a Comprehensive Core Reading Program (CCRP). The School may use the following approved research-based programs: Wilson Reading System, Scholastic Read XL, READ 180 , Word Wisdom , Accelerated Reader - to encourage independent reading.

Comprehensive Intervention Reading Programs (CIRP) are intended for students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills. The school may use the following programs in providing targeted differentiated intervention support to meet the specific needs of struggling readers: Jamestown Reading Series (6-8) , Great Leaps Reading, Measuring Up 6-8. FCAT Coach 6-8, QuickReads.

Technology Resources - Safari Montage (6-8), FCAT Explorer (6-8), and Voyager Journeys (6-8)

Mathematics - The School will use the state-approved McDougal Littell, Prentice Hall, and College Board/Spring Board or other state-adopted text in the instruction of Mathematics. The Mathematics curriculum will be aligned with NCTM Principles and Next Generation Sunshine State Standards and Common Core Standards for Mathematics by grade level for grades 6-8 (Big Ideas and Supporting Ideas).

Science - The School will use the state-approved Houghton Mifflin Science Fusion Series, alongside their digital software and multimedia, or other state-adopted text in the instruction of Science. The Science curriculum will prepare students to achieve the NGSSS/COMMON CORE by incorporating an inquiry based approach to learning of the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method. In addition, supplemental materials such as *Science Weekly*, *National Geographics* and/or other comparable scientific magazines may be used. Students will participate in weekly hands-on science investigations, exposing students to the scientific process and scientific thinking. Technology including but not limited to, Safari Montage, GIZMOS, and Brainpop and computer-based programs will assist students visually in understanding science concepts.

Social Studies; The School will use the state-approved Glencoe/McGraw-Hill and Holt, Rinehart & Winston Series or other state-adopted text in the instruction of Social Studies. The Social Studies curriculum includes the study of related knowledge and modes of inquiry selected from history, the humanities, and the social sciences, including anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology.

The School is committed to serving the needs of all its students, regarding of level, learning style(s), and/or special needs. Teachers will utilize differentiated instruction, as well as other modes of instruction including, but not limited to peer tutoring, individual instruction, and group work. Additionally, the School will ensure that students with

special needs, such as ESE and ELL students, are effectively served in accordance with the policies and procedures of Broward County Public Schools. All students will be monitored to ensure they are making adequate progress toward the NGSSS/COMMON CORE. In this way, students who are struggling and/or below-level students will be identified so that any problems can be effectively remediated. Teachers and other support staff will use data from all available assessments, including but not limited to state and district required assessments, to develop instruction that meets the needs of all students so that each child can realize his or her potential.

As deemed necessary according to student need, the School will employ Reading and/or Math coaches and ELL and ESE personnel to service students. Classroom teachers will utilize research-based, state adopted texts, enhanced by supplementary materials and programs, to ensure students make progress toward the NGSSS/COMMON CORE as required.

Assessments - In addition to the FCAT and all applicable district/State assessments, the School will conduct its own internal pre and post testing and assessment to measure annual gain. The test will be comprehensive, and will include assessments in readiness, listening, reading, spelling, writing, research and study skills, and mathematics. The assessment instrument to be used will ultimately be determined by the testing professional retained to provide that service. Other internal testing and assessment, such as competency-based standardized tests, may also be used by the School to evaluate the effectiveness of its curriculum and teaching methods. Other methods of assessing students' mastery of performance outcomes will include, but will not be limited to, facilitator observation, peer- and self-evaluations, teacher tests and quizzes, projects, presentations, exhibitions, portfolios, and attendance rates. The student portfolios will show not only the student's "best" work, but also drafts of student work that will demonstrate progress. Ongoing internal audits (Progress Reports and Report Cards) of student performance, including beginning year, mid-year, and end-year assessments, will be utilized as reflective and guidance tools.

Students at the School will participate in all Statewide and District assessment programs and will use the state standardized assessment scores, district assessment scores and school-based assessments to measure student progress toward mastery of the NGSSS/CCSS at all grade levels. The School will abide by the Sponsor's annual testing calendar. The assessments administered include *but are not limited to*:

- Florida Assessment For Instruction In Reading (FAIR) AP1 (select schools)
- District Writing Prompt
- District Benchmark Assessment (BAT)
- Florida Assessment For Instruction In Reading (FAIR) AP2 (select schools)
- Florida Alternate Assessment Administration (ESE)
- NAEP (select schools), grade 8
- FCAT Writing Assessment grade 8
- Florida Assessment For Instruction In Reading (FAIR) AP3 (select schools)
- FCAT 2.0 Reading and Mathematics Sunshine State Standards (NGSSS), grades 6-8
- FCAT 2.0 Science Sunshine State Standards (NGSSS), grade 8
- Comprehensive English Language Learning Assessment (CELLA)
- Florida End-of-Course Exams as per FL-DOE requirements (as applicable for middle grade students taking high school courses)

- Oral Language Proficiency Test I (IPT-I) 2nd Edition – Grade 6
- Oral Language Proficiency Test II (IPT-II) 2nd Edition – Grades 7 – 8

FAIR assessments will be administered three times per year to provide an ongoing measure of reading fluency and comprehension, predict FCAT performance, and serve as a progress monitoring device for teachers and students. English Language Learners will be assessed and served by ESOL-certified personnel and in accordance with the Sponsor's ELL Plan and the requirements of the *LULAC et.al. vs. State Board of Education Consent Decree (1990)*.

Additionally, the School will use a variety of other assessments, such as teacher-made tests, textbook exams, alternate assessments, pre-and post-assessments, benchmark tests, midterm and final exams, etc. as needed to monitor student progress. The School may also choose to purchase research-based assessments such as STAR and SAT 10.

The School will compile progress-monitoring data on a quarterly basis (or when available) and will disaggregate the results. Classroom instruction will be designed to address the deficiencies shown by data analysis and progress monitoring (incorporating classroom-assessment) will be used to measure effectiveness of such.

Students needing remediation based on respective subject area assessments in specific subject areas will be assigned to and placed on a specific Progress Monitoring Plan (PMP) targeting these deficiencies. This plan requires active participation from the student, the parents and specific teachers in order to ensure continuous student improvement. This initiative allows each student to have ownership and understanding of his/her learning style and allows each student to track and monitor his/her achievement. The PMP will be comprised of specific, measurable, individualized goals for that student as well the strategies and services (tutoring/required additional classes, ELL services) to be implemented in order for the student to achieve the specified goals.

(3) Business, Finance, and Accounting

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 at least a quarterly basis during regularly scheduled Board Meetings.

Controls - The Board of Directors is responsible for establishing and maintaining a system of internal controls in order to provide reasonable assurance that the school's assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with the school's authorization and recorded properly in the financial records. Specifically, the Board has established controls in accordance with all applicable federal, state and local laws and in line with accepted industry standards and best practices regarding: Revenues, accounts receivable, and cash receipts; Expenditures, accounts payable, and cash disbursements; Budgeting and financial reporting; Risk management; School inventory & capital assets; Student records; Employment records

Conflict of Interest Policy - Any Director, officer, key employee, or committee member having an interest in a contract or other transaction presented to the Board or a

committee thereof for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest.

General Accounting – the school will use 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 daily. Daily deposits will be reconciled to cash receipts 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. All checks over a pre-approved threshold, as established by the Board, will require dual signatures. Certain checks & checks over a certain amount will require board chair signature and/or approval. Authorized signatures on checks are limited to the Chair of the Governing Board, the School Principal or designee, and a representative of the ESP, as approved by the Governing Board.

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

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.

PCSGP expenditures will be recorded via the school's internal accounting system (QuickBooks or other program) and all purchase orders, invoices, and/or payments will be coded to reflect PCSGP grant funds. The school will ensure that the information is properly reflected in the chart of accounts under PCSGP grant allocation. All purchase orders and invoices and direct purchases pertaining to grant funds will be made within the grant effective and ending dates and such documentation will reflect effective/ending dates. Additionally, the PO/invoice and payment documentation will denote the purchase phase (IMP1 vs. IMP2) and will be sent to both the sponsoring district and the

state for verification. All allowable expenses purchased under the grant will be labeled and all paperwork will be kept in appropriate grant inventory logs for reporting purposes.

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

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.

(4) School Leadership and Management

The school's on-site administration will consist of the principal and administrative support staff responsible for the curriculum development, working with the teaching staff, addressing student-related issues, and overseeing the parental involvement agreements. The principal, with the support of the administrative staff, will ensure that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the school. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school.

The school principal will be hired by the board, and will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The Principal will maintain the day-to-day operations of the School and serve as the instructional leader of the School. As such, the Board will recruit talented individuals who have knowledge of and experience with instructional, educational, and school site matters. The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes.

At minimum, the Governing Board will seek an individual who has:

- extensive administrative (preferably in a school setting) and teaching experience;
- State of Florida Educational Leadership Certification;
- A Master's Degree or higher in educational Leadership or education-related field
- experience working with school or advisory educational boards;
- strong managerial capabilities;
- knowledge of the needs of student population;
- positive evaluations from previous administrative position(s);
- letters of recommendation;
- excellent communication skills; and
- demonstrated capacity to meet and or exceed the Florida Principal Leadership Standards (described in detail below)

The School will be managed, off-site, by Academica, one of the Nation's most experienced and successful charter school service and support organizations. Founded in 1999 on the principle that each charter school is a unique educational environment governed by an independent board of directors that best knows the right path for its school, Academica's mission is to facilitate that governing board's vision. Academica has a proven track-record of developing growing networks of high performing charter schools. The company serves more than 90 charter schools in Florida, Georgia, Texas, Utah, and California providing educational programs from pre-kindergarten through high school. In Florida, Academica schools have been recognized on a local, state, and national level for their achievements. For example, the Somerset Academy Schools were recently designated by the Southern Association of Colleges & Schools (SACS) as the first fully accredited charter school system in the United States. Further, Doral Academy High School and Mater Academy Charter High School were once again listed this year as two of the "Best High Schools in America" by both U.S. News & World Report and Newsweek magazines. On average, Academica's charter schools earned a letter grade of "A" during the 2010-2011 school year from the Florida Department of Education (See Attached, Appendix B).

Professional Development for Administrator: The **Florida Principal Leadership Standards** form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements. Accordingly, the professional development plan will integrate the following standards through school-site and district and state-based trainings to prepare administrators to:

- Achieve results on the school's student learning goals (**Standard 1: Student Learning Results**)
- Demonstrate student learning as their top priority through leadership actions that build and support a learning organization focused on student success (**Standard 2: Student Learning as a Priority**)
- Work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments (**Standard 3: Instructional Plan Implementation**)
- Recruit, retain and develop an effective and diverse faculty and staff (**Standard 4: Faculty Development**)
- Structure and monitor a school learning environment that improves learning for all of Florida's diverse student population (**Standard 5: Learning Environment**)

- Employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data (**Standard 6: Decision Making**)
- Actively cultivate, support, and develop other leaders within the organization (**Standard 7: Leadership Development**).
- Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment (**Standard 8: School Management**).
- Practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community (**Standard 9: Communication**)
- Demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader (**Standard 10: Professional and Ethical Behaviors**)

The governing board will ensure that Principals and assistant principals practice these standards either through actual experience(s), or other professional development activities such as attendance at onsite or District-sponsored workshops/trainings. These include *The Florida Annual State Charter School Conference, Clinical Educator Training Classroom Walk-through Training, Budget Training for Administrators, Master Scheduling for Administrators, Differentiated Instruction for Administrators, Data-Driven Decision-Making Developing the School's Improvement Plan, Technology for the Next Generation, Safety and Security Workshop*. Administrators may also participate in professional development conducted through the Southern Association of Colleges and Schools/AdvancEd; Association for Supervision and Curriculum Development; and the William Cecil Golden School Leadership Development Program. These experiences will provide all school-site administrators an opportunity to develop and demonstrate proficiency in Florida's Principal Leadership Standards as noted above.

Staff Development- The school will support the professional development needs of all professional staff by facilitating the attainment of continuing education credits, and offering trainings throughout the school year in a variety of forms. Select teachers will attend local, state and national conferences and serve as trainer to the remainder of the staff upon return to the School. All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will coordinate, assist and monitor the staff development process. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs. In addition to school wide professional development opportunities, faculty members will each complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its' compatibility to ensuring the professional development exercise will serve to benefit the student, and a timeframe in which the staff development exercise should occur. The principal or member of the administrative staff, together with the teacher, will commit to the IPDP, including the allocation of necessary resources for plan implementation, and observation of new/struggling teachers by veteran/mentor teachers to implement support strategies.

Evaluation of Staff - The administrative team will conduct all faculty evaluations using the performance appraisal system in accordance with the sponsoring district's plan. Current Somerset administrators and educators have already attended trainings related

to the implementation of new evaluation systems under SB 736. The school will implement the *Marzano Teacher Evaluation Model* in alignment with the school district and in compliance with SB 736, which requires that: The evaluation system focus on student performance; 50 percent of the evaluation for classroom teachers and other instructional personnel be based on student performance for students assigned to them over a 3-year period; the remainder of a classroom teacher's evaluation be based on instructional practice and professional responsibilities; the system differentiate among four levels: highly effective; effective; needs improvement or, for instructional personnel in the first three years of employment who need improvement, developing; and unsatisfactory; and that newly hired teachers will be evaluated at least twice in the first year of teaching.

The CWT (Classroom Walk-Through) Program will be used frequently to provide feedback on goal setting, grade level appropriateness of lessons, appropriate higher-level thinking strategies, (as evidenced in Bloom's Taxonomy) and appropriate use of texts and materials. Instructional strategies, classroom management skills, and engagement of learners in the classroom will also be observed through CTW as a means to inform instruction. Performance evaluations will be completed by the Principal, or his/her designee, and will serve as the basis for continuing employment contracts.

5) Special Populations

The School will adopt and implement the Broward County Public Schools' Special Policies and Procedures (SP&P) with respect to the Special Education, as amended from time to time. Operating under the auspices of the Sponsor as the Local Education Agency (LEA), the School will assume responsibility for programming and delivering related services to exceptional students, as identified in the student's IEP with adherence and fidelity to the Sponsor's policies. The school will utilize the Sponsor's policies and procedures with respect to serving students with disabilities, including the procedures for identifying students with special needs, developing Individualized Education Plans, and 504 Plans (as applicable), and providing a full range of services.

The educational program for exceptional students will include and adhere to the principles of the law as follows:

- **Free appropriate public education (FAPE)**- will be provided to every exceptional student enrolled in the School.
- **Appropriate evaluation** – evaluations will occur within appropriate timeframes and in accordance with published guidelines.
- **Individual Education Plans (IEP)**- and Educational Plans (EP) for gifted will be developed, and maintained and meetings will be held in accordance with Sponsor's guidelines.
- **Parent/Student Participation in Decisions** – including but not limited to giving consent for evaluation and initial placement, helping design the IEP, helping the School understand their child.
- **Procedural Due Process** – A Non-discriminatory policy regarding the eligibility, identification, location, placement and evaluation process as well as adherence to procedural guidelines for all of these and with integrity to FAPE will consistently be implemented.
- **Least Restrictive Environment: (LRE)** students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Identifying Students with Special Needs- Highly qualified personnel will ensure that students' needs are being met even before student is identified or evaluated for Exceptional Education Services through a Response to Intervention (RtI) process, wherein interventions will be frontloaded in the general education classroom as a first step which provides students the support they need to learn. The RtI framework will be a comprehensive support to students. The goal of the RtI model at the school is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities. This first step is to provide the student with support in order for them to achieve their success in the classroom.

The School will follow the School Board of Broward County's Special Programs and Procedures (SP&P) for Exceptional Students and Collaborative Problem Solving (CPST) and Comprehensive Evaluation. Following the SP&P, the school will identify students as follows:

Step 1: Identify the problem with stakeholders (parents, teachers, staff, etc)

Step 2: Analyze the problem by reviewing at data that focuses on the student's learning and behavioral/social characteristics in the classroom.

Step 3: Select and implement the intervention comfortable with all stakeholders.

Step 4: Progress monitor for a time period of at least 4-6 weeks to evaluate the effectiveness of intervention(s).

Step 5: If the aforementioned plan has been executed with fidelity and the student is not responding appropriately then the School will refer the student to SBBC's Psychological services for appropriate comprehensive evaluation.

Step 6: All stakeholders meet as a team to review and discuss the results of the comprehensive evaluation, and as a committee determine ESE eligibility for services.

Step 7: Appropriate educational support is determined; IEP is developed for student.

If Student is not ESE eligible: If a student is denied for ESE services then they may be eligible for a 504 Accommodation Plan. If a 504 Plan is established, the plan will clearly detail the accommodations or modifications that will be needed for the student to have an opportunity to perform at the same level as his/her peers.

Students with disabilities enrolled in the School will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. The school teaching staff will include a certified ESE Program Specialist with demonstrated experience in providing support and services to children with disabilities. The ESE Specialist will be an employee of the School and will at a minimum possess full certification in special education. The ESE Specialist will ensure the implementation of all IEPs and will consult with the general education teachers to provide direct instructional support to special education students. Consultation provided by the ESE Specialist will include adjustments to the learning environment, modifications of instructional methods, adaptation of curricula, and the use of appropriate accommodations to meet the needs of individual students.

The School will make adaptations to school facilities, to the maximum extent appropriate and within provisions of the law, to ensure students with disabilities enrolled in the School will be educated in the least restrictive environment and will be segregated (pull-out) only if the nature and severity of the disability is such that education in regular classes, including the use of supplementary aids and services, cannot be achieved

satisfactorily. In addition students will be offered push-in and consultation models to make sure all of their needs are met.

Individual Education Plans (IEPs): The School will utilize all of the Sponsor's procedures (Easy IEP) and forms related to IEP and placement process procedures. The School will develop an Individual Education Plan (IEP) and conduct an IEP meeting with the student's family for each exceptional student enrolled in the School. The School will invite the Sponsor to any and all parent conferences, staffings and IEP meetings, by giving at least two (2) weeks prior notice, with a copy of the Parent Participation Form, by mail or given in person. The school will support the education of the students with special learning needs within the regular classroom setting as the first choice of placement and with a commitment to provide services necessary for full implementation of the child's IEP. Students will be guaranteed a free appropriate education through aforementioned identification and evaluation as well as consequent placement and implementation of an appropriate IEP. The written individualized educational plan for each student will include measurable annual learning goals and behavioral goals. Supplementary and Related Services will also be identified as well as necessary accommodations and modifications which will be clearly delineated in this written plan. The IEP will be implemented immediately following the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's IEP. The school will offer various services to meet the needs of the students with disabilities based on the Individual Educational Plan. These services include specialized gifted courses (as detailed in the curriculum section of this application), acceleration, modifications of content through differentiated curriculum, curriculum compacting, and enrichment. Other services may include social skills development and/or counseling.

Serving English Language Learners - The Broward County Public Schools ELL Plan, as referenced herein, reflects current policies and procedures adopted by the Sponsor. The School will adopt and implement the Sponsor's policies and procedures with respect to the ELL Plan, as amended from time to time. Additionally, the School will meet the requirements of the Consent Decree entered in *Lulac, et al. vs. State Board of Education*. English Language Learners enrolled at the school will be served by ESOL-certified personnel who will follow the Sponsor's District Plan for English Language Learners as follows:

Identification and Assessment: The school will survey ALL parents upon initial entry (registration) using the **Home Language Survey (HLS)**. This is required by the League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree. The Home Language Survey includes three questions and is given at the time of registration.

If a parent answers "yes" to one or more of the three HLS questions, and/or meets the definition of ELL, they will be advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the school's ESOL Program. The parents are informed orally of the need of a language assessment by the school registrar, ESOL contact/designee, or by the guidance counselor. The student is then referred to a trained language assessor at the school.

Placement: The student is assessed for English aural/oral language proficiency with the IPT within 20 days of the completion of the HLS with affirmative responses: **IDEA Oral Language Proficiency Test I (IPT-I) 2nd Edition – Grade 6 or IDEA Oral Language Proficiency Test II (IPT-II) 2nd Edition – Grades 7 – 12.**

Once the student is assessed with an aural/oral language assessment instrument, the School will use the charts correlating the **Oral Language Proficiency Test Score Levels with Broward County Language Level**. Grade 3-12 students who score at NES or LES levels based on the IPT are assigned language classifications ranging from A1-B2 using the charts correlating the IPT test score levels with the Broward County Language Level Classifications. These NES and LES (A1-B2) students qualify for ESOL Program Placement.

For FES (C1-C2) students in grades 3-12, test scores in reading and writing are considered for ESOL Program entry and the following criteria are used to determine student eligibility for the ESOL Program:

- If both reading and writing test scores are at or above the 33rd percentile, the student is placed in the Basic Program and does not qualify for the ESOL Program.
- If both reading and writing test scores are at or below the 32nd percentile, the student is placed in the ESOL Program.
- If either the reading or writing test score is at or below the 32nd percentile, the student is referred to the ELL Committee for placement recommendation in either the ESOL or Basic program.

The ELL Committee – The main function of the ELL Committee is to resolve any issue that affects the instructional program of an ELL student. It is composed of at least 4 members: an administrator or designee, the ESOL teacher, the home language teacher (if any), the classroom/subject area teacher(s), plus guidance counselors, school social workers, school psychologists or other educators as appropriate for the situation. The parent(s) will be invited to attend any meeting of the ELL Committee.

For students in grades K-12 with inconsistent test data to meet the entry criteria, an ELL Committee is convened to determine if the student should enter the ESOL Program. Parents are invited to attend this meeting. For students in grades K-12, the ELL Committee may determine a student to be ELL or not to be ELL according to consideration of at least two of the following criteria in addition to the results of the assessment of English language listening/speaking proficiency (IDEA Oral Language Proficiency Test) and/or reading and writing:

- extent and nature of prior educational and social experiences; and/or student interview;
- written recommendations and observations by current and previous instructional and supportive services staff;
- level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion referenced standards;
- grades from the current or previous years;
- test results other than those from the district assessment of listening/speaking/reading/writing.

ELL Committee decisions are documented in the ELLSEP folder under ELL Committee recommendations. ELL Committee members sign the folder for documentation purposes.

Ensuring Equal Access- The School will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Any eligible student who submits a timely application and whose parents accept the

conditions of the Parental Involvement Contract shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process conducted by the School's accounting firm in conformity with Florida's Charter School Legislation. All students in the lottery will be assigned a waiting list number should student seats become available or capacity increases thus every student who applies to the school, regardless of exceptionally, will be ensured equal access to enter.

4. Evaluation

Educational goals and performance standards will be measured using specific measurable outcomes for the first year of operation in accordance with State and/or District thresholds, whichever may be higher (and in same regard moving forward). In subsequent years, the results will be measured against the objectives specified in the *School Improvement Plan*. The following will be the School's SMART outcomes for student achievement for the first year of operation:

1. Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards in Language Arts, the School will meet and/or exceed the District and/or State average (whichever is higher) of students in grades 6-8 who achieve a 3 or higher on the on the Florida Comprehensive Assessment Test 2.0 of Reading.
2. Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards in Mathematics, the School will meet and/or exceed the District and/or State average (whichever is higher) of students in grades 6-8 who achieve a 3 or higher on the on the Florida Comprehensive Assessment Test 2.0 of Mathematics.
3. Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards in Language Arts, the percentage of 8th grade students at the School will meet and/or exceed the District and/or State average (whichever is higher) of students who achieve a 4 or higher on the on the Florida Comprehensive Assessment Test of Writing.
4. Given a school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards, at least 50 percent of the lowest quartile of students will make learning gains in Reading and Mathematics, as evidenced by:
 - demonstrating improvement in one or more achievement levels; OR
 - maintaining FCAT achievement level 3, 4, or 5; OR
 - demonstrating one year's growth to exceed the Developmental Scale Score (cut score) for their respective grade level for students who previously scored below proficiency level on their previous FCAT Exam.
5. Given school-wide emphasis on instruction of the Next Generation Sunshine State Standards in Science, the percentage of 8th grade students who achieve a passing score will meet and/or exceed the District and/or State average, whichever is higher, on the FCAT 2.0 Science examination.

Students are expected to make annual learning gains toward achieving the NGSSS/CCS appropriate for the student's grade level. The annual gains will be measured by the student's developmental scale score on the FCAT and on internal pre and post tests to be administered at the beginning and end of each school year. In

addition to FCAT assessments, the School will use internal pre and post testing to measure annual gains.

The following instructional activities will be will be intergraded in the School program as a vehicle to achieve performance standards and to increase learning opportunities:

- Implement FCAT early bird tutoring or Saturday tutoring for Level 1 and 2 students in order to maximize student achievement
- Implement parent workshops that will assist with the implementation of effective strategies at home
- Facilitate student participation in essay, poetry, and book writing contest in order to promote writing success
- Utilize assessment data, writing pretest, and other ongoing assessments to drive instruction and target remediation.
- Utilize assessment data to drive instruction and target remediation in order to maximize student achievement
- Implement FCAT Super Saturdays and Early Bird tutoring program to increase reading levels
- Implement a variety of literature and maximize the use of FCAT reading components such as determining main idea, author's purpose, and sequence
- Utilize state-adopted supplemental material in order to increase reading critical thinking skills.
- Implement flexible scheduling that designates two hours of Language Arts/Reading instruction and one hour of daily collaborative grade level planning times

The School will participate in all applicable components of the Florida Assessment Program, including the FCAT 2.0 and other age-appropriate tests that may be required or recommended by the Sponsor and will receive a grade through Florida's A+ Grading System. In accordance with our mission, students will have an active role in their education by learning to monitor and evaluate their work. FCAT Student and Parent Reports received from the FL-DOE will be sent to parents and shared with students in planning student's academic program and services for the following school year.

Teachers will use assessment rubrics as teaching tools in the classroom by helping students to interpret their performance and comprehend their results. If a child's performance is below target (not making adequate progress towards the NGSSS/COMMON CORE), the parent/guardian will be advised in a special conference if need be, and remedial strategies will be communicated. If a child's performance is on target for his or her immediate stage of development, we will so advise the parent. Assessment and performance information will be shared with parents and evidenced by parental contact logs for every teacher. If a child's performance is above target for his immediate stage of development, the school may recommend to the parent advanced level placement such as multi-age setting in elementary or honor and advanced or high school level courses in the middle grades, as applicable by subject.

Not later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to, the following: failing, a drop of two or more grades, unacceptable behavior and excessive absences. In schools with an automated system for record keeping and grading, interims will be provided for all students. Ongoing communication will occur through progress reports, report cards, parent/student conferences, and other forms of written

and oral communication. Additionally, progress reports shall be signed by the parent and expected to be returned to the teacher. Conferencing will be a highly effective way to keep parents apprised of their child's progress in all grade levels.

Baseline Data - Student records from the prior school and school year will be reviewed to gather baseline data on each new student, including, but not limited to, FCAT standardized test scores (or other available standardized test in the case of private or homeschooled students) FAIR assessments, report card grades, attendance records, and behavioral records. IEP and EP plans for ESE/Gifted students and ELL plans for ESOL students will also serve as baseline data if applicable. Based on the school's philosophy of providing a "personalized instruction," the school will use data (state and district requirements, report cards, testing scores, past performance and comportment) as factors for placement in the appropriate classes which best suit each child.

Data-Driven Decision Making - The school will use state standardized assessment scores, and school-based assessments to measure student progress toward mastery of the Next Generation Sunshine State Standards across all grade levels. Additionally, annual learning gains will be measured by the student's developmental scale score on the FCAT and on internal pre and post tests to be administered at the beginning and end of each school year. The school will also participate in the Sponsor's Interim Assessment Tests as means to monitor student's attainment of the curriculum benchmarks. Ongoing internal audits (Progress Reports and Report Cards) of student performance, including beginning year, mid-year, and end-year assessments, will be utilized as guidance tools to drive instruction. Data derived from assessments will be disaggregated to determine strengths and weaknesses of programs. Assessment will thus serve as a feedback system to guide teachers in lesson planning and individualizing instruction and to guide students in understanding full mastery of each respective standard. Data derived will be analyzed by each school's leadership team to establish enrichment and interventions programs (i.e. Carnegie Learning/Cognitive Math Tutor, Saturday tutoring, Jamestown Reading Navigator, Accelerated Reader and Accelerated Math).

The establishment of a *School Improvement Plan* will ensure school-wide student assessment and performance data can be shared with parents, students and other stakeholders. The EESAC Committee for the School will participate in the development of the *School Improvement Plan* to ensure input from all stakeholders, including teachers, students, parents and community representatives. Annually, the school will compare student performance and achievement results to closely comparable schools with similar student populations in addition to the School District and State student performance and achievement results, as a measure to determine the school's progress towards goals and objectives

5. Dissemination Plan

The School will make great efforts to reach families reflective of the demographic of the County. A comprehensive advertising and promotional plan will include the use print, broadcast and online media – including minority and community periodicals -- to disseminate information about the school's educational program and open enrollment period. Promotional flyers and/or brochures will be distributed to community groups and churches to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment. This information will also be posted in local public facilities such as the post office, community centers, libraries and other locations of public access. In order to best reach out to the county's growing diverse population,

informational materials will be available in multiple languages as needed. The School will distribute press releases and public service announcements to various media outlets to promote the open enrollment period, open houses, and other essential details about the school and its programs. A banner will also be posted on site with relevant information.

This promotional plan aims to reach a broad audience and, accordingly, all racial/ethnic groups within it. By disseminating information in multiple languages to various media -- including minority and community periodicals, the racial/ethnic balance of the School should be equivalent to that of other local public schools. Informational meetings will be held in a variety of community forums, to ensure that a diverse set of families are reached and given the opportunity to learn about the educational opportunity at the School. The founding board will also work with diverse community groups to seek assistance in disseminating information.

An open admissions policy will be implemented wherein the School will be open to any student residing in the County. The School will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Staff at the School will accommodate the needs of students enrolled at the school to ensure a positive learning experience. If the number of applicants exceeds capacity all applicants shall have an equal chance of being admitted through a random lottery process conducted by the school's accounting firm in conformity with Florida's charter school legislation. Students in the lottery will be assigned a waiting list number and will be admitted when student seats become available or capacity increases.

Florida's charter school legislation provides that the School may give enrollment preference to certain student populations including siblings of students already admitted to or attending the same charter school; and/or children of a charter school's founders, teachers, and the charter school's staff (as long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment). Once opened, parents and community partners will be encouraged to inform family, friends, and their community groups about the School. Local elected officials will be invited to visit the School and given updates on the program's growth and asked to share this information with their constituents through their newsletter and upcoming community meetings.

6. Support for Strategic Plan

As was previously stated, the objectives and goals in the Somerset Academy curriculum are built upon the Florida Next Generation Sunshine State Standards (NGSSS) and Common Core as adopted. The School's curriculum will focus on clear and measurable expectations for student learning and covers the main subject areas of Reading/Language Arts, Mathematics, Social Studies, Science, Foreign Language, Music, Art, Life Skills, Character, and Computer Education.

The school will support the *Just Read, Florida!* initiative in assisting all students in becoming successful, independent, and comprehensive readers by adopting the Broward County Public Comprehensive Research- Based Reading Plan to provide teachers with a systematic framework for literacy instruction. Since certain text and assessments are currently being modified, the School will adopt the plan in effect during the 2012-2013 school year. The School's text selection will be modified as per the Sponsor's selection of state-adopted texts and modifications throughout the duration of the charter.

The School will use the state-approved Houghton Mifflin Science Fusion Series, alongside their digital software and multimedia, or other state-adopted text in the instruction of Science. The Science curriculum will prepare students to achieve the NGSSS/COMMON CORE by incorporating an inquiry based approach to learning of the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method. In addition, supplemental materials such as *Science Weekly*, *National Geographics* and/or other comparable scientific magazines may be used. Teachers will utilize the NGSSS/COMMON CORE/CCS, while incorporating FCAT 2.0 test item specifications in their daily lesson plans.

Moreover, students will participate in weekly hands-on science investigations, exposing students to the scientific process and scientific thinking. In grades 6-8, students will be encouraged to participate in Science Clubs where they will be able to explore and investigate the steps to the scientific method.

The School will use the state-approved McDougal Littell, Prentice Hall, and College Board/Spring Board or other state-adopted text in the instruction of Mathematics. The School's text selection will be modified as per the Sponsor's text adoption and modifications throughout the duration of the charter. The Mathematics curriculum will be aligned with NCTM Principles and Next Generation Sunshine State Standards and Common Core Standards for Mathematics by grade level for grades 6-8 (Big Ideas and Supporting Ideas).

The Mathematics curriculum for grades 6-8 at the School will focus instruction based on the Big Ideas that are important to understanding, fluency, and application of mathematics ideas to problem solving. The supporting ideas are key components that allow students to make the necessary connections with the Big Ideas.

At the completion of the course, students will have achieved a year's worth of learning by mastering, at minimum, the objectives and concepts aligned to the Next Generation Sunshine State Standards and Common Core Standards for both Math and Science.

Somerset Academy East Prep Middle (6-8)

X_____ First Year Implementation

Anticipated timeframe (from August 2012 to June 2013) :

Category	Item	Month	Item Description/Justification	Estimated # Items	Estimated Cost/Item	Total Estimated Cost
Equipment	Audio Visual	August-June	Interactive Promethean whiteboards and projectors (installed): These will be used in each classroom to deliver instruction via a technology rich environment	17	\$ 3,500.00	\$ 59,500.00
Equipment	Computers	August-June	Computers in the classroom are needed to deliver computer-assisted and web-based supplemental instruction in the areas of Math, Reading, and Writing aimed at producing achievement gains in students.	26	\$ 1,100.00	\$ 28,600.00
Equipment	Printers	August-June	Color Printers for Classrooms and Media Center	20	\$ 289.50	\$ 5,790.00
Instructional	Software	August-June	Software			
			FCAT Explorer (6-8), and Voyager Journeys (6-8)	35	\$ 100.00	\$ 3,500.00
Instructional	Textbooks	August-June	Textbooks (Class sets for Language Arts (22 sets X 10 classrooms), Science (22 X 10), Math (22 x 10) and Social Studies (22 x10)			
Instructional	Materials	August-June	Workbooks/Other	880	\$ 60.00	\$ 52,800.00
			Other Instructional Materials (study aids, FCAT prep materials)			
Professional Fees	Consultants	August-June	Consultants will provide a 4-day workshop consisting of staff development activities for teachers in the following areas: ESE: teaching strategies for students with disabilities ESOL: teaching strategies for L.E.P students Math/Science: teaching strategies for individualized and differentiated instruction Reading/Language Arts: teaching strategies for individualized and differentiated instruction	367	\$ 30.00	\$ 11,010.00
			Conference Travel – Required travel as outlined in the grant application: Director and board member required state conference for 3 nights: hotel (\$600), meals (\$150) and Transportation (\$250).	1	\$ 2,800.00	\$ 2,800.00
Conference Travel	Travel	November		2	\$ 1,000.00	\$ 2,000.00
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
1st Year Implementation Total						\$ 175,000

Florida Public Charter School Program Project Budget Detail

Somerset Academy East Prep Middle (6-8) X 2nd Year Implementation

Anticipated timeframe (from July 2013 to June 2014) :

Category	Item	Month	Item Description/Justification	Estimated # Items	Estimated Cost/Item	Total Estimated Cost
Equipment	Audio Visual	August-June	Interactive Promethean whiteboards and projectors (installed): These will be used in each classroom to deliver instruction via a technology rich environment	5	\$ 3,500.00	\$ 17,500.00
	Library Books	July-June	Fiction, non-fiction, and reference books for library/media center	500	\$ 30.00	\$ 15,000.00
Equipment	Audio-Visual	July-June	Document Cameras	6	\$ 550.00	\$ 3,300.00
Equipment	Computers	August-June	Equipment: Computers will be used by students in the classroom and to facilitate instruction and immersion into a technology rich environment	19	\$ 858.00	\$ 16,302.00
		August-June	Desktop Computers for Instructional use and Testing (19@\$858)	200	\$ 575.00	\$ 115,000.00
		August-June	Tablets for mobile instruction (200@575)	4	\$ 1,474.50	\$ 5,898.00
Travel	Conference Travel	November	Conference Travel - Required travel as outlined in the grant application: Director and board member required state conference for 3 nights: hotel (\$600), meals (\$150) and Transportation (\$250).	2	\$ 1,000.00	\$ 2,000.00
2nd Year Implementation Total						\$ 175,000.00

7. Budget Narrative

See Attachment Attachment D - Project Budget Detail

The Written Budget Narrative and Attachment D herein detail the use of project funds for the planning, services, program design, and initial implementation of the school's instructional program. The Project Budget Detail, *Attachment D*, projects a realistic and detailed description of how the PCSGP grant funds will be used to carry out the goals and objectives outlined above and throughout this proposal. The Budget detail also supports the five areas outlined in Section 3 above. *Please see Attachment D for a detailed Project Budget Detail for the entire project and Written Budget Narrative below.*

Written Budget Narrative - Expenditures will be related to the proposed project goals and objectives in the following manner:

Instructional Technology- includes the purchase of computer equipment/Promethean boards and repairs of such, and educational software and electronic textbooks budgeted per classroom. Interactive Promethean whiteboards and projectors (installed) will be used in each classroom to deliver instruction via a technology rich environment.

Technology including hardware and software for administration, classrooms, and media center - Equipment (Computers and Printers): Computers will be used by students in the classroom and to facilitate instruction and immersion into a technology rich environment- these include but are not limited to: Desktop computers, Netbook Computers for Mobile Computer Lab, Printers, Desktop computers for teachers, Printers for teachers.

Equipment: Document Cameras will be used in conjunction w/ Promethean Boards to facilitate instruction in a technology rich environment

Consulting Services - Consultants will provide a 4-day workshop consisting of staff development activities for teachers in the following areas: *ESE: teaching strategies for students with disabilities: ESOL: teaching strategies for ELL students: Math/Science: teaching strategies for individualized and differentiated instruction: Reading/Language Arts: teaching strategies for individualized and differentiated instruction*

The purchase of textbooks, workbooks and supplementary materials for students - Instructional materials will be purchased to assist students and teachers in reaching the students' academic goals. Materials in the subjects of Science, Math, Reading, and Social Studies will be purchased.

Faculty and staff professional development and training (i.e. Conferences) Conference Travel is budgeted for as required travel, outlined in the grant application: Director and board member required state conference for 3 nights: hotel (\$600), meals (\$150) and Transportation (\$250)= \$2,000

11. An assurance that the eligible applicant will cooperate with the Secretary, U.S. Department of Education and the Florida Department of Education in evaluating the charter school assisted under this subpart.		48-52
12. A description of how a charter school that is considered a local educational agency under state law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act.	NA	NA
13. An assurance that the charter school will comply with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act.		34-41

PART II:

FLORIDA REQUIRES AN APPLICANT FOR A GRANT UNDER THE FEDERAL CHARTER SCHOOL PROGRAM TO DOCUMENT THE FOLLOWING ASSURANCES. ON A SEPARATE PAGE, ATTACH AN EXPLANATION FOR ANY ASSURANCE MARKED "NO."

ASSURANCES	YES	No
1. Funds received under this grant will be used, to the extent practical, increase the level of funds that would be made available from nonfederal sources.	<input checked="" type="checkbox"/>	
2. Activities will be implemented which are consistent with state and federal fiscal and program requirements.	<input checked="" type="checkbox"/>	
3. The charter school will maintain accurate and timely project records which document progress in implementing this project, and which demonstrate compliance with all state and federal fiscal and program requirements.	<input checked="" type="checkbox"/>	
4. The charter school and the district will provide all information required by the Florida Department of Education for fiscal audit, program evaluation and annual reporting to the U.S. Department of Education.	<input checked="" type="checkbox"/>	
5. The charter school will provide the Secretary, U.S. Department of Education and the Florida Department of Education any information that may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in its charter.	<input checked="" type="checkbox"/>	
6. The charter school will cooperate with the Secretary, U.S. Department of Education and the Florida Department of Education in evaluating the charter school assisted under this program.	<input checked="" type="checkbox"/>	
7. The charter school will submit a timely annual report to the school district and to the Florida Department of Education, as required by Section 1002.33, Florida Statutes, containing all the information required by law.	<input checked="" type="checkbox"/>	
8. The charter school will avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.	<input checked="" type="checkbox"/>	
9. The charter school will comply will all provisions of the Nonregulatory Guidance-Public Charter Schools Program of the U.S. Department of Education, which includes the use of lottery for enrollment if the charter school is oversubscribed.	<input checked="" type="checkbox"/>	

CERTIFICATION IS HEREBY GIVEN THAT ALL FACTS, FIGURES, AND REPRESENTATIONS MADE IN THIS APPLICATION WITH REGARD TO PARTICIPATION OF THE ORGANIZATION OR ENTITY SPECIFIED ABOVE ARE TRUE AND CORRECT.

NAME AND TITLE OF AUTHORIZED REPRESENTATIVE (TYPED): ANDREINA D. FIGUEROA, SOMERESSET ACADEMY, INC. BOARD CHAIR

AFIGUEROA
Signature of Authorized Representative

1/30/12
Date Signed

CHARTER SCHOOL ASSURANCES

FISCAL AGENCY: Broward County Public Schools

NAME OF ORGANIZATION OR ENTITY: Somerset Academy, Inc.

ADDRESS: c/o Academica, 6340 Sunset Drive, Miami, FL 33143

PART I:

THE U. S. DEPARTMENT OF EDUCATION REQUIRES FLORIDA TO DOCUMENT THAT A CHARTER SCHOOL APPLICATION FOR A GRANT UNDER THE FEDERAL CHARTER SCHOOL PROGRAM CONTAINS THE FOLLOWING ASSURANCES. THESE ASSURANCES MAY BE ADDRESSED IN THE GRANT NARRATIVE OR THE SCHOOL'S CHARTER APPLICATION. STATE THE PAGE NUMBER TO INDICATE WHERE EACH OF THE STANDARDS IS ADDRESSED IN EITHER OF THE TWO DOCUMENTS. PROVIDE AN EXPLANATION ON A SEPARATE SHEET IF THE STANDARD IS NOT ADDRESSED IN EITHER DOCUMENT.

ASSURANCES	GRANT NARRATIVE PAGE NUMBER	CHARTER APPLICATION PAGE NUMBER
1. A description of the educational program to be implemented by the proposed charter school, including: (a) how the program will enable all students to meet challenging state student academic achievement standards; (b) the grade levels or ages of children to be served; and (c) the curriculum and instructional practices to be used.	8 11-15	
2. A description of how the charter school will be managed.	17-18	
3. A description of (a) the objectives of the charter school and (b) the methods by which the charter school will determine its progress toward achieving those objectives.	23-25	
4. A description of the administrative relationship between the charter school and the authorized public chartering agency.		43-90
5. A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.		80
6. A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met the objectives described in Assurance #3 above.		83
7. A request and justification for waivers of any Federal, statutory, or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school; and a description of any state or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to the school.	N/A	
8. A description of how the subgrant funds or grant funds, as appropriate, will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the Secretary, U.S. Department of Education.	28-30	
9. A description of how students in the community will be (a) informed about the charter school and (b) given an equal opportunity to attend the charter school.	25	80
10. An assurance that the eligible applicant will annually provide the Secretary, U.S. Department of Education and the Florida Department of Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in Assurance #3 above.		48-52

ED 80-0013 - Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters and Drug-Free Workplace Requirements Form.

Certifications Regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)" and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. Lobbying

As required by Section 1352, title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 --

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. Drug-Free Workplace (Grantees Other Than Individual)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610--


A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about--

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug free workplace;

<p>(3) Any available drug counseling, rehabilitation, and employee assistance programs; and</p> <p>(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;</p> <p>(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);</p> <p>(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will—</p> <p>(1) Abide by the terms of the statement; and</p> <p>(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;</p> <p>(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant;</p> <p>(f) Taking one of the following actions within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted --</p> <p>(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or</p>	<p>(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;</p> <p>(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).</p> <p>B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:</p> <p>Place of Performance (street address, city, county, state, zip code)</p> <p>Somerset East Prep Middle</p> <p>Exact address pending.</p> <p>Check <input type="checkbox"/> if there are workplaces on file that are not identified here.</p> <p>Drug-Free Workplace (Grantees who are Individuals)</p> <p>As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 --</p> <p>A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and</p> <p>B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571.</p> <p>Notice shall include the identification number(s) of each affected grant.</p>
<p>As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.</p>	
<p>NAME OF APPLICANT</p> <p>Somerset East Prep Middle</p>	
<p>PRINTED NAME AND TITLE OF AUTHORIZED CHARTER SCHOOL REPRESENTATIVE</p> <p>Andreina D. Figueroa, Somerset Academy, Inc. Board Chair</p>	
<p>SIGNATURE</p> 	<p>DATE SIGNED</p> <p>1/30/12</p>

**GEPA Plan
Somerset Academy, Inc.**

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA), **Somerset Academy, Inc.** will take effective steps to ensure equitable access to, and participation of all students, parents and other program beneficiaries regardless of gender, race, national origin, color, disability, or age. The following measures will be taken to ensure equal access to and participation in the school's programs:

- Pupils will be considered for admission without regard to ethnicity, national origin, gender, or achievement level. Accordingly, the school's promotional plan aims to reach a broad audience and all racial/ethnic groups within it by disseminating information in multiple languages to various media outlets. The school will provide copies of its promotional materials and announcements in English, Spanish, Creole or other throughout the local community ensuring that "harder-to-reach" families (e.g. single-parent, limited English proficient, special needs, and/or low socio-economic households) are aware of their children(s) eligibility to participate in this publicly-funded program. This information will also be posted in local public facilities such as the post office, community centers, libraries and other locations of public access.
- Informational meetings will be held in a variety of community forums, to ensure that a diverse set of families are reached and given the opportunity to learn about the School. The founding board will also work with diverse community groups to seek assistance in disseminating information. The School will post materials in locations of public access, including local municipalities, the school lobbies or common areas, as well as the school's website.
- An open admissions policy will be implemented wherein the School will be open to any student residing in the County. If the number of applicants exceeds capacity all applicants shall have an equal chance of being admitted through a random selection process, lottery, conducted by the school's accounting firm in conformity with Florida's charter school legislation. Students in the lottery will be assigned a waiting list number and will be admitted when student seats become available or capacity increases.

Andreina D. Figueroa
Name (please print)


Signature

1/30/201
Date

Governing Board Chair
Title

Attachment J

CSP 12/15 Grant Objectives

Section 1: CSP Grant Objectives

IMPORTANT: Failure to meet objectives, or properly report on objectives, may result in denial of future disbursements of grant award.

Note: Phase 1- Program Planning and Design

Phase 2- Implementation 1

Phase 3- Implementation 2

Objective	Date to be Completed	Verification
I. Founding and Governance		
A. School will have a formal governing board prepared to fulfill its duties. (FIXED)	Phase 1	1. List of governing board members 2. Adopted by-laws 3. Adopted Policies and Procedures Manual
B. Governing Board will complete required governance training. (FIXED)	Phase 1	Verification of training submitted to Department of Education
C. Governing board will adopt conflict of interest policies. (FIXED)	Phase 1	Adopted conflict of interest policies in policies and procedures manual consistent with federal regulations at 34 CFR §75.525
D. Governing board will adopt policies to ensure school meets federal definition of a charter school (Section 5210, NCLB). (FIXED)	Phase 1	Adopted policies that address subsections D, E, F, G, H, I, J, and K of Section 5210 of the ESEA (Elementary and Secondary Education Act, reauthorized as the No Child Left Behind Act of 2001.
2. Curriculum, Instruction, Assessment, & Accountability		
A. School will have a plan for ongoing	Phase 1	Board approved policies and procedures addressing

Attachment J
CSP 12/15 Grant Objectives

evaluation of school performance. (FIXED)		the school plan to evaluate overall performance.
3. Business, Finance, and Accounting		
A. School will adopt strong internal financial controls. (FIXED)	Phase 1	1. Adopted policy requiring monthly financial reporting to governing board 2. Contract that requires monthly financial reporting to sponsor 3. Adopted policies describing internal financial controls and/or segregation of duties 4. Adopted procurement policies consistent with federal regulations at 34 CFR §§74.40-74.48
4. School Leadership and Management		
A. School principal and one board member attend annual Florida Charter School conference each year of the grant. (FIXED)	End of Phase 1, 2, 3	Confirmation of attendance at Florida Charter School Conference
B. School has board approved professional development plan for school principal. (FIXED)	End of Phase 1	Copy of approved plan or policies describing plan.
5. Special Populations		
A. School has policies describing procedures to ensure compliance with the Individual with Disabilities Education Act (IDEA)	End of Phase I	Copy of approved policies.

Attachment J **CSP 12/15 Grant Objectives**

Section 2: Educational Objectives

List the student achievement objectives included in the school's approved charter school application or approved charter school contract (whichever is later).

Objective	Date	Evidence used to demonstrate objective has been met or progress has been made toward objective.
1. Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards in Language Arts, the School will meet and/or exceed the District and/or State average (whichever is higher) of students in grades 6-8 who achieve a 3 or higher on the on the 2012 Florida Comprehensive Assessment Test <u>2.0</u> of Reading.	End of Phase II	<ol style="list-style-type: none"> 1. Results from school-wide Benchmark Assessments in Reading (Mid-year); 2. FLDOE School Accountability Report (End of Year)
2. Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards in Mathematics, the School will meet and/or exceed the District and/or State average (whichever is higher) of students in grades 6-8 who achieve a 3 or higher on the on the Florida Comprehensive Assessment Test <u>2.0</u> of Mathematics.	End of Phase II	<ol style="list-style-type: none"> 1. Results from school-wide Benchmark Assessments in Mathematics (Mid-year); 2. FLDOE School Accountability Report (End of Year)
3. Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards in Language Arts, the percentage of 8 th grade students at the School will meet and/or exceed the District and/or State average (whichever is higher) of students who achieve a 4 or higher on the on the Florida Comprehensive Assessment Test of Writing.	End of Phase II	<ol style="list-style-type: none"> 1. Results from school-wide Writing Prompt assessments (Mid-year); 2. FLDOE School Accountability Report (End of Year)

Attachment J
CSP 12/15 Grant Objectives

<p>4. Given a school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards, at least 50 percent of the lowest quartile of students will make learning gains in Reading and Mathematics, as evidenced by:</p> <ul style="list-style-type: none"> ○ demonstrating improvement in one or more achievement levels; OR ○ maintaining FCAT achievement level 3, 4, or 5; OR ○ demonstrating one year's growth to exceed the Developmental Scale Score (cut score) for their respective grade level for students who previously scored below proficiency level on their previous FCAT Exam. 	<p>End of Phase II</p>	<p>1. FLDOE School Accountability Report (End of Year)</p>
<p>5. Given school-wide emphasis on instruction of the Next Generation Sunshine State Standards in Science, the percentage of 8th grade students who achieve a passing score will meet and/or exceed the District and/or State average, whichever is higher, on the FCAT 2.0 Science examination.</p>	<p>End of Phase II</p>	<p>1. Results from 8th grade assessments in Science (Mid-year); 2. FLDOE School Accountability Report (End of Year)</p>

Florida Public Charter School Grant Program
Administrative Fees Agreement

Pursuant to Section 5204(f)(4)(B) of the Elementary and Secondary Education Act amended by the No Child Left Behind Act (NCLB) in 2001, local education agencies (LEA) are prohibited from deducting funds for administrative fees or expenses from a subgrant awarded to an eligible applicant unless the eligible applicant voluntarily enters into a mutually agreed upon arrangement for administrative services with the LEA.

If the charter school voluntarily enters into an agreement with the sponsor allowing the sponsor to withhold administrative fees from the subgrant, the charter school must sign and submit this form (Attachment K) certifying the voluntary agreement. If this form is not submitted with an original signature, the sponsor may not withhold administrative fees from the subgrant.

By signing this form I understand that I, as the authorized representative of the charter school (eligible subgrant applicant), am under no obligation to agree to allow the sponsor to withhold administrative fees or indirect costs from the charter school's federal Charter Schools Program (CSP) subgrant award.

I further certify that the charter school is voluntarily entering into a mutually agreed upon arrangement for administrative services and the fee for such services may be deducted from the charter schools CSP grant award, and that such fees are in addition to the 5% administrative services fee the sponsor withholds from the charter school's Florida Education Finance Program (FEFP) payments pursuant to Section 1002.33(20)(a), Florida Statutes.

ANDREINA FIGUEROA
Name (please print)

1/30/12
Date

AFIGUEROA
Signature

Chair
Title



Consumer's Certificate of Exemption

Issued Pursuant to Chapter 212, Florida Statutes

DR-14
R. 04/05
03/30/10

85-8015329237C-1	02/28/2010	02/28/2015	501(C)(3) ORGANIZATION
Certificate Number	Effective Date	Expiration Date	Exemption Category

This certifies that

SOMERSET ACADEMY INC
8301 SUNSET DR
MIAMI FL 33143-4842

Is exempt from the payment of Florida sales and use tax on real property rented, transient rental property rented, tangible personal property purchased or rented, or services purchased.



Important Information for Exempt Organizations

DR-14
R. 04/05

1. You must provide all vendors and suppliers with an exemption certificate before making tax-exempt purchases. See Rule 12A-1.038, Florida Administrative Code (FAC).
2. Your *Consumer's Certificate of Exemption* is to be used solely by your organization for your organization's customary nonprofit activities.
3. Purchases made by an individual on behalf of the organization are taxable, even if the individual will be reimbursed by the organization.
4. This exemption applies only to purchases your organization makes. The sale or lease to others by your organization of tangible personal property, sleeping accommodations or other real property is taxable. Your organization must register, and collect and remit sales and use tax on such taxable transactions. Note: Churches are exempt from this requirement except when they are the lessor of real property (Rule 12A-1.070, FAC).
5. It is a criminal offense to fraudulently present this certificate to evade the payment of sales tax. Under no circumstances should this certificate be used for the personal benefit of any individual. Violators will be liable for payment of the sales tax plus a penalty of 200% of the tax, and may be subject to conviction of a third degree felony. Any violation will necessitate the revocation of this certificate.
6. If you have questions regarding your exemption certificate, please contact the Exemption Unit of Central Registration at 850-487-4130. The mailing address is PO BOX 6480, Tallahassee, FL 32314-6480.

Academica Florida Schools Comparative Report Card

2010 - 2011 & 2009-2010 School Grades

APPENDIX B

School	Grade 10-11	Points 10-11	Points 09-10	Free and Reduced Lunch	Minority Rate
Somerset Academy, Inc.					
Somerset Academy	A	566	536	31	91
Somerset Academy Charter High	A	532	556	36	81
Somerset Academy Davie Charter	A	661	625	42	59
Somerset Academy East Preparatory	A	552	487	73	96
Somerset Elementary (Miramar Campus)	A	593	579	55	91
Somerset Academy Middle (Miramar Campus)	A	642	605	55	91
Somerset Academy Middle	A	604	606	27	86
Somerset Academy Village Middle	C	438		87	80
Somerset Arts Conservatory	A	629	582	36	87
Somerset Pines Academy	C	463		63	62
Somerset Preparatory North Lauderdale*	D	417		81	94
Somerset Preparatory Middle	A	544		79	97
Somerset Village Academy	C	453		81	80
Somerset Academy (Silver Palms)	B	500	539	80	95
Somerset Academy Charter	A	603	625	54	91
Somerset Elementary (South Homestead)**	A	645	422	67	85
Somerset Academy High	A	541	538	81	94
Somerset Academy Middle	A	575	618	46	87
Somerset Academy Middle (South Homestead)	A	591	552	65	77
Somerset Academy Middle South Miami	A	645	647	8	82
Somerset Academy Elementary South Miami Campus	A	693	594	14	79
Somerset Arts Academy	A	558	495	33	65
Somerset Academy-Middle, Eagle Campus	A	558		31	92
Mater Academy, Inc.					
Mater Academy Middle	A	587	556	81	98
Mater Academy High	A	535	560	80	97
Mater Academy East	A	598	618	88	98
Mater East Academy Middle	C	490	515	88	98
Mater Academy East High	A	493	425	80	98
Mater Academy Of International Studies	C	446	505	88	99
Mater Middle Of International Studies	A	551	549	84	98
Mater Academy High International Studies	A	607	456	78	98
Mater Academy Lakes High	B	499	502	67	95
Mater Academy Lakes Middle	B	523	554	68	94
Mater Academy Miami Beach*	B	510		67	87
Mater Gardens Academy	A	594	609	60	93
Mater Gardens Academy Middle	B	541	563	51	93
Mater Performing Arts & Entertainment Academy	A	583	521	77	97
Pinecrest Academy, Inc.					
Pinecrest Academy (North Campus)	A	610		67	96
Pinecrest Academy (South Campus)	A	590	576	53	94
Pinecrest Academy Middle	A	551	516	49	94
Pinecrest Preparatory Academy	A	620	676	41	95
Pinecrest Preparatory Academy High	B	516	410	50	93
National Ben Gamla Charter School Foundation, Inc.					
Ben Gamla	A	605	596	47	27
Ben Gamla South Broward	C	468	539	29	26
Doral Academy, Inc.					
Doral Academy	A	671	626	35	91
Doral Academy High	A	565	570	57	94
Doral Academy Middle	A	579	565	53	93
Doral Performing Arts & Entertainment	A	572	620	63	96
International Studies Charter High School, Inc.					
International Studies Middle	A	591	511	74	88
International Studies High	A	599	631	51	83
City of Belle Isle					
Cornerstone Charter Academy (K-8)*	B	538		5	27
City of Hialeah					
City Of Hialeah Education Academy	A	538	486	81	97
Excelsior Academics, Inc.					
Excelsior Language Academy Of Hialeah	B	509	487	92	98
Miami Children's Museum Charter School, Inc.					
Miami Children's Museum	A	539		49	72
Odyssey Charter School, Inc.					
Odyssey	B	525	603	52	44
Theodore R. and Thelma A. Gibson Charter School, Inc.					
Theodore R. And Thelma A. Gibson***	D	406	272	89	100
Average	A	550	542		

School Grades are based on Florida's A-Plus Plan Academic Accountability System. Does not include schools not receiving a grade due to size, grades served, and other factors.

* Inaugural year as Academica-serviced K-12

** Raised from a D score in Florida in 2010 to an A grade in 2011

*** Raised from one of lowest F scores in Florida in 2010 to high D grade in 2011