

SOMERSET
ACADEMY,
INC.

STANDARDS ASSESSMENT REPORT
ADVANCED DISTRICT ACCREDITATION



Prepared for the Southern Association of Colleges and Schools
Council on Accreditation and School Improvement
Quality Assurance Review
April 26-29, 2009

Somerset Academy, Inc.

Somerset Academy, Inc. (hereinafter “Somerset”) was founded in 1997 with the opening of its first school, Somerset Neighborhood Charter School, in Miramar, Florida. Serving a population of 50 students in grades kindergarten through five, this small neighborhood school consisted of two trailers: one serving twenty-five students in grades kindergarten through two and the other serving twenty-five students in grades three through five. In only its second year of operation, Somerset Neighborhood’s students achieved the highest Stanford Achievement Test (SAT) Mathematics scores in the State of Florida. The success of the school gave birth to the innovation of multi-age, multi-level classrooms, which has been the basis for Somerset elementary schools philosophy ever since.

Somerset Neighborhood Charter School was one of the first charter schools in the state of Florida to seek and receive accreditation by the Southern Association of Colleges and Schools (SACS/CASI) in 1998. As the Somerset District continued to develop new schools over the years, it carried on its vision and philosophy and applied for SACS/CASI accreditation in pursuit of academic accountability and excellence. Today, Somerset’s governing board, represents sixteen (16) high performing charter schools across Miami-Dade and Broward Counties. By no means is this the end of the Somerset vision to provide high quality and equitable education to the community. Already in the works are new campuses and building expansions to be completed for the next academic year and school years to follow.

THE SUCCESS OF THE SOMERSET DISTRICT - The term “academic success” best describes Somerset’s learning community both collectively as an organization as well as at each individual school. As of the 2007-2008 academic school year, all Somerset elementary and middle schools achieved an “A” grade collectively while the high school achieved a high “B” on the State of Florida’s A+ Accountability Reports. Each of the Somerset schools has been recognized at local and state levels for high academic achievement annually while serving a high percentage of minority students (86% average). In 2006, Somerset had the #1 middle school in the state making academic progress and the school with the highest learning gains in Reading in the State of Florida. In 2008, Somerset Academy High School’s graduation rate of 99% far exceeded the Broward County, State of Florida, and U.S. average graduation rates. The 2008 graduating class accepted nearly \$1.2 million in scholarships to colleges all over the nation.

What contributes to our District’s success? It is the commitment of each Somerset charter school to uphold high expectations for all, to create safe and caring learning environments, and to maintain a culture where parents, teachers, students, governing board and community stakeholders work as a cohesive team. It is this common commitment aligned with the vision to set high standards in developing life-long learners that has yielded Somerset’s success. The driving force behind this success is the motivation and dedication of each stakeholder to not just maintain that vision, but to continuously strive to reach beyond it from year to year. The result has been a school system that is characterized by successful students, innovative educators, exceptional administrators, committed board members and engaged parents.

THE SOMERSET TEAM - All Somerset schools implement the “neighborhood” school paradigm in their operations to consistently maintain a small school environment where students can excel and parents are included in the process. Under the guidance of Somerset’s governing board, each individual school takes ownership of its program while maintaining and supporting a collective vision. Each principal is given the authority to adapt curriculum and develop strategies for success, hire highly qualified staff, and determine scheduling and programming that meet the needs of their communities. The administrator also supervises the budget with guidance from Academica, a charter school service and support organization, when needed, and answers to the local school district (sponsoring agent), state, and federal government. As a cohesive team, the governing board, on-site administrators, and staff create the collaborative managerial infrastructure for school operations that continues to drive Somerset’s success.

The duties of the governing board are to annually adopt and maintain an operating budget, exercise continuing oversight over charter school operations, report on its financial and academic progress, provide financial oversight, guide the principal, establish policies and to ensure that each principal communicates all policies to the stakeholders.

Recognizing its need for expert guidance in educational management, Somerset's governing board works with Academica, one of Florida's longest-serving and most successful charter school service and support organizations. Academica, contracted by the board, provides the following services: assistance with facilities design and procurement, staffing recommendations and human resource coordination, fiscal oversight including bookkeeping, budgeting, and financial forecasting and reporting; insurance; safety and maintenance which are provided to the Governing Board for its oversight and approval. The day-to-day operations and decisions over curriculum and instruction are the primary responsibilities of the principal of each school.

As you enter the world of Somerset, be prepared to learn about a system that provides an equitable high quality educational choice for parents and affords all children the opportunity to succeed academically. As you enter the world of Somerset, be prepared to learn how the charter school concept can make a difference in the lives of many diverse families, communities, and educators.

Somerset's Governing Board, along with its member schools, is dedicated to the AdvancED Accreditation Process and will demonstrate the following:

(1) Meeting Standards: Somerset will demonstrate that it complies with and adheres to the seven Accreditation Standards for Quality Systems. The District Oversight Committee has received copies of the Standards, and has compiled documentation that reflects that Somerset complies with meeting this requirement.

(2) Engaging in Continuous Improvement: Somerset is able to document and articulate the process, the system and the schools' use for improvement. There is a clearly stated Vision and a rich Profile that leads to a quality Plan and generates Results that make a difference to students, parents, and all stakeholders.

(3) Demonstrating Quality Assurance: Somerset meets this requirement through the processes each school uses to continuously review its School Improvement Plans and through the ongoing review conducted by the school's local district sponsor on a yearly basis. It has also accomplished this goal through SACS Quality Assurance Review visits every five years.

Somerset Academies are located throughout Miami-Dade and Broward Counties and serve diverse populations:

SOMERSET ACADEMY, INC. SCHOOLS

| <u>Somerset – Miami-Dade</u> | Year Opened | Grades Served | School Location Number | SACS Accreditation Date |
|---|------------------------|---|---------------------------------------|--|
| Somerset Academy Elementary | Aug-04 | Kindergarten – 5 th | 0520 | May-08 |
| Somerset Academy Middle | Aug-04 | 6 th – 8 th | 6004 | May-08 |
| Somerset Academy Elementary – Country Palms | Aug-08 | Kindergarten – 5 th <i>(Currently serving 1st)</i> | 0339 | N/A |
| Somerset Academy Middle – Country Palms | Aug-08 | 6 th – 8 th <i>(Currently serving 6th)</i> | 6043 | N/A |
| Somerset Academy Charter - Silver Palms K-8 | Aug-07 | Kindergarten – 8 th | 0332 | N/A |
| Somerset Academy High – Silver Palms | Aug-07 | 9 th – 12 th <i>(Currently serving 9th – 10th)</i> | 7042 | N/A |
| Somerset Academy Middle South | Aug-08 | 6 th – 8 th <i>(Currently serving 6th)</i> | 6013 | N/A |
| Somerset Academy High South | Aug-08 | 9 th – 12 th <i>(Currently serving 9th)</i> | 7038 | N/A |
| Somerset Academy City Arts | Aug-08 | Kindergarten – 5 th <i>(Currently serving K-2nd)</i> | 2012 | N/A |

Somerset – Broward

| | | | | |
|---|--------|------------------------------------|------|--------|
| Somerset Academy Elementary – Pembroke Pines | Aug-00 | Kindergarten - 5 th | 5141 | Apr-08 |
| Somerset Academy Middle – Pembroke Pines | Aug-01 | 6 th - 8 th | 5151 | Apr-08 |
| Somerset Academy High – Pembroke Pines | Aug-02 | 9 th - 12 th | 5221 | Apr-08 |
| Somerset Academy Arts Conservatory – Pembroke Pines | Aug-05 | 9 th - 12 th | 5396 | Apr-08 |
| Somerset Academy Elementary – Miramar | Aug-06 | Kindergarten - 5 th | 5405 | May-08 |
| Somerset Academy Middle – Miramar | Aug-06 | 6 th - 8 th | 5406 | May-08 |
| Somerset Neighborhood School – Miramar | Aug-97 | Kindergarten | 5021 | May-08 |
| Somerset Academy Elementary – Davie | Aug-03 | Kindergarten - 5 th | 5211 | Apr-08 |

| Number of Students per Grade Level | | | |
|---|-------------|--------------|--------------|
| Grades | Boys | Girls | Total |
| Early Childhood | | | 92 |
| Kindergarten | 285 | 245 | 540 |
| 1 | 246 | 260 | 506 |
| 2 | 233 | 249 | 482 |
| 3 | 257 | 246 | 503 |
| 4 | 192 | 189 | 381 |
| 5 | 190 | 202 | 392 |
| 6 | 228 | 267 | 495 |
| 7 | 201 | 235 | 436 |
| 8 | 188 | 167 | 355 |
| 9 | 108 | 104 | 212 |
| 10 | 95 | 81 | 176 |
| 11 | 56 | 70 | 126 |
| 12 | 42 | 70 | 112 |
| Total | 2321 | 2385 | 4716 |

Somerset District Total Diversity Numbers

| White NH | Afro-American | Hispanic | Asian | Multi-Ethnic (racial) | American Indian | Other |
|-----------------|----------------------|-----------------|--------------|------------------------------|------------------------|--------------|
| 455 | 1002 | 2761 | 177 | 134 | 3 | 0 |

Total Somerset District Students - Free and Reduced Lunches

| | Number of Free/Reduced Lunches | |
|--|---------------------------------------|--|
| | Total: 1264 | |

Somerset District Total IEP/ELL Students

| Number IEP/ESE Students | Number of ELL Students | |
|--------------------------------|-------------------------------|--|
| 436 | 690 | |

| Somerset Academy Faculty & Staff | |
|--|------------|
| Principal/Assistant Principal/Lead Teacher | 15 |
| Instructional Staff | 290 |
| ESE Specialists | 8 |
| Guidance Counselors | 6 |
| Reading Specialists | 3 |
| Media Specialists | 4 |
| Teacher Assistants/Paraprofessionals | 40 |
| Total Faculty & Staff: | 366 |

| Somerset Academy Faculty & Staff - Years of Service | |
|---|-----|
| 1 - 3 years: | 205 |
| 4 years or more: | 44 |
| Not applicable to new schools: | 40 |

Somerset Academy, Inc. Charter Schools

Somerset Florida A+ Plan Report Card for Setting and Meeting High Academic Standards

| School Name | School Grade 2008 | School Points 2008 | Minority Rate |
|--|-------------------|--------------------|---------------|
| SOMERSET ACADEMY (SOMERSET NEIGHBORHOOD SCHOOL) (Pembroke Pines) | A | 568 | 86 |
| SOMERSET ACADEMY MIDDLE SCHOOL (Pembroke Pines) | A | 563 | 78 |
| SOMERSET ACADEMY CHARTER HIGH (Pembroke Pines) | B | 495 | 83 |
| SOMERSET ACADEMY ELEMENTARY (MIRAMAR CAMPUS) | A | 582 | 93 |
| SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS) | A | 534 | 93 |
| SOMERSET ACADEMY CHARTER (Dade) | A | 604 | 86 |
| SOMERSET ACADEMY CHARTER MIDDLE SCHOOL (Dade) | A | 557 | 90 |
| SOMERSET ACADEMY (SILVER PALMS) | B | 519 | 90 |
| SOMERSET Average: | A | 553 | 87 |

Note: Somerset Neighborhood School (Miramar) and Somerset Academy - Davie do not receive a school grade as the number of students tested does not meet minimum required per grade to earn a score.

Somerset Broward County Administrative Teams & Profiles

Somerset Academy – Miramar

Principal: Shannine Sadesky-Hunt
Assistant Principal – Elementary: Lara Silva
Assistant Principal – Middle: Walkeria Bernal

Somerset Academy Charter School (Miramar) opened in 1997 as a neighborhood school serving 50 students in the local Miramar community. One of the first charter school programs in Broward County and the State of Florida, Somerset Academy was also one of the first charter schools in the state to be accredited by the Southern Association of Colleges and Schools (SACS/CASI). Today, Somerset Academy (Miramar) serves over 1000 students in grades Pre-K through 8th in a newly built state-of-the-art facility.

PROMOTING LIFE-LONG LEARNERS

At Somerset Miramar, small group learning and differentiated, interdisciplinary instruction are combined with classrooms equipped with wireless internet, LCD projectors, computers, innovative software programs, and interactive white boards, which help make the course material come alive.

In addition to the traditional curriculum, the school offers a variety of special classes such as Spanish, Physical Education/Health, Art, Music, Library/Research and Computers, Journalism, Career Exploration, Health, Consumer Science, and more. The curriculum also offers accelerated and gifted classes as well as intensive classes and programs for remediation. The curriculum incorporates educational enrichment programs such as:

- Jamestown Reading Navigator Program remediation program
- SRA and Wilson programs for math and reading remediation
- Successmaker supplemental reading and math program
- Accelerated Reader and STAR reading progress monitoring and motivation program
- Project M.I.N.D. (Math Is Not Difficult) - a math enrichment program
- FOSS - science kits to allow for hands-on science activities
- Carnegie Learning/Cognitive Math Tutor – a computer-based individualized program aimed at increasing math achievement
- ESE and LEP services also provided

AFTER SCHOOL ACTIVITIES

Somerset (Miramar) also offers an excellent aftercare program, O.C.E.A.N. (Offering Curriculum Enrichment for Aftercare Needs) and a competitive sports program including basketball, soccer, cheerleading, and flag football. Additional elective extracurricular activities offered include Kidz Art, Karate and IMAC Math.

Awards Somerset Miramar Campus
2007 2008

| | | | |
|-------------------------|----------------|---|---|
| Awards | | SACS Accreditation all 3 campuses | |
| Grants | Implementation | Implementation | 2006 – 07 Walton Grant for Elementary and Middle Schools |
| Other | | | Neighborhood – 2 nd grade math scores second highest in Florida (1999) |
| Any special recognition | | 2009 Gold Seal of Excellence all 3 campuses | |

Somerset Academy – Pembroke Pines

Principal: **Bernardo Montero**
Assistant Principal – Elementary: **Donna Kaye**
Assistant Principal – Middle/High/Arts: **Donyale McGhee**

Somerset opened its second campus in August 2000 in Pembroke Pines, Florida. Today, Somerset in Pembroke Pines offers parents a complete PK-12th grade educational program conveniently located on one campus.

STRIVING FOR EXCELLENCE

"At Somerset, we believe that all children can learn and should be challenged at their individual level," says elementary assistant principal, Donna Kaye. "Our multi-level curriculum allows for children to progress at an individual pace while fostering an environment of high expectations for all students."

ON TRACK TOWARD SUCCESS

Proving the philosophy that all children *can* learn, the elementary program has achieved increased student learning gains and an "A" grade from the Florida Department of Education consecutively for the past five years. A National Merit Award Semi-Finalist in 2007, this top-notch elementary school lives up to the high academic standards it hold for its students.

Somerset Academy Middle School provides a seamless transition for the elementary students and has likewise been recognized at local and state levels for academic achievement. In 2006, the school ranked one of the top 75 middle schools in the State of Florida for making progress. This year, Somerset Academy Middle School is collaborating with The College Board to provide Pre-Advanced Placement courses designed to prepare students for the Honors and Advanced Placement courses offered at the high school level.

COLLEGE PREPARATORY PROGRAM

Somerset High School (Pembroke Pines) offers a rigorous college preparatory program, setting students on a track for post-secondary success through Advanced Placement and dual enrollment programs. In 2006, the high school was ranked 3rd among the top 50 high schools in Florida making progress.

ARTS CONSERVATORY HIGH SCHOOL

Somerset Arts Conservatory offers high school students course emphasis in dance, music, theatre, and fine arts. It opened its doors in 2006 as an incubator school on the same campus as Somerset Academy Charter High and was soon recognized and valued as a school that would benefit students whose interests and talents surround the arts.

An audition is required to enter this program. Once accepted, students choose one of four strands: Dance, Instrumental Music, Theatre or Visual Arts. Advanced courses include: concert band, jazz band, advance dance technique, acting classes, improv, advanced 2D design, advanced 3D design, art history. Extracurricular activities include: marching band, dance team, thespian troupe, art club and performances around the community. Students take their core academic classes on the same campus as students from Somerset Academy Charter High School.

LEARNING ENRICHMENT AFTER-SCHOOL PROGRAM

The Learning Enrichment After-School Program (L.E.A.P.) provides parents with before and after care services to students in grades Pre-K through 8th grade. During the aftercare hours, L.E.A.P. staff provides homework assistant, recess, arts and crafts, and enrichment activities in Language Arts and Mathematics.

Offering an enriching curriculum and a rich array of the extra-curricular activities and athletics including a tackle football program that had a successful inaugural season in 2008, Somerset (Pembroke Pines) continues to be recognized and respected as a top ranked learning community.

Features:

- Seamless K-12 curriculum
- Advanced Placement Programs
- Pre-Advanced Placement courses
- College Dual Enrollment Program
- Visual and Performing Arts Conservatory
- Learning Enrichment After School Care
- Service Clubs and Honor Societies
- Competitive Sports Program
- Technology-rich environment
- Complete online application
- Lottery-based enrollment

Awards Somerset Pembroke Pines Campus

| | 2007 | 2008 |
|----------------------|------------------------------------|--|
| Awards | Florida School Recognition Award | Florida School Recognition Award |
| Grants | Lowe’s ToolBox for Education Grant | |
| Special Recognitions | | <ul style="list-style-type: none"> ○ \$1.2 million in scholarships awarded to students ○ National Merit Award Scholarship Finalist ○ Bright Futures Scholarship winners |

Somerset Academy – Davie

Principal: Dina Miller

Somerset (Davie) offers an enriching educational program for students in Kindergarten through Fifth grade in a small neighborhood school setting. The school provides students of every ability level the opportunity to succeed because students are flexibly grouped according to skill level for reading, math, and writing.

The key to the success at Somerset (Davie) is the flexibility and willingness to work with interested and concerned parents and community in designing and implementing the school’s educational program. “Our school is a place where children will enjoy learning, teachers will enjoy teaching, and parents will be expected to be a key part of the educational process,” says principal, Dina Miller. “We believe that each child has a unique learning style and ability. We believe that children live up to high expectations, thus we will set high academic and behavioral expectations for all students.”

A QUALITY CHOICE IN PUBLIC EDUCATION

During the 2007- 2008 school year, Somerset (Davie) was re-accredited by the Southern Association of Colleges and Schools. An excerpt from the reaccreditation review confirms the school’s dedication toward its students:

“There is a general belief which takes the form of action that everyone works as a family to achieve the ends of the school. Consistently...it became clear that teachers make themselves available for frequent conferences, that every child is known by name, and that the principal greets each family as they arrive in the morning. An atmosphere of care and concern for the social, physical and academic wellbeing of students and resounding parent involvement are hallmarks of Somerset Davie!”

BEFORE AND AFTERSCHOOL CARE SERVICES AVAILABLE

The Learning Enrichment After-School Program (L.E.A.P.) - operated by Somerset (Davie) administration and staff - provides morning care, and after school care to students of working families. LEAP staff provides homework assistant, recess, arts and crafts, and enrichment activities in language arts and mathematics.

Awards Somerset Davie Campus

| Awards | 2007 | 2008 |
|--------|---|---|
| | <ul style="list-style-type: none"> o Golden School Award o Florida Young Scholars | <ul style="list-style-type: none"> o Celebrating Young Writers |

Somerset Miami-Dade County Administrative Teams & Profiles

Somerset Academy – Southwest Dade

Principal: Suzette Ruiz
Assistant Principal: Sandra Grau

Somerset (Southwest Miami-Dade) is a prime example that all students can achieve academically when they are expected to succeed. “At Somerset, we dedicate our time and effort to ensure that all students are guaranteed a safe and nurturing environment,” says principal, Suzette Ruiz. “I place high expectations on both our teachers and students. I am proud to say that they always excel far and beyond what is asked of them every day.”

PROVIDING ALL STUDENTS WITH A HIGH QUALITY EQUITABLE EDUCATION

Living up to its philosophy of high expectations for all, Somerset (Southwest Miami-Dade) is the only elementary school in its area to seek and receive accreditation by the Southern Association of Colleges and Schools. In 2008, the school earned a grade of “A” from Florida Department of Education for the third consecutive year. Last year, the school ranked among the top 20% of all public elementary schools in Miami-Dade County, based on the State of Florida Accountability Program.

AT THE FOREFRONT OF LITERACY EDUCATION

Somerset Academy Middle School (Southwest Miami-Dade) is ranked among the top 40% of public middle schools in Miami-Dade County. In 2006, the school nearly tripled the percentage of students reading at or above grade level -- making it the winner of the Florida FCAT Reading Scores Challenge. To qualify for this state-wide competition, schools must have increased both their percentage of students reading at or above grade level and the percentage of students making learning gains compared to previous year. “A remarkable accomplishment,” as noted by former commissioner of Education John Winn, Somerset (Southwest Miami-Dade) students showed the highest improvement among 567 qualifying middle schools across the state.

THE SOMERSET PROGRAM

At Somerset (Southwest Miami-Dade), students are placed in a learning environment that is suitable to their academic needs and in which they can develop physically, socially, and emotionally. Through a variety of electives, extracurricular activities, clubs, and sports, students are taught the importance of character development as they prepare for realistic situations in the future. Through a combined K-8 educational program that is making headlines for its outstanding achievements, Somerset provides all students with access to the best possible elementary and middle school educational programs.

Somerset Academy – Silver Palms

| | |
|-----------------------------|-----------------------------|
| Principal: | Ofelia Alvarez |
| Assistant Principal: | Maria Mongetti-Greer |
| Assistant Principal: | Robert Serna |

Somerset Silver Palms opened in August 2007, and is already an integral part of its community-providing residents in the southern part of the county with a quality educational program. This year, the school expanded to serve 1,100 students with the addition of a 10th grade. The school’s focus is to provide students with an atmosphere of compelling academic excellence, appreciation of the arts, rich social conscience, and community involvement reflective of the area’s diverse cultural population. In providing students with a clean, safe, and nurturing environment, Somerset Silver Palm has paved the way to building character and positive behavior that will promote productive and contributing citizens in our society.

A VISION SUPPORTING STUDENT ACHIEVEMENT

President John F. Kennedy once said, “Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation.” With this quote as their guiding statement, the team at Somerset Silver Palms Charter School has a vision to provide a curriculum that creates an on-going thirst for higher expectations and personal achievement. While providing a well-balanced and nurturing environment, the school strives to inspire confident, life-long achievers.

The mission of Somerset Silver Palms is to inspire its students in a safe, supportive, educational environment that will meet their academic, intellectual, moral and social needs. Each member of the Somerset Silver Palm team believes that each child has unique qualities and gifts that can be emphasized to produce successful adults.

HIGH EXPECTATIONS

This past year, Somerset Silver Palms achieved a “B” grade from the state, missing the “A” by a mere six points. Always striving to reach higher, Principal Ofelia Alvarez says the school’s new inspirational slogan is: “Let it ‘B’ known, we are going for the ‘A’.” With a core philosophy combining high expectations for both students and teachers, Somerset Silver Palms also stresses character development and self-esteem. Understanding the learning patterns of their students, and allowing them to monitor their learning, the school serves as an instrument for the future success of all students.

In order to provide students at all levels with appropriate coursework, this year the school added a middle school Pre-AP program. This program introduces students to the structure and rigor of Advanced Placement courses. Several AP courses will be added to the program the following year.

NEW PROGRAMS IN THE ARTS AND ATHLETICS

Somerset Silver Palms wishes to serve its students in all areas. For that reason, the school has added an art program where middle and high school students can explore their love of dance, theatre, music, and/or visual arts. Also among the new initiatives is a seasonal sports program where middle and high school students can compete in athletics such as football, basketball, baseball, volleyball, and soccer. There is also a school-sponsored dance team, as well as, Varsity and Jr. Varsity Cheerleading. In addition, Somerset Silver Palms offers a growing variety of school-sponsored clubs and honor societies, and has an after-school program available.

HIGHLIGHTS

- Technology-rich environment including new computer labs and interactive white boards
- A variety of interest clubs and athletics
- After-school care program

Somerset Academy City Arts

Principal: **Idalia Suarez**

Somerset City Arts is located in Homestead, in a charming classic school campus built around a quaint central courtyard. Opened in August 2008 to students in grades K-2, Somerset City Arts Conservatory is the newest addition to the Somerset Academy Charter Schools. The school will expand in coming years to offer a full K-5th grade educational program.

THE SOMERSET LEGACY

For over a decade, Somerset schools have been recognized at district and state levels for their stellar academic achievements while consistently meeting high standards under the *No Child Left Behind Act*. Modeled after its high achieving sister schools, Somerset City Arts Conservatory features an innovative curriculum which integrates the arts into a strong academic program to enhance instruction and improve learning for all students.

Somerset City Arts Conservatory's innovative curriculum is designed to supplement and enhance the core academic areas while allowing students to acquire and apply refined arts skills. The school strives to promote a living, nurturing and supportive educational environment that will produce a well-rounded individual that not only can read, write and problem solve, but has an awareness of varied cultures and the fine arts.

Somerset Academy, Inc. Governing Board Members

Victor Barroso, *Director/Chair/President (D /C /P)*
Elected: 12/1/05

Meryl Romeu, *Director/Vice-Chair
Secretary (D / VC / S)*
Elected: 6/20/06

Angie Hui Fang Su, *Director (D)*
Founding Member (since 1997)

Kim Guilarte, *Director / Treasurer (D/T)*
Elected: 12/1/05


Cynthia Hanson, *Director/Vice-Chair
(D / VC)*
Elected: 12/1/05

Carlos Resendez, *Director (D)*
Elected: 12/1/05

Louis Marin, *Director (D)*
Elected: 11/16/06

David Concepcion, *Director (D)*
Elected: 6/12/07

Andreina D. Figueroa, *Director (D)*
Elected: 12/9/2008

| | | |
|---|---|--|
|  <h2 style="margin: 0;">Somerset Academy, Inc.</h2> <h3 style="margin: 0;">2008-2013 Strategic Plan</h3> | | |
| <p>Somerset's Vision: Somerset Academy, Inc. is dedicated to providing equitable high-quality education for all students.</p> <p>Somerset's Purpose: 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.</p> <p>Our Core Principles:</p> <ul style="list-style-type: none"> • Student learning and achievement is paramount • Effective school leaders • Highly qualified staff • Effective governing board • Safe and secure learning environment • Data assessments to drive curriculum and educational focus • Research-based curriculum • Continuous improvement • Teacher training and mentoring throughout the academic year • Balanced budgets to ensure resources for student achievement and teacher efficiency • Teamwork with stakeholders – community leaders, parents, students, teachers, administration and governing board • Communications among all Somerset leaders <p>Our Beliefs:</p> <p>S - Set high expectations O - Objective M - Meaningful Curriculum E - Effective R - Resourceful and Responsible life-long learners S - Students who achieve proficiency and beyond E - Evaluate continuously and utilize data to drive curriculum T - Teachers who are highly qualified</p> | <p>Goal 1: High-quality education focused on all students achieving their highest potential.</p> <p>Objective 1.1 By 2013 100% of the students in Grades K – 12 will perform on grade level in reading, math, writing and science as measured by standardized tests and required by the No Child Left Behind Act and the A+ Plan.</p> <p>Objective 1.2 Each academic school year Somerset high school will maintain its 100% graduation rate.</p> <p>Objective 1.3 The number of Somerset Academy high school students enrolled in Advanced Placement, Dual Enrollment and/or Honors will increase to 67%. By 2010, Somerset Academy will begin a dialogue with area colleges to establish a college academy program which enables eligible high school students to graduate from high school with a high school diploma as well as a 2-year college diploma.</p> <p>Objective 1.4 By 2013 the scores from standardized tests at Somerset schools will exceed the local public district and state scores.</p> <p>Objective 1.5 By 2013, all schools will demonstrate 97% parents completing volunteer hours.</p> <p>Goal 2: Analogous educational programs and resources will be available at all Somerset schools.</p> <p>Objective 2.1 By 2009 and ongoing, instructional staff in core subject areas will meet highly qualified requirements in accordance with state and federal guidelines.</p> <p>Objective 2.2 By 2009 and ongoing, 100% of instructional staff and students will have universal access to a standards and researched-based curriculum through the use of technology and other tools and strategies.</p> <p>Objective 2.3 By 2009 and ongoing, an average of 90% of respondents on annual climate surveys will indicate they feel the school environment is safe and secure.</p> <p>Objective 2.4 By 2009 and ongoing, school budgets will reflect that there are adequate funds set aside for school safety.</p> | <p>Goal 3: The operational system utilizes best practices focused on student achievement.</p> <p>Objective 3.1 By 2009 and ongoing, school construction projects will be met or plans for new schools to NEST will be developed.</p> <p>Objective 3.2 By 2009 and ongoing, all instructional staff will participate in a Professional Growth Development Plan and meet 95% of the expectations outlined in the plan.</p> <p>Objective 3.3 By 2009 and ongoing, all students assessment will be utilized to place students into programs that meet their performance levels. Schools will continue to develop put in pull out syllabus, Saturday tutoring programs, and/or after school programs to enhance students' academic performance.</p> <p>Objective 3.4 By 2009 and ongoing, all schools will utilize data to drive curriculum focus and professional development.</p> <p>Goal 4: Continuous improvement is paramount at Somerset Academy Charter Schools focused on enhancing the educational program and stakeholder satisfaction.</p> <p>Objective 4.1 By 2009 and ongoing, stakeholder satisfaction will increase to 90% as measured by the annual climate survey.</p> <p>Objective 4.2 By 2009 and ongoing, Somerset leaders will develop programs to assist and increase communication to enhance student learning and school ratings.</p> <p>Objective 4.3 By 2009 and ongoing, Somerset schools will actively write grants and develop partnerships with community businesses to promote student success and school growth.</p> |

Standard 1
Vision and Purpose

Somerset promotes a culture that maximizes student achievement and fosters the development of responsible, self-directed life-long learners in a safe and enriching environment.

The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

Somerset's governing board -- in a continuing effort to establish itself as a leader in educational programs and opportunities for its community of stakeholders -- decided to begin the visionary task of establishing itself as a District in September 2008. In an effort to unify its schools towards a single philosophy, school principals, board members, parents, and stakeholders met to formulate the District beliefs, purpose, vision and goals. The District Oversight Committee examined the results of all surveys and aligned the common thread that binds the District together. From those results we were able to develop our goals and standards.

Beliefs

S...Set high expectations

O...Objective

M...Meaningful Curriculum

E...Effective

R...Resourceful and Responsible life-long learners

S...Students who achieve proficiency and beyond

E...Evaluate continuously and use data to drive curriculum

T...Teachers who are highly qualified

Vision

Somerset Academy, Inc. is dedicated to providing equitable high-quality education.

Purpose

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.

Dedicated to providing equitable high-quality education that maximizes student achievement and fosters the development of responsible, self-directed life-long learners, Somerset annually surveys teachers, parents and students about the programs and services it provides. Results from these surveys are utilized by each school at year end in the preparation of its School Improvement Plan for the upcoming school year. In addition, results from the climate surveys ensure the advancement of the schools vision, purpose and goals.

The District Oversight Committee initially met monthly to establish the system's vision and purpose. The outcomes of these meetings were discussed quarterly at Somerset governing board meetings. In addition, the District Oversight Committee met with the School Improvement Team Steering Committee which reported to their subcommittees the findings in order to build understanding and updates. This process ensures that the vision and Committee's purpose guide the strategic direction of school programs and initiatives.

Although the District Strategic Plan is a five-year plan for our Schools, it is reviewed annually in conjunction with the results of the school climate surveys and standardized test results and amended, if necessary, to ensure that student progression and achievement goals can be met.

Quality Indicators

In fulfillment of this standard, the system:

1.1 *Establishes a clear and compelling vision and purpose for the system in collaboration with its stakeholders*

Highly Functional

1.2 *Communicates the system's vision and purpose to build stakeholder understanding and support*

Operational

1.3 *Identifies system-wide goals and measures to advance the vision*

Highly Functional

1.4 *Develops and continuously maintains a profile of the system, its students, and the community*

Highly Functional

1.5 *Ensures that the system's vision and purpose guide the teaching and learning processes and the strategic direction of schools, departments, and services*

Highly Functional

1.6 *Reviews its vision and purpose systematically and revises them when appropriate*

Highly Functional

1. What is the process for establishing and building understanding of and commitment to the vision statement among the school system and its stakeholders?

Somerset established its vision through a collaborative effort which included governing board representatives, administrators, and staff from all Somersets. In order to build understanding and commitment to the vision amongst the schools and stakeholders, we actively engage in meetings and events that encourage stakeholder input through communication and discussion in order to ensure that the vision of our school system maintains its validity. In addition, we display the vision and purpose statements in all classrooms, the District website, school letterhead, monthly calendars, marketing flyers, and school handbooks.

2. What is the system's process for maintaining and using information that describes the school system, its programs, services, and schools and their performance?

Somerset utilizes the Florida A+ Plan as a tool to rank and evaluate the schools and District's overall effectiveness. The Somerset District's website emphasizes the District's vision, purpose and core principles. Within the District website, each individual school's website is accessible to the stakeholders as a means to communicate individual school's programs, services and performance. This website serves as the main source of information for our stakeholders to help them in choosing the best educational path for their child and assuring that their needs are met. In addition, through our governing board meetings, each school presents updates and issues specific to their school. In order to enhance and communicate the vision and purpose, we develop partnerships with surrounding community businesses. Additionally, our District communicates each school's success through advertisements, newsletters, media releases, etc.

3. How does the leadership ensure that the system's vision, purpose, and goals guide the work of the school system and its schools?

Somerset leadership ensures that the system's vision, purpose and goals guide the work of the system and its schools by utilizing the governing board as the entity that monitors as a collaborative team the achievement and performance of each school and the effectiveness of the District by continuously providing guidance and direction with the assistance of the educational service provider. Each individual school's improvement plan is aligned to the Somerset District's strategic plan's goals and strategies. The Somerset District school system requires its schools to follow the Code of Student Conduct/Excellence, the Florida Sunshine State Standards, and comply with all ESE and ELL regulations. Additionally, data driven decisions helps guide the vision, purpose and goals of the system and its schools.

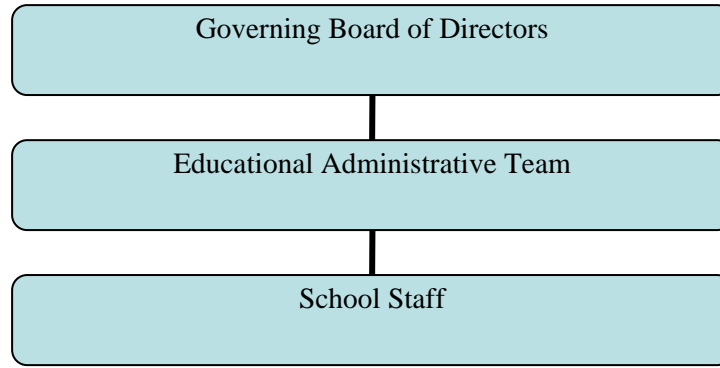
4. What process is used to ensure that the vision and purpose of the school system remain current and aligned with the system's expectations in support of student learning and the effectiveness of the school system and its schools?

In order to ensure that the vision and purpose of the Somerset District school system remains current and aligned with the system's expectations we abide by the Three P's Monitoring Program. As a result, each individual school's programs, plans, and policies are reviewed periodically through a yearly audit conducted by the local school district sponsor, Adequate Yearly Progress report published by the state and the SIP-School Improvement Plan. Each review assesses proficiency in the core curricular areas which assures that each school's effectiveness stays true to the District vision and purpose.

Standard 2
Governance and Leadership

The system provides governance and leadership that promote student performance and system effectiveness.

The administration of each school is structured as follows:



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

The governing board has contracted with Academica, a charter school service and support organization, to provide the schools with: fiscal compliance and support, legal guidance, insurance compliance, human resource support and management, fiscal plant acquisition, maintenance and support, and guidance in federal, state and local regulations relating.

Through membership with the Florida Consortium of Public Charter Schools and attendance at state and national charter school leadership conferences, the school administration and governing board network and collaboratively share with other schools best practices for increased student achievement. These high standards are discussed at ongoing principal meetings and mini-conferences for administrators and instructors that are sponsored by the governing board on employee planning days.

Each school’s policy manual outlines instructional, financial, human resource and physical resources which support the vision, purpose, beliefs and expectations for student learning. Academica guides the governing board in selecting financing opportunities for school facilities and programs.

The governing board has charged each of the school administrative teams with the responsibility of analyzing student performance results. These results are presented at the District Oversight Committee during the summer for a collaborative review by all stakeholders. This review is an opportunity for stakeholders to evaluate best practices and make changes, if necessary, to the strategic plan to ensure student growth and performance.

It is the governing board's responsibility to evaluate school principals on an annual basis. Feedback on the principal's leadership is provided during these evaluations which offer insight on professional growth, leadership and commitment to goals. The principal evaluates the members of his/her administrative team. The principal and assistant principals review faculty and staff using criteria to align standards to the District's vision and purpose. Annual reviews of administrators and staff ensure compliance with standards and commitment to the District's vision and goals.

Somerset Academy, a Florida not for profit corporation, is comprised of sixteen (16) schools located in Miami-Dade and Broward Counties and which is operated by a governing board. Each school's principal reports directly to the governing board. The governing board's role is to hire school leaders, set policies, ensure the schools are operating with a sound budget, meeting their local school district sponsors requirements, as well as all state and federal guidelines.

The principal of each school functions as the instructional leader, making all school-based decisions and establishing and implementing procedures for the day-to-day management of the school, together with the administrative team. The Somerset governing board conducts annual principal reviews and assists with their concerns. Parents and other stakeholders are welcomed to attend all meetings to offer feedback or voice concerns about school operations, future school enhancement, their child's education and school safety.

Each school develops the framework for the curriculum based on the Florida Sunshine State Standards and identified Power Standards that are significant for each individual school. It is the role of the principal to make sound decisions and to ensure resources are available that enable the vision and purpose to be carried out in an exemplary fashion. The governing board reviews each school's budget to guaranty fiscal responsibility within the guidelines set forth by the local school district sponsor.

Not only is the governing board responsible for sound fiscal management, they are also committed to making sure that each school is a safe learning environment where the parents are actively involved in their child's education. It is the role of each charter school principal to carry out the vision and purpose to all stakeholders.

Quality Indicators

In fulfillment of this standard, the system:

Governance

In fulfillment of this standard, the system operates under the jurisdiction of a governing board that:

2.1 *Establishes and communicates policies and procedures that provide for the effective operation of the system*

Highly Functional

2.2 *Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system*

Highly Functional

2.3 *Ensures compliance with applicable local, state, and federal laws, standards, and regulations*

Highly Functional

2.4 *Implements policies and procedures that provide for the orientation and training of the governing board*

Highly Functional

2.5 *Builds public support, secures sufficient resources, and acts as a steward of the system's resources*

Highly Functional

Leadership

In fulfillment of this standard, the system has leadership that:

2.6 *Provides for systematic analysis and review of student performance and school and system effectiveness*

Highly Functional

2.7 *Creates and supports collaborative networks of stakeholders to support system programs*

Highly Functional

2.8 *Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals*

Highly Functional

2.9 *Provides internal and external stakeholders meaningful roles in the decision-making processes that promote a culture of participation, responsibility, and ownership*

Highly Functional

2.10 *Assesses and address community expectations and stakeholder satisfaction*

Highly Functional

2.11 *Implements an evaluation system that provides for the professional growth of all personnel*

Highly Functional

2.12 *Maintains access to legal council to advise or obtain information about legal requirements and obligations*

Highly Functional

2.13 *Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations*

Highly Functional

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school system and its schools?

The governing board for Somerset oversees business operations and sets policies for all the charter schools that fall under its domain. At every meeting, the budget – expenditures and income – is reviewed and adjusted as needed to ensure that a balance budget with a reserve is achieved at the end of each academic school year. The governing board makes certain that each school has a School Improvement Plan (SIP) and that it is implemented effectively. The board also establishes and monitors work policies and procedures to ensure effective operation of each school; and promotes data analysis. The conclusions learned from data obtained are analyzed and through team collaboration with school administrators plans are developed to drive continuous student growth. Principals' report to the governing board at each quarterly scheduled public meeting and at meetings called throughout the year. Each school has its own operations manual and handbooks for the teachers, students and parents that set the guidelines for the day-to-day operations of the school. These manuals/handbooks, and their updates, are reviewed and approved by the governing board. All schools participate in a co-employment relationship with ADP Total Source for its benefit package and distribute its manual to all appropriate staff. Each teacher and principal is highly qualified and meets the rules and requirements of the Florida Department of Education. Many updates are posted on the Somerset District website of which each of the Somerset individual schools are linked.

2. What process does the system's leadership use to evaluate system effectiveness and its impact on student performance?

The governing board evaluates each principal utilizing the same criteria on a standardized evaluation form, which reviews its own strategic plan, vision, and purpose. It is then the role of each principal to determine the effectiveness of his/her School Improvement Plan, teacher performance, and student achievement and report his/her findings to the governing board. The Florida A+ Plan -- which ranks the schools and the Adequate

Yearly Progress Report -- are also useful tools in evaluating the school and District's overall effectiveness. Additionally, Climate Surveys are also used as evaluation tools in assessing the overall performance of each school's effectiveness and the District's success. The high schools analyze and track their graduation and dropout rates, as well as the number of students who go on to higher education. Guidance personnel assist students in obtaining scholarship awards.

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

3. In what ways are stakeholders, including system and school staff, given opportunities to provide leadership and to contribute to the decision-making process?

Somerset is dedicated to developing leaders from within. One of the prime responsibilities of the principal is to mentor and guide his/her teacher leadership team members to undertake leadership duties in the hopes that one day they will become the next effective principal in a new Somerset location. In this mentoring process, new leaders are created and taught the compliance issues, reports, mentoring approaches, strategies for parent and student meetings, and decision-making tactics.

The governing board also encourages teachers who wish to pursue professional development by providing financial support for continued education in accordance with the guidelines set forth in the Somerset District employee handbook. In addition, it also encourages teachers to add certification for reading and gifted endorsements through financial support.

Staff meetings are held regularly at the school sites; principal meetings are held by the educational service provider and governing board. Team collaboration establishes a goal for successful student and teacher achievement. At each meeting, all participants are encouraged and are expected to contribute their ideas for curriculum and program changes and enhancements. It is one of the core beliefs of the governing board to value "all" for their knowledge and input into the Somerset educational system for continued success.

Community leaders and parents are urged to become valuable stakeholders at the school level along with staff, and are also encouraged to become a member of the EESAC/SAC committee and assist in developing the school improvement plans. Mandated volunteer hours helps guarantee that the parents are committed to making Somerset a success, while ensuring their child's accomplishments in school.

Students are also encouraged to take part in the decision making processes at their schools by participating on the schools EESAC/SAC committee. Pupils at the secondary level must complete community hours as part of their graduation requirement. Even as young as the elementary level, leadership skills are taught through character education and in the social studies curriculum. Participation in student government enhances and prepares students for their future role as citizens and leaders.

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovations?

As public charter schools, Somerset ensures that each of its schools are in compliance with the statues and laws set forth by the federal, state and district legislatures. Somerset makes sure that every learner's needs are met. All students holding IEPs (Individual Education Plan) and ELL designations are placed in the least restrictive learning environments; Gifted students are offered accelerated programs/courses and projects.

Teachers are expected to utilize a variety of teaching methods to make certain that all children have the opportunity to learn. This includes, but is not restricted to: differentiated instruction, small group learning, direct instruction, and technology-based lessons. Many Somerset campuses have purchased interactive white boards, Voyager Reading Program, Jamestown Navigator, and Carnegie Learning/Cognitive Math Tutor to supplement and enhance the already existing core curriculum. Part of the governing board's beliefs based on T. Sizer's Educational Principles is in multi-level instruction where educators promote level-appropriate instruction for each child rather than age-level. Included in the entire curriculum is character education which is an important part of student development as a "whole child." It is also Somerset's conviction to have students "think outside the box." Therefore, creative teaching and project-based learning is promoted, as well as placing students in advanced placement courses even though their grades might not be as high as expected to meet this course. Art and music are also an important part of a pupil's school schedule. It is our belief – and experience -- that if you set the bar high, the students and teachers will meet it or go beyond the set expectations.

Standard 3 **Teaching and Learning**

The system provides researched-based curriculum and instruction methods that facilitate achievement for all students.

One of the most important aspects of the system-wide improvement plan was identifying the goals for the next five years. Based on the data collected from each principal, the District Oversight Committee agreed to focus on reading, mathematics, writing and science, on-going professional development for stakeholders, and providing a safe and secure learning environment.

The District Oversight Committee reviewed each School Improvement Plan and found the common threads which link the system together and decided on the areas for improvement. Discussions at each Steering Committee meeting created a sharing network for curriculum programs, scheduling, and staffing.

Principals then reported back to their stakeholders, staff and parents. Each group was informed of District Committee's goals through different modes of communication. They received updates at all their meetings on the accreditation progress. The principals in turn reported how their stakeholders were doing at their schools at each of the District meetings.

The following information was reported to all stakeholders as follows:

All schools put it into their newsletters, on their websites, and on the morning announcements the fact that the governing board voted to become accredited by the SACS/CASI as a District.

Goals:

1. Continuous Academic Improvement:
 - a. Reading
 - b. Math
 - c. Writing
 - d. Science

2. On-going Training and Support:
 - a. Staff retention
 - b. Staff development
 - c. Parent education and involvement through parent forums

3. Safe and Secure Learning Environment:
 - a. On-going safety training and development for all stakeholders
 - b. Campus safety and security
 - c. Character Education

In order to review the data-decision making process and to reflect on the important goal to guarantee continuous improvement for all students, the principals and their staff meet to focus on curriculum and instructional methods yearly and at team meetings throughout the academic school year. Updates by the school principals are presented at the governing board meetings and principals then receive input from their colleagues. Sometimes, suggestions are given on what programs, scheduling, and professional development are working at the other sites which is what makes Somerset unique.

The governing board has previously reviewed and discussed:

- programs for Level 1 and 2 students
- scheduling to assist low performing students
- before and after school programs
- tutoring programs
- advance placement
- articulation of students
- software educational programs such as Carnegie Learning/Cognitive Math Tutor and Jamestown Reading Navigator
- Saturday classes
- School lunch program
- Community resources
- Assessment policies
- SACS accreditation
- Best practices to receive AYP and to meet NCLB requirements

It is the role of the governing board to evaluate principals yearly, to establish programs and generate ideas to help mentor school leaders. One such program is the yearly Principal Retreat, and an instructor and administrative mini-conference. A professional development workshop sponsored by the governing board is in the planning stage for the start of the 2009-2010 academic school year for new staff. This workshop will focus on effective strategies for classroom management, the art of communication, and strategies for differentiated instruction. In addition, the governing board and principals are dedicated to continue the professional development conference for the entire staff of all the Somersets as an annual event.

Quality Indicators

In fulfillment of this standard, the system:

- 3.1 *Develops, articulates, and coordinates curriculum based on clearly defined expectations for student learning, including essential knowledge and skills*

Highly functional

3.2 *Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of high order thinking skills and investigate new approaches to applying their learning*

Highly functional

3.3 *Ensures that system-wide curricular and instructional decisions are based on data and research at all levels*

Highly functional

3.4 *Supports instruction that is research-based and reflective of best practice*

Highly Functional

3.5 *Supports a curriculum that challenges and meets the needs of each students, reflects a commitment to equity, and demonstrates an appreciation of diversity*

Highly Functional

3.6 *Allocates and protects instructional time to support student learning*

Highly Functional

3.7 *Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment*

Highly Functional

3.8 *Supports the implementation of interventions to help students meet expectations for student learning*

Highly Functional

3.9 *Maintains a system-wide climate that supports student learning*

Highly Functional

3.10 *Ensures that a curriculum is reviewed and revised at regular intervals*

Highly Functional

3.11 *Coordinates and ensures ready access to instructional technology, information and media services, materials needed for effective instruction*

Highly Functional

1. How does the system ensure the alignment and articulation of curriculum, instructional strategies, and assessments in support of the expectations for student learning?

Somerset believes that all students can and will learn and that equitable, high-quality education should be communicated and sustained at our schools. We believe students will work up (or down) to the expectations that are set, so we set nothing less than high expectations and develop a rigorous curriculum. At each Somerset, stakeholders collaboratively develop the School Improvement Plan (SIP) based on the needs of the school which specifically outlines our expectations for student learning. It is an important document that is revised yearly. It contains specific objectives, strategies, goals, assessments and evaluations in place to ensure that the curriculum, instructional strategies and student performance are revisited on an on-going basis throughout the year.

The curriculum is aligned with the Sunshine State Standards (SSS) for each subject and grade level expectations and is delivered to the students through the use of curriculum guides, best teaching practices and researched-based materials. Somerset uses Florida (Department of Education) adopted researched based textbooks which are aligned with Sunshine State Standards and/or national standards and are accompanied by supplementary materials. Both challenge and intervention materials are incorporated, as well, to address the needs of special populations of learners, such as Gifted, ESE and ELL students. The faculty follows the standards and writes lesson plans accordingly. Teachers include interventions, accommodations, and ELL and ESE strategies to ensure each student is receiving the support needed to meet the set objectives. The lesson plans are submitted to school leaders and returned with feedback for ongoing improvement. Shared planning occurs, as well, to ensure that each educator is able to select the most successful instructional strategies that will yield the greatest results.

Faculty meetings are conducted and run by each school's administration to discuss the curriculum, instructional strategies, data reports, upcoming assessments and best teaching practices as well as up-to-date legislative changes impacting promotion and graduation requirements. Meetings are also held departmentally by team leaders to discuss expectations for and progress of students, and learning through data analysis. Vertical and horizontal planning are ongoing and occur to provide all grade level teachers an opportunity to discuss what was accomplished and what is expected for each student and groups of students at each school.

Curriculum maps and assessments which are aligned to the Sunshine State Standards and are developed collaboratively among each school's faculty based on the needs of each school's specific population. Instructional focus calendars are implemented for pacing and assessments are aligned across grade levels in support of the expectations for student learning. Standards-based standardized tests, such as the FCAT, are also given throughout the school year to monitor ongoing mastery of the standards.

Professional Development activities are conducted during school hours and on teacher planning days to ensure that Somerset staff members are fully trained in understanding standards-based assessment and data-driven decision making as it pertains to the monitoring of ongoing student progress and the development of curriculum and learning activities. Such activities include attendance at national, state, and local conferences, District in-service events, and in-house trainings and workshops.

2. In what ways does the system promote and support the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

Somerset ensures the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students. Research has demonstrated that when students are highly engaged, a higher thinking order is achieved. Therefore, the teachers and administration at Somerset value the use of daily small group direct instruction with differentiated delivery targeted to meet the needs of individual students.

During instruction, teachers use a combination of Marzano's High Yield Teaching Strategies, Dr. Theodore Sizer's Coalition of Essential School's Principles, the Eight-step Instructional Process, and Philosophies of the Effective Schools as decision guidelines to ensure learning for all. Some specific instructional strategies that align to these researched-based principles include presenting information in varying ways to address differing learning styles, providing small-group instruction, making students active participants in the learning process, setting high expectations for all students, and making students accountable for their behavior and learning. Examples of these strategies includes identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, providing opportunities for homework and practice of standards mastery, using non-linguistic representations as an instructional technique to address varying learning modalities, offering cooperative learning opportunities, setting objectives and providing feedback, generating and testing hypothesis, and using questions, cues and advance organizers to guide lessons. Again, at Somerset, instruction is not limited to only the teachers; students become the instructors, too, as part of Somerset's philosophy where teachers are not just instructors but also facilitators and guides to student exploration and discovery in the classrooms.

School administration and governing boards ensure that these strategies are implemented by offering professional development workshops to support the teachers along the way, and by holding data talks, carrying out classroom observations and walk-throughs, and reviewing lesson plans. The Sterling Process of Plan, Do, Check, and Act are used to develop, implement, monitor and adjust the instructional program. Our staff is encouraged and board policies are set for reimbursement in order to assist teachers in pursuing professional development through conferences, District workshops, virtual university classes, and traditional college courses. Through these trainings, teachers become students and learn best practices that they will be able to incorporate into the classroom to help facilitate achievement for all students. This is important because all students learn through different learning styles and teachers need to understand through the

diversity of styles and needs when presenting their lessons. Teachers also become aware of many instructional techniques for delivering important information to students. It is evident that the District encouragement has provided professional development opportunities for all stakeholders that support its overall goals and action plan. Classroom observations, training records, and teacher and student work products are examples to validate ongoing professional development is being provided and integrated into the Somerset school system.

Somerset believes in an “everyone’s in” philosophy which utilizes all school stakeholders assisting in the instructional process. Therefore, various strategies have been put into place in our schools that utilize every staff member -- from office clerk to administrator -- to assist in push-in and pull-out instruction and tutoring; parent volunteer requirement programs in which parents come into our schools to assist in academic and behavioral programs and events; and community outreach, intern, and dual-enrollment programs for advanced and field-experience learning that bring real-world experiences to our students.

Technology is also used to ensure that students are engaged and prepared for the information age. Both at-risk and on-level students receive opportunities for supplemental learning through the use of programs such as Carnegie Learning/Cognitive Math Tutor and Jamestown Reading Navigator and through the use of LCD projectors, classroom computers, and interactive white boards.

Somerset also ensures that all students are included in strategies for improvement by having teachers incorporate ELL strategies for English Language Learner students as well as using IEP and EP accommodations for our ESE students, and providing supplemental school-site tutoring programs for at-risk students.

The governing board monitors this entire process through quarterly board meetings during which the principals provide updates on school wide initiatives, review of School Improvement Plans, periodic school-site visits, and meetings with school staff.

3. What processes are implemented to ensure that all staff members are well-prepared to support and implement the district’s expectations for student learning?

Somerset uses several processes to ensure that teachers are well prepared and effectively implementing the curriculum. Throughout the school year, professional staff development and faculty trainings are given, along with team meetings with administration, as needed. Several examples of these trainings include Robert Marzano’s 9 Effective High-Yield Strategies, Clinical Education workshops to train teachers to be mentors to new teachers, and data analysis workshops to interpret SAT and FCAT scores. Once specific staff members are trained as Clinical Educators, they are eligible to become mentors and are assigned to new teachers to provide effective teaching support. The mentee and mentor are part of our New Educator programs along with the Mentor Liaison.

Teachers are also trained in Carnegie Learning/Cognitive Math Tutor, a math software program, which allows them to implement different strategies and questions that the students may encounter through the program. The staff is also trained in using electronic grade books -- an online database for recording student grades, attendance, and assignments. To continue, the faculty is also trained by the textbook publishing company on the teacher’s editions, resources, as well as the use of instructional technology materials provided that is aligned with the Sunshine State Standards (SSS). Throughout the school year, administration performs classroom walk-throughs and formal observations to make sure that instruction is on target and appropriate to each grade level. Each teacher meets with the administrator after the walk-through observation to receive feedback and alignment with standards. Formal teacher observations are conducted by administration and analyzed with staff to review strengths and areas requiring professional development. Teachers are also trained on the instructional assessment tool used to evaluate the observations.

All teachers administer pre and post tests to students that are used as a visible method to assess the extent to which education intervention has had an impact on student learning. SAT and FCAT results that can be viewed through electronic databases by both staff and parents. Teachers meet within their grade levels to share best practices and discuss issues related to student performance and appropriateness of their curriculum as well as with administration on a monthly basis. The school climate survey is distributed annually to staff members, parents, and students in order to determine future professional development.

Teachers are required to meet state guidelines for renewal of teaching certificates and are expected to be classified as Highly Qualified teachers during their employment with Somerset. This includes expectations for ongoing professional development. There are multiple opportunities for this as aforementioned, and teacher observations and school-site and District-wide Professional Development Plans, Professional Growth Plans and In-service Calendars are developed annually and modified as needed. Retreats and conferences for administrators and school leadership teams are held, as well, to allow for opportunities to discuss the District's overall success and areas in need for improvement so that targeted learning can be facilitated for both staff and students alike.

4. How does the system ensure that all students and staff have access to comprehensive information, instructional technology, and media services?

Somerset provides every student and teacher access to comprehensive information, instructional technology, and media services. Our teachers all partake in this technological process. Teachers are provided with access to a computer at the school. Computers allow teachers to fulfill their role as an educational facilitator to their students. Internet services and technology are provided for teachers to assist them with instruction; such technology includes hardware and software such as interactive white boards, LCD projectors, PCs, Successmaker, Safari Montage, school-site databases and electronic, networked grade books and Carnegie Learning/Cognitive Math Tutor. These devices serve as effective educational tools that enhance the learning and communication of progress of Somerset students among school stakeholders.

Additionally, Somerset schools have Computer Labs and/or Media Centers to provide learning for all of its students. Comprehensive information is also offered on each school's website and throughout the District website in the form of textbooks and website links for things such as Carnegie Learning/Cognitive Math Tutor, FCAT Explorer, teacher developed communication website, Starfall and other educational websites. School websites also include databases where school stakeholders can access information to stay informed about student learning, best practices, parent universities, professional development opportunities and educational initiatives.

Standard 4 Documenting and Using Results

The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.

Quality School System Indicators

The SACS committee held its first meeting in 2006 and continued to have regular meetings after that. After reviewing each school's A+ School Report and the status each school had on meeting AYP, the members determined what the instructional goals and assessments of Somerset should be as a District for accreditation status.

It was determined through discussion that all participants:

- All schools received a ranking of B or higher
- All schools wanted to maintain their school ranking or move up to an A

- All members reviewed their School Improvement Plans to coordinate and find a common thread that would allow Somerset's vision and purpose to become cohesive and comprehensive
- All schools were dedicated to analyzing data from standardized tests and utilizing the results found to improve strategies, to understand educator's teaching styles, to advance curriculum goals and to drive instruction
- All schools were dedicated to enabling staff to set high expectations for their students and transmitting that core value to them
- Encourage staff to utilize progress reports, report cards, emails, letters, phone calls, parent conferences, community meetings, award assemblies, and honor rolls to communicate results to all stakeholders
- All school leaders will monitor and make certain that their education staff will attend workshops and bring back information to share with their colleagues
- Academic Improvement Plans were developed to assist students who are not meeting the objectives and these were shared with parents and students
- Teachers and the educational leaders at each school are dedicated to the use of data to reflect on their methods to re-teach, mentor students and parents, and to provide assistance

Standardized Test(s) Name

| Early Childhood | | |
|-----------------|---|--|
| Kindergarten | Dade DIBELS FLKRS ECHOS IDEL CELLA (All current ELL) | Broward DIBELS FLKRS (Florida Readiness Kindergarten Screening) ECHOS IDEL IPT CELLA |
| 1 | DIBELS CELLA (All current ELLs and selected former ELLs) District Writing Pre/Post Assessment | SAT (Stanford Achievement Test) DIBELS Primary Math IPT CELLA |
| 2 | DIBELS SAT-10 CELLA (All current ELLs and selected former ELLs) District Writing Pre/Post Assessment | SAT NNAT (Naglieri Nonverbal Ability Test) DIBELS Primary Math IPT CELLA |
| 3 | DIBELS Interim FCAT Reading/Math District Writing Pre/Post Assessment | BAT Reading & Math (Benchmark Assessment Test) FCAT Reading/Math Reading Portfolio IPT CELLA |
| 4 | FCAT Writes/Reading/Math DIBELS Interim CELLA District Writing Pre/Post Assessment | BAT Reading & Math FCAT Writes/Reading/Math CELLA IPT |
| 5 | DIBELS FCAT Science/Reading/Math Interim CELLA District Writing Pre/Post Assessment | BAT Reading & Math FCAT Science/Reading/Math CELLA IPT |
| 6 | FORF Interim FCAT Reading/Math CELLA District Writing Pre/Post Assessment | FCAT Reading/Math CELLA BAT Reading/Math FORF IPT |
| 7 | FORF FCAT Reading/Math Interim CELLA District Writing Pre/Post Assessment | FCAT Reading/Math CELLA BAT Reading/Math FORF IPT |
| 8 | FORF FCAT Writes/Science/Math/Reading Interim CELLA District Writing Pre/Post Assessment | FCAT Reading/Math/Writing/Science BAT Reading/Math NAEP (National Assessment of Educational Progress) FORF CELLA IPT |
| 9 | FCAT Reading and Math | FCAT Reading and Math IPT CELLA |
| 10 | FCAT Reading/Math/ Writing PSAT | FCAT Reading/Math/Writing PSAT IPT CELLA |
| 11 | FCAT Science ACT SAT Retakes only FCAT Reading and/or Math | FCAT Science ACT (College Admissions Test) SAT (Scholastic Aptitude Test) Retakes only FCAT Reading and/or Math IPT CELLA |
| 12 | ACT SAT Retakes FCAT Reading and/or Math | ACT SAT Retakes FCAT Reading and/or Math IPT CELLA |
| Other | <i>Interim & BAT tests are highly recommended by the Districts, but not mandatory. Charter Schools are charged an additional fee for these tests.</i> | |

Quality Indicators

In fulfillment of this standard, the system:

4.1 *Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free*

Highly Functional

4.2 *Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning*

Highly Functional

4.3 *Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance*

Highly Functional

4.4 *Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders*

Highly Functional

4.5 *Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness*

Highly Functional

4.6 *Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence*

Highly Functional

4.7 *Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations*

Highly Functional

- 1. How is the assessment system currently used throughout the school system and its schools to guide analysis of changes in student performance?**

Assessment tools and data are an essential element to the success of Somerset. Data derived from a variety of assessments are utilized by each school then disaggregated to determine strengths and weaknesses of their programs.

All Somerset schools participate in state and local school district mandated standardized tests, however, each school -- through collaboration and guidance -- determine and establishes additional assessment tools which monitor student progress through the use of baseline assessments, monthly writing prompts, portfolios and a wide range of classroom evaluation/activities. The data derived through these tools are later analyzed by each individual schools leadership team and the administration within each school.

The governing board encourages and grants each principal the autonomy to conduct their own data driven decisions and program effectiveness. Each Somerset school is then responsible for identifying their students' academic level to establish enrichment and interventions programs. Additional resources such as Carnegie Learning/Cognitive Math Tutor, Jamestown Reading Navigator, Accelerated Reader and Accelerated Math, just to name a few. They are widely used throughout Somerset schools. These programs provide a unique opportunity to monitor student progress closely and meet their individual needs.

- 2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by the system, its schools, and stakeholders to aid the performance of individual students?**

Once data has been analyzed within each individual school, student results are immediately disclosed to parents through documentation and/or parent conferences. During each governing board meeting, each individual school is responsible to discuss data and interventions/strategies being used to improve student performance. By doing so, the governing board ensures that assessment tools are being utilized appropriately and data is available to all stakeholders. A District Report card is also used to report and compare data among Somerset schools as well as their neighboring schools. District Report card is posted on each schools' individual website, including the Somerset District website.

3. How is data used to understand and improve overall effectiveness of the school system and its schools?

Although each school is responsible in determining the best strategies to improve student performance, all stakeholders collaborate in establishing uniform guidelines to meet set expectations. During governing board meetings, principals share the strategies and interventions being used to improve student performance. Furthermore, strengths and weaknesses of said interventions are discussed in the effort of sharing best practices and ideas. Somerset also encourages professional development through principal monthly chats and attendance at professional development conferences.

At the school level, teachers and administrators review data and progress during faculty meetings and/or data chats. The individual assessment monitoring systems established by each school becomes a key element in not only measuring progress, but identifying specific weaknesses of individual students. Students placed on a Progress Monitoring Plan (PMP), as well as ESE and Gifted students are monitored closely while implementing interventions and/or enrichment to meet their individual needs.

During a governing board meeting, the Somerset District Report Card is analyzed and discussed. During this meeting, the School Reports from the state, together with the Annual Yearly Progress reports are also analyzed. This process allows a clear comparison of the individual accomplishments of each Somerset, thus reflecting whether or not interventions and/or strategies implemented were successful or not.

4. How is staff members across the system and its schools trained to understand and use data to impact teaching and learning in the classroom?

At the school level, administrators and leadership teams enrich their knowledge and skills in accurately disaggregating data through various professional development opportunities. However, professional development is encouraged amongst all teachers through individual school workshop opportunities, mentoring programs, and a professional development session during the Somerset Annual Conference. The mini conference is sponsored by the Somerset governing board. The presenters are Somerset instructors and administrators. Other stakeholders such as parents and governing board members are participants and speakers.

Training sessions are also provided for the use of online assessment tools and monitoring systems such as Carnegie Learning/Cognitive Math Tutor, Jamestown Reading Navigator, Accelerate Reader, Accelerated Math, etc. These programs become a valuable tool in monitoring students progress, thus requires training and mentoring to extract its full value.

**Standard 5
Resources and Support Systems**

The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

“Uniqueness and strength of Somerset’s model is that it empowers each school to map out its path to success and to share its strengths and accomplishments with each member school.”

Dr. Ruth Jacoby

Somerset communicates its vision and purpose to its stakeholders and community at large by setting the following policies:

- Engages its stakeholders through a collaborative process by holding quarterly governing board meetings and monthly meetings with the SACS District Oversight committee comprised of representation from each school, the boards, parents, and Academica. Governing board meetings are dedicated to the review of budgets, principal updates, Academica updates, and comments from the public. The meetings are opened and announced. The governing board is comprised of educators, attorneys, business leaders, and parents.
- Ensures its vision and purpose, defines an undeniable direction that focus on improving student learning, increasing parent education and involvement, and ensuring safe learning environments. These goals and principles are discussed at every governing board meeting as principals give updates and the policies are reviewed.
- Uses its purpose, vision, and beliefs as a guide to improve teaching and learning and the operation of Somerset and its members. The governing board’s policies, budget reviews and updates reflect the continuing prominent goal that high learning expectations must be set and met in order to make sure each student is reaching his or her full potential.
- Guarantees its vision, purpose and beliefs reflect current research and best practices. Principals are encouraged to discuss, reflect, and share best practices at each meeting. The last governing board meeting reviews outcomes of student data and reflect on what has worked and areas that require enhancement.
- Reviews its vision, purpose and beliefs annually and revises them when appropriate. This is done at the school level first and then discussed at the governing board stage.
- Builds understanding of the vision, purpose and beliefs among stakeholders. The governing board has developed a web site that will accomplish this goal plus provide links to each of the schools. Each school also holds the responsibility of communicating the above to the community and its stakeholders.

Somerset’s governing board establishes policies, reviews and approves the operating budgets for the schools. The day-to-day operations including appropriate allocation and planning of resources are up to the school site administrators to ensure that each individual school has sufficient personnel, financial, physical, and material resources to support Somerset’s vision and purpose.

Currently, Mr. Victor Barroso is the chairperson of the Somerset governing board. Each principal meets the requirements of NCLB and is hired by the governing board. Academica provides guidance in the proposal of candidates for leadership positions. Thereafter, the governing board interviews the candidates and offers contracts to those candidates who will best lead the school vision and purpose. As an oversight body, the board evaluates the performance of each school principal and determines if an administrator is offered another year’s contract as a result of the school’s annual review.

Currently, Somerset has approximately 365 employees, of which 290 are instructional staff, all of which hold at least a Bachelors degree and Florida teaching certificate or at a minimum, eligible to be certified as evidenced by state issued statement of eligibility or temporary or professional certification. Furthermore, those teachers who are out-of-field signed a waiver which is presented to the Somerset governing board for approval. All instructional personnel are evaluated a minimum of two times annually. Many of the administrative leaders visit classrooms more frequently using the three or five minute walk-through process.

Financial Resources

The leadership at each Somerset District school creates and maintains a balanced budget that supports the vision, purpose, beliefs and values, educational programs, and action plans for improvement. Each school benefits from the support and scrutiny of several entities -- including the governing board, sponsoring local school district, Academica (who was selected by the governing board) -- to provide guidance and resources to assist the schools with fiscal responsibility and accountability. Quarterly financials are reviewed annually by the sponsoring entity. The governing board contracts annually with an independent professional accounting firm to complete annual audited financials which are submitted to the sponsoring entity and state.

Physical Resources

Each school, under its local school district sponsor, complies with all local, state and applicable federal laws and regulations, responding annually to inspections on site, facilities, and equipment as a condition to remain open (fire, health and food service inspections, insurances, building codes). Additionally, local school district employees visit the schools to ensure safety measures are in place according to all codes and requirements. Throughout the year, principals maintain the facility and plan for site improvements based on school needs (for example expansion, repairs, addition of safety equipment such as fences and security, and technology security entrance checks). The governing board approves all new additions and repairs in large monetary amounts. In addition, some of the questions on the Parent Climate Survey deal with safety, and the physical plant. The results are tabulated, analyzed and responded to by the charter school and governing board.

Material Resources

Somerset's goal, along with the school leadership, is to provide intellectual and physical access to a variety of materials in different formats to all its students and their learning styles. This includes textbooks, computers, and a library. Depending on the size of the student population, Somerset schools have media specialists to provide trainings to staff and lessons to students. When this is not budgetary sound, teachers and/or parents guide students in how to use of the library and computer labs. All stakeholders are trained on acceptable uses of the internet and media center policies.

Quality Indicators

In fulfillment of this standard, the system:

Human Resources

5.1 *Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities*

Highly Functional

5.2 *Establishes and implements a process to assign professional and support staff based on district needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience)*

Highly Functional

5.3 *Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff*

Highly Functional

5.4 *Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable*

Highly Functional

Financial Resources

5.5 *Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement*

Highly Functional

5.6 *Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures*

Highly Functional

Physical Resources

5.7 *Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment*

Highly Functional

5.8 *Establishes and implements written security and crisis management plans with appropriate training for stakeholders*

Highly Functional

5.9 *Implements processes and plans for maintaining and improving sites, facilities, and equipment*

Operational

5.10 *Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals Support Systems*

Operational

5.11 *Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students*

Highly Functional

5.12 *Provides student support services coordinated with the school, home, and community*

Highly Functional

1. What is the school system's process for recruitment, induction, placement, development, evaluation, and retention of qualified professional and support staff across the system and its schools?

Somerset establishes and communicates a shared purpose for its schools and direction for improving the effectiveness of the schools and the performance of the students. Somerset's endeavors are to promote a culture of continuous improvement by recruiting highly qualified staff by means of newspaper, internet advertisements and job fairs. The Somerset governing board hires principals through an interview process. The highly qualified principals receive resumes and potential candidates are interviewed with a series of questions based on the District's vision and purpose. After the interview process is complete and potential candidates show documentation of the Florida Department of Education certification, passing fingerprinting and required local school district screenings they are hired and placed based on qualifications and certifications, along with grade availability.

There are allocated mentor/qualified professionals who have participated in Somerset clinical education trainings within each school to assist with the induction process of newly hired staff. Furthermore, Somerset encourages the mentoring and training of future leaders to place in administrative positions throughout our District. An incentive for future leaders to take college courses towards degrees is given to recommended staff. Partial tuition reimbursement, as stated in the staff handbook, is offered by the District to assist and encourage prospective principal candidates. (The service management company Academica, also collects resumes for potential staffing positions and shares with principals as needed.)

Somerset sponsors conferences for administrators, teachers, and parents to learn best practices in elementary and secondary education. These conferences aim to provide professional development during a teacher work

day to ensure the professional development of all faculty and staff. Strategies in reading, science, math, technology, ESE, ELL, parent education, and classroom management are just a few of the topics that are presented. Additional conferences are attended such as the National Charter School Conference, National Association of Secondary School Principals, Florida Charter School Conference, and local sponsor conferences for leadership, governance training and national initiatives.

The District's Strategic Plan incorporates training, professional learning communities, and informational workshops conducted throughout the school system. Administrators and teachers participate in staff development offerings in both a virtual school format, through District/individual school workshops and by attending conferences. Professional development is determined through meetings with the school administrator by using staff evaluations, PGP's and PDP's and with student data. Annual in-service calendars are developed as areas of need are established. In these meetings, it is determined for each school within our District where teachers' specific skills need support to meet their student population's needs. Resources are allocated through the school's budget and the school's leadership and District staff who specialize, and are highly skilled in writing grants. Fundraising is done to enhance the development of resources as well as to solicit the local community for support.

Evaluation occurs bi-annually for all staff. Using research based evaluation tools, such as the Florida Performance Measurement System (FPMS), teachers are evaluated for screening and summative observation. Classroom Walkthroughs are completed by administrators as well as Data Talks, and merit pay evaluations. Teacher assistants and support staff are also evaluated with a job performance evaluation checklist that is scored based on duties and responsibilities. During evaluations teachers are expected to have lesson plans, grade book, attendance cards, and student portfolios available for administrative review.

To determine retention of staff, a letter of intent is written at the end of the school year to survey the interests and employment aspirations of the staff for the following year. After careful consideration and final review, staff members are placed based on availability, qualifications, and interests in mind. A Principal evaluation is completed by the President of the Governing Board annually for quality assurance.

2. How does the leadership ensure that the allocation of financial resources are supportive of the district's vision, educational programs, and its plans for school improvement?

Somerset's governing board is responsible to review and approve all quarterly budgets. An independent audit is conducted annually as required by the state and LEA sponsor (Broward and Miami-Dade Counties). The governing board along with school principals consult with Academics to analyze revenues and expenditures and make adjustments as needed to keep the budget operating in a fiscally sound manner. School improvement plans outline: staff meetings and parent organization meetings the topic of school and educational programs, student needs, and fundraising updates. Large scale expenditures to enhance school programs are brought to the governing board for review and approval.

3. How does the leadership ensure a safe and orderly environment for students and staff?

Upon approval from the Somerset governing board, administrators distribute the local school district's Code of Conduct and Student Contract, as well as the Somerset Parent/Student Handbook to all families to ensure a safe and orderly environment for students and staff. These documents state policies and procedures for behavior and safety in the school. Parents are expected to read and review the handbook with their children. In addition, a signed letter of receipt and review is returned to the school as documentation of understanding of the policies and procedures. Somerset provides staff with a handbook outlining information regarding daily entrance and dismissal procedures, safety protocol, facilitating special area subjects, and documenting parent volunteer hours. The handbook is reviewed annually -- the governing board approves any additions and changes. The schools safety plan, in cooperation with Broward County S.I.U., and Miami-Dade County Public Schools, outlines the responsibilities of the schools safety team and staff member emergency response plans

to ensure the safety and well being of staff and students in an emergency situation. In addition, there are 10 mandatory fire drills that are kept in a log as well as two tornado drills and/or lock down drills each year.

4. What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?

Upon approval from the governing board members, Somerset utilizes various outsourced resources in addition to the school's own support for student's seeking guidance. These vendors are approved after bidding reviews and are reflected in each school's budget line items. Should a child demonstrate academic or behavioral difficulties, the collaborative problem-solving team (CPST) in Broward and the Child Study Team (CST) in Miami-Dade convenes at the school to discuss present performance and concerns for that child. The team is composed of the ESE Specialist, classroom teacher, the child's parent(s), and a school psychologist that has been contracted by the Broward County and Miami-Dade school district. As the CPST or CST discusses the individual needs of the student, necessary protocol, including but not limited to accommodations, psychological evaluations, support groups are suggested and provided to the student. In addition to the school's CPST or CST, Somerset provides designees for the following areas: threat assessment, SAFE team, suicide prevention, child abuse, and foster care. This ensures, through the school's open-door policy, that the students and parents are privy to an array of guidance services at any time of need. To incorporate guidance into the school's curriculum, Somerset also implements Character Education activities into the classroom curriculum such as respect, tolerance, and anti-bullying curriculum.

**Standard 6
Stakeholder Communication and Relationships**

The system fosters effective communications and relationships with and among its stakeholders.

Somerset is dedicated to effective communications and relationships with its member schools, all stakeholders, community leaders, and sponsoring entities. Each school leader is responsible for communicating its individual accomplishments, awards, and goals to its own stakeholders. Somerset has developed its own website in order to announce its accomplishments and vision, and give information to all stakeholders and community leaders.

A parent representative seat on the governing board enables parents to have a voice on school issues. All parents are welcomed to attend all governing board meetings. Each school has its own parent groups. Somerset schools host educational workshops for parents on such topics as FCAT strategies, homework strategies, and curriculum updates. All parents are required to do volunteer hours which is clearly explained in the parent handbooks and in their annual contractual agreement with the school. In addition, all parents receive important information in newsletters, event calendars, websites, and phone calls. Parents are also encouraged to attend a minimum of two on-site parent-teacher conferences per year. Their voices are important and are asked to complete a parent climate survey yearly, as well.

Each school develops a School Improvement Plan that sets high expectations for student learning. Goals are adjusted and modified as schools analyze test results and school rankings according to the A+ Plan.

This plan sets out measurable goals that meet the needs of all the students, low performing as well as the high achievers. All stakeholders are encouraged to give input and suggestions at their team meetings or on the climate surveys. The SIP is the guiding force in assuring student and school success.

Quality School System Indicators

In fulfillment of this standard, the system:

6.1 *Fosters collaboration with community stakeholders to support student learning*

Highly Functional

6.2 *Uses system-wide strategies to listen to and communicate with stakeholders:*

Highly Functional

6.3 *Solicits the knowledge and skills of stakeholders to enhance the work of the system*

Highly Functional

6.4 *Communicates the expectations for student learning and goals for improvement to all stakeholders*

Highly Functional

6.5 *Provides information that is meaningful and useful to stakeholders*

Highly Functional

1. How does the school system's leadership ensure that the system and its schools are responsive to community expectations and stakeholder satisfaction?

The community and stakeholders of Somerset have very high expectations that the school's leadership must meet. These expectations range from the school's FCAT grade earned each year as well as individual student performance. Somerset ensures that each school is responsive to community expectations and stakeholders are satisfied in many ways to improve the educational process.

One primary manner in which Somerset solicits knowledge and skills from stakeholders is to have the parents perform volunteer hours for their enrolled child. The amount of volunteer hours might vary by campus but by having parents volunteer on campus, they are experiencing the educational process in vivo. Also, parents have the option of contributing supplies to teachers as a means to meet their volunteer hours. This option requires parents to actively communicate with teachers to identify what supplies are needed.

The community and stakeholders realize that education is not only about classroom learning, but also about athletics and extracurricular learning. It is the goal of Somerset to cultivate a well-rounded student who exhibits a solid knowledge base and a balanced style of life. There are a myriad of clubs and athletic teams available in which students can participate. Many of these organizations work closely with community partners to raise funds for student activities.

Somerset has several ways in which it promotes learning communities among the faculty and students. A few months before the spring administration of the Florida Comprehensive Assessment Test (FCAT), special tutoring sessions are offered. Field trips that support learning outside of the traditional classroom setting which enhance the learning process are offered as well. For teachers, the administrative leaders of Somerset have offered several professional development seminars that provide a fresh and exciting way to deliver and reinforce lessons.

Stakeholders can obtain information about their children's progress from many different sources. These ways include, but are not limited to, school web page, parent-teacher conferences, open house events, EESAC/SAC, and PTSO/PTA meetings, online grade books, PowerSchool, Virtual Counselor and Miami-Dade County Public Schools Website Parent Portal. These can be viewed by the guardian and student. Also, teacher developed communication website offers a means by which stakeholders can view relevant information disseminated by the teacher.

The District realizes that all stakeholders do not have access to technology; therefore, each Somerset is encouraged to find other means to communicate with parents on their students' data. Somerset schools

demonstrate innovative methods of communicating with parents. Some of the tools used are newsletters written in multiple languages and parent night activities.

Through a wide scope of resources, the administrative teams at Somerset have partnered with the community and stakeholders to enhance the work of the school. The goal of this relationship is to optimize the performance of each student which in turn maximizes the school's performance.

2. What avenues are used to communicate information to stakeholders about the effectiveness of the school system and its schools, including the sharing of student performance results?

In order for the many parts of any district to work together as a unit, the administration must be able to organize the use of its resources. Institutional resources include people, time, and materials. Organization of the use of these resources enables those involved to accomplish their goals/tasks more effectively. The people in a school are its most important resource. The manner in which people work together and communicate with each other determines the success or failure of the program. Receiving input from parents and the community at large is ensured by the Somerset individual school's administration.

Open houses and orientation sessions are regularly scheduled. In addition, there are monthly meetings attended by parents, PTSO/PTA members and the principal to address issues and concerns. At Somerset, efforts to communicate with all stakeholders are extensive. Staff participation in community activities, professional meeting, conferences, and workshops provide the opportunity to tell others about the school and its objectives. Fundraising events are also planned to publicize the school as well as to raise money for its operation. These community activities provide an opportunity to tell the public about the school.

Another source of informative communication with stakeholders is the Somerset District website which links to the individual school websites. The website is the premier location for information, events, and schedules as well as a point of contact for community response. Each school has a web page of their own that hosts department and teacher information pages. All staff has been assigned a school e-mail address for communication.

For several years, Somerset has employed the use of a Parent Link system (Broward County) and the Parent Portal (Miami-Dade County) to contact parents with important information. These systems are an online telephone communication service that allows messages to be sent to the phones of staff members and student families. Messages can be targeted for every person in the school or restricted according to small-group need. We also use a link between Somerset and the local school district school system. This is also an online telephone communication service that allows messages to be sent from the county to student's families notifying of their child's absences and scheduling announcements.

The online grade books and teacher developed communication web-sites are also two very important sources implemented to communicate information to stakeholders about students, their performance, and school happenings effectively. Each of the online grade books offers a home component that allows parents to access their child's grades in each class via the internet and stay up to date on how their child is progressing in his/her classes.

Various teacher developed communication websites offer a free service for educators to establish web pages and post homework assignments and other messages to their students and parents. Students and parents can sign up to be notified automatically when their teacher's website page has been updated. In addition, teacher developed communication website enables teachers to create "flash-card" quizzes that students can take online.

As listed above, efforts to listen and communicate with stakeholders is extensive and important for the growth of Somerset and as a force in bringing better education to our students.

Standard 7
Commitment to Continuous Improvement

The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Somerset is dedicated to continuous improvement in student achievement, school safety and parent involvement. This is communicated to all schools who in turn communicate it to their stakeholders within and out of the school community. The open-door communication policy at meetings helps continue and foster the purpose, vision and beliefs of Somerset. Part of the commitment to high expectations set within safe and secure learning environments will continue. At all committee and board meetings, new data and annual School Improvement Plans are reviewed to enable stakeholders the ability to continually modify policies to meet the schools and governing board's changing needs. All stakeholders are notified of any changes as they occur.

It will not only be the responsibility to monitor and make adjustments, but also to communicate the results of improvement efforts through:

- Governing board meetings
- EESAC/SAC committee meetings
- School-site faculty and parent meetings
- Updated web sites
- Letters
- Media
- Community Organizations (City Councils)

Somerset is committed to continue to improve learning, set high expectations, increase parent knowledge and assistance and provides the safest learning environments possible.

Quality Indicators

In fulfillment of this standard, the system:

7.1 *Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)*

Highly Functional

7.2 *Engages stakeholders in the processes of continuous improvement*

Highly Functional

7.3 *Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning*

Highly Functional

7.4 *Ensures that each school's plans for continuous improvement include a focus on increasing learning for all students and closing gaps between current and expected student performance levels*

Highly Functional

7.5 *Provides research-based professional development for system and school personnel to help them achieve improvement goals*

Highly Functional

7.6 *Monitors and communicates the results of improvement efforts to stakeholders*

Highly Functional

7.7 *Evaluates and documents the effectiveness and impact of its continuous process of improvement*

Highly Functional

7.8 *Allocates and protects time for planning and engaging in continuous improvement efforts system-wide*

Highly Functional

7.9 *Provides direction and assistance to its schools and operational units to support their continuous improvement efforts*

Highly Functional

1. Describe the process for continuous improvement used by the school system and its schools and the impact of this process on student learning and system effectiveness?

The key component to Somerset's success is to validate a consistent application of assessment strategies, data analysis and collaborative team meetings amongst instructional and administrative staff who then report their conclusions to the governing board. Findings are further dissected to demonstrate strengths and areas that need enhancement at the individual school and the District level. Climate surveys are available online or in hardcopy for teachers, parents and students. The data collected enables all stakeholders to examine the individual school and District on areas that concern every aspect of the school and District.

Data is collected throughout the year from formal and informal assessments. The teams and administration examine and analyze the results and develop a continuous improvement plan to enhance results for each student. Data studies also assists with developing intervention programs, remediation, and enrichment. Statistics and information collected is presented at each meeting to inform the governing board of successes and areas that may need further discussions and interventions. Sometimes the budget needs adjustment or colleagues' suggestions for interventions augment the individual school's needs. In all cases, the District's goals and vision are kept in the forefront of any changes and student achievement is kept as the main focus.

Continued assessments are completed throughout the school year to ensure that each student is reaching the mastery level for the Sunshine State Standards. Yearly FCAT reports are reviewed and modifications are made in curriculum and budget to support any of the new suggestions. Furthermore, through the principal reports at each governing board meeting, safe campuses and stakeholder satisfaction is reviewed. Data is collected from annual climate surveys that stakeholders complete online. When computers are not located at home, parents and other stakeholders are allowed to utilize school technology that is designated for them.

2. What process is used to ensure that the improvement goals reflect student learning needs and are aligned with the vision and purpose of the school system and its schools?

Improvement goals reflect student learning needs. They are examined annually at the last governing board meeting of each academic school year. Principals from each school present details of the successes and weaknesses of their program including all student groups (ESE, ELL, Gifted). It is the goal of the governing board to increase student performance every year. All data is disaggregated out to match the benchmarks and Florida State Standards. The learning goals and gains are aligned to the standards and the District's vision to provide high-quality education. Throughout the academic school year, school principal and personnel collaborate and analyze data in order to set realistic goals that can challenge the teachers and students to accomplish the school and District's vision. Leadership Council and/or Literacy Teams meet once a month to review curriculum and individual student progress as well.

3. What process is used to ensure that the system and school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

At the school level, one of the primary responsibilities of the principal is to mentor, guide, and ensure that each instructor attends professional development workshops and offers technical assistance. Principals at each school use the state observational tools such as Florida Professional Measurement System (FPMS). Each staff member, along with the principal, develops a professional growth plan that will enhance their teaching abilities and interests. Teachers are evaluated formally throughout the school year and informally on the continual principal walk through. Teachers have the opportunity to attend District workshops and school-based workshops along with Somerset's mini conference which was started this year.

ESE specialists work with staff to guarantee that the students with IEPs are receiving services and classroom interventions. For new teachers, principals are expected to assign experienced staff as mentors. Inexperienced staff is encouraged to visit the classrooms of more experienced personnel and all colleagues are persuaded to share plans and best practices at team meetings. Additionally, when new programs and technology are purchased by an individual school or by the governing board, professional workshops are set up on how to best utilize the new equipment in order to ensure maximum results.

All staff is encouraged to continue his/her education. The governing board has a reimbursement policy for courses taken at local colleges and universities which are outlined in the teacher handbooks.

4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

The governing board relies on the principal updates at each meeting. School success stories and progress is reported to all stakeholders on the Somerset's webpage and on each individual school's web site. The District's Strategic Plan and the school improvement plans are posted on the web pages as well. Data analysis, observations and continual assessments assist in monitoring the goals and achievements of the District and Somerset schools. The School Reports from the State and the Annual Yearly Progress Reports also assist in the breakdown of progress made and areas that need further improvement. Each school, according to State Statue, also completes a School Accountability Report which examines if goals set by the school and their teams were achieved.

Our parents are included in the school improvement process. They serve on School Advisory Councils that meet with stakeholders (community leaders, parents, teachers, and other various staff) once a month. Besides being on committees and doing mandatory volunteer hours, parents are invited to participate in the Somerset mini-conference.

School-based conferences are expected to occur between administration and teachers and parents and teachers frequently throughout the school year. Discussions at these meetings include mastering of standards and school improvement. Overall performance is evaluated and strategies are discussed to increase achievement.

Schools are expected to encourage participation in leadership team meetings, various committees (i.e. EESAC/SAC Committee, SIP Committee, student council), and Parent Universities. In this venue, principal and stakeholders can communicate and monitor areas that need improvement, as well as celebrate and communicate the successes.

Conclusion Focus Questions

1. As you review your responses to the standard, what major trends, themes, or areas of focus emerge that cut across the seven standards?

Somerset's analysis of the seven standards produced intuitive dialogue as to how rapid and dramatic growth has affected the mastery of each standard and will continue to make an impact as the number of schools and student enrollment increases amidst the declining allocated funds. Somerset, as a District, has taken great strides in inducting the community and stakeholders into the "Somerset Philosophy." Somerset strives to increase and update technology and set high expectations for parent involvement at each school site. As Somerset strengthens the instructors' professional and educational skills through attendance at mini-conferences, through continual data analysis in an uninterrupted cycle to increase student achievement, through dialogue to share best practices/effective strategies and by emphasize on the Sunshine State Standards and the Power Standards, Somerset will continue to provide excellent, high-quality education.

2. Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school system's greatest strengths?

Somerset's greatest strengths is its dedication to carrying out the District's vision and purpose, and for setting and meeting high expectations through collaborative decision-making so that everyone has "buy in" and knows they're part of the process. It is truly a school system, for and by "the people/stakeholders." Since the very first vote taken at the governing board and principals' meeting in September, 2008, all Somerset's stakeholders have created a partnership and collaborative team dedicated to becoming an enhanced District financially and academically each and every year. It is this commitment that is communicated at the governing board meetings and follow-up stakeholders' meetings and telephone conferences whereby the stakeholders continue to analysis and create our belief system which we then share with the rest of the communities throughout Broward and Miami-Dade counties.

3. What would you consider to be your school system's greatest challenges?

With the changing economy, Somerset's biggest challenge for the next few years will be to continue to provide the necessary resources and support system to the Somerset schools without interfering with providing the best education to all of its students. At the forefront of every governing board meeting, there is an increased need for constant review of budget allocations and discussion to cut expenses, without jeopardizing the educational system. It will be the collaborative effort of the governing board, management team, and administrators to come up with creative and innovative methods to provide high-quality education while making sure there are adequate funds to meet the established goals and expectations of the strategic plan. Somerset will continue to work on grant writing and finding alternative resources to assist with its goal to provide the best and most innovative education possible.

4. How will you use your insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

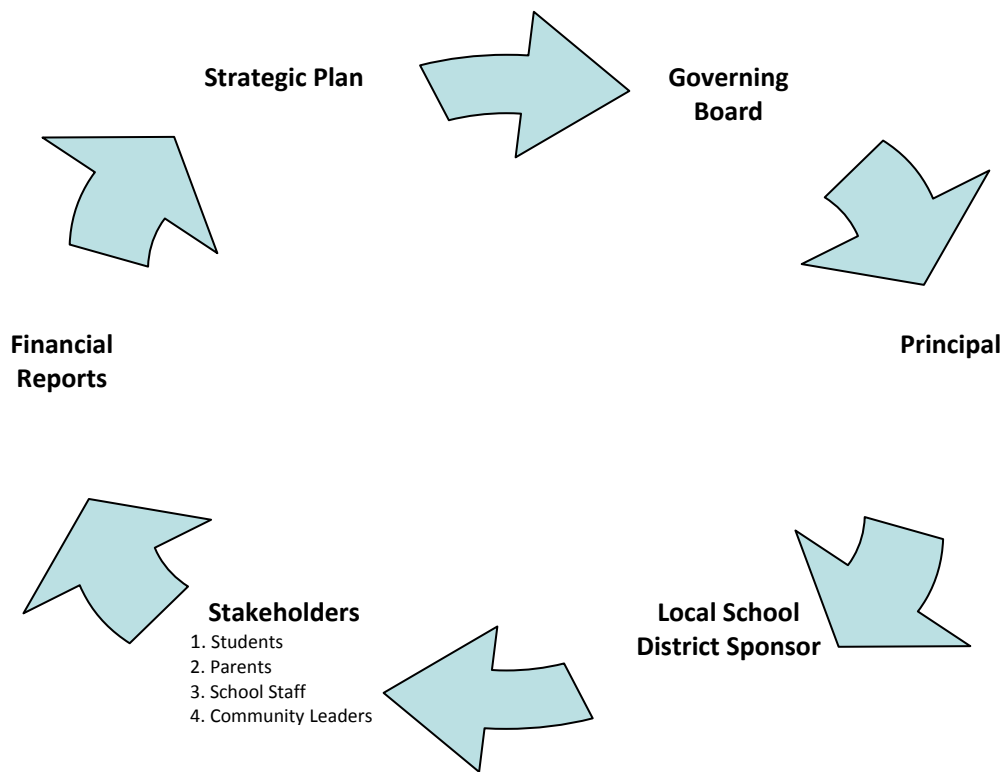
This deliberation has been extremely helpful for each individual Somerset and its stakeholders in understanding its own role and the unified responsibility of the governing board. It helped establish an educational-based community collaborative team to ensure, not only the accomplishments at the school level, but the successes of each and every Somerset. It has developed a sense of pride and justified the accomplishments of the governing board's goals. It has allowed us to comprehend the collective data that was brought together at each meeting and assisted each Somerset unit to understand the strengths and areas of

concerns. But most importantly, it has opened the door for communication amongst the schools to openly dialogue about ways to evaluate every facet of the system in order to create and recreate the Somerset's Strategic Plan and each Somerset's improvement goals.

Description of the Somerset School System's Methods for Quality Assurance

Somerset's governing board has the responsibility, along with each school's leadership, to monitor and document improvement. It is a continuous cycle whereby the principal reports to the governing board quarterly and the governing board reports to the stakeholders at open public meetings and on the website. Through continual team collaboration and professional development networking, each and every stakeholder group are in constant communication about student improvement, financial status, and all other aspects of school improvement in order to ensure that each individual school and the Somerset system are meeting all the AdvancED standards and goals set forth in the strategic plan. Data analysis, climate surveys, curriculum goals, and teacher retention are reviewed recurrently within the school and collectively at principal chats and meetings. Annually, the governing board reports the school and academic growth to stakeholders via a Somerset Report Card.

Collaboration Cycle



SACS Peer – to – Peer Review

Daily Classroom Walk-Through for All Grade Levels

1. Reason why you implemented the practice

Charter schools have often found that the staff they recruit are novice to charter school philosophy and/or are recent graduates. Many of the Somerset schools have recently opened and/or are NESTing (Nurturing Environment for Students and Teachers) in other Somerset facilities. Newly hired personnel is enthusiastic about teaching, but sometimes fall short on how best to implement their creative ideas and important key academic information. It is not easy to take what they have learned in college classes and put those strategies into a classroom from the very first day that school starts. In order to retain instructors and to get them to teach the "Somerset Way," it became apparent to administrators at the principal meetings that there has to be a way to reach out and mentor staff that doesn't take a lot of time away from the principal's desk and other duties. Since it is the Somerset belief that effective teaching creates and raises high academic standards, the walk through evolved into a daily practice as means to guide all staff and raise the visibility of administrators.

2. Research or research-based premise

According to Downey and Frase, 2001, frequent viewing of an instructor's method of teaching gives greater soundness to what you observed, frequent administrator visits to a classroom cuts down on a novice teacher's apprehension to classroom visitors and formal observations, plus a principal gets to know the students and curriculum. In addition, it gives an administrator the opportunity to offer guidance almost immediately and more frequently (Covey, 1989). Walk-through also allows a principal to observe if professional development best practices are being utilized and how frequently. Parents, as well, soon learn that the principal has a better understanding what is going on in his/her school (Downey, 2004).

3. Documented Results

The Three-Minute Classroom Walk-Through: Changing School Supervisory Practice One Teacher At A Time, Downey & et. al. 2004, Corwin Press suggests a Five Step Structure for the classroom walk-through to include (1) Student Orientation to Work, (2) Curriculum Decision Points, (3) Instructional Decision Points, (4) Walk-the Walls, and (5) Safety and Health Issues. Somerset principals have designed and tailor-made their own forms for daily observations to focus in on standards that they want to view when they visit a classroom. These forms are interchangeable, flexible and created as a collaborative effort with their lead teams. After implementing the walk-through as a best ongoing practice, Somerset has found that their teachers became more successful and knowledgeable, implemented more effective teaching strategies had better classroom management and appeared more competent and happier. Students were more focused and attentive to learning and were participating. Principals and teachers also became more reflective and communicative at meetings rather than have a non-dialogue where the principal gives the advice and comes across as the ultimate authority (Costa, 1994). This program also allows for any of the administrators to implement so more classes can be visited on a given day. It is advised that the staff rotate the time they observe and the rooms that they visit. These results were documented in the climate surveys that instructors complete annually, retention rate, parent satisfaction and student achievement levels. Just a side note: Somerset principals have developed on a school-level a classroom walk-through evaluation tool focused on the individual school's learning community. The chart below is a sample of the evidence which can be gathered during this process.

Sample Walk-Through Chart

Date: _____

Evaluator's Name: _____

| | | | | | |
|---|---------------------------------|----------------------------------|------------------------------------|--|---|
| Teacher's Name _____ Time Enter ____ Time Left ____ Follow Up/Reflection Date _____ _____ | Homework on board Yes No | Teacher Circulates Yes No | Students are Focused Yes No | Sunshine State Standard on Board Yes No | Plan book opened and being followed Yes No |
| Teacher's Name _____ Time Enter ____ Time Left ____ Follow Up/Reflection Date _____ _____ | Homework on board Yes No | Teacher Circulates Yes No | Students are Focused Yes No | Sunshine State Standard on Board Yes No | Plan book opened and being followed Yes No |
| Teacher's Name _____ Time Enter ____ Time Left ____ Follow Up/Reflection Date _____ _____ | Homework on board Yes No | Teacher Circulates Yes No | Students are Focused Yes No | Sunshine State Standard on Board Yes No | Plan book opened and being followed Yes No |