

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [X] Charter [] Magnet [X] Choice

Name of Principal Mrs. Dina Miller

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Somerset Academy Davie

(As it should appear in the official records)

School Mailing Address 3788 Davie Road

(If address is P.O. Box, also include street address.)

City Davie State FL Zip Code+4 (9 digits total) 33314-2417

County Broward

Telephone (954) 584-5528 Fax (954) 584-5598

Web site/URL http://www.somersetdavie.com E-mail charter5211@browardschools.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____
(Principal's Signature)

Name of Superintendent*Mr. Robert Runcie E-mail supt_runcie@browardschools.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Broward School District Tel. (754) 321-0000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Lourdes Isla
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

- Number of schools in the district (per district designation):
 - 201 Elementary schools (includes K-8)
 - 54 Middle/Junior high schools
 - 54 High schools
 - 0 K-12 schools

309 TOTAL

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
- Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	13	12	25
1	12	14	26
2	12	13	25
3	18	9	27
4	13	13	26
5	11	14	25
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	79	75	154

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 15 % Black or African American
 - 44 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 36 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 12%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1, 2015	143
(5) Total transferred students in row (3) divided by total students in row (4)	0.119
(6) Amount in row (5) multiplied by 100	12

6. English Language Learners (ELL) in the school: 14 %
22 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Ukrainian

7. Students eligible for free/reduced-priced meals: 62 %
Total number students who qualify: 95

8. Students receiving special education services: 8 %
13 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>1</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>11</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 13
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	6
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	96%	97%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes X No

If yes, select the year in which your school received the award. 2011

15. In a couple of sentences, provide the school's mission or vision statement.

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

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Somerset Academy Davie Charter School is a public charter school, open to all eligible students who reside in Broward County and submit a timely application. Enrollment information is published on the school's website. Registration for the upcoming school year occurs each March. Should more students apply during the enrollment period than seats available in a grade those enrollments shall be subject to a random lottery and to the racial/ethnic balance provisions described in section 1002.33 (7)(a)(8), Florida Statutes. Applications not accepted through the lottery process are placed on a wait list and called if seats become available.

PART III – SUMMARY

Somerset Academy Davie Charter School (“Somerset Davie”) opened its doors in August, 2003, in a small rural western-themed town. A community which borders Fort Lauderdale, the Town of Davie is a suburban area with characteristics typical of an urban setting. Somerset Davie has embraced its mission, local community, and Broward County. Accredited by AdvancEd, our Title 1 school offers a small school experience in our non-traditional, six (6) classroom building. Our school program is supported by our after-school program developed to support our working families. This program enhances our daily instructional program to support a student’s well-rounded education, and provides enrichment classes in cheerleading, dance, musical theater, hip-hop, and robotics.

Our current enrollment includes 154 students: 44% Hispanic/Latino, 36% white, 15% black, 1% Asian, and 4% multi-racial. Seventeen students or 11% of our population receive ESE services, and twenty-two students or 14% of our population are English language learners. As a Title 1 school, 62% of students qualify for free/reduced-priced meals. We are proud of our daily attendance rate averaging 96% over the past five years. Somerset Davie is dedicated to supporting the community it serves. Our staff is highly-qualified and fluent in Spanish, French, and Creole.

It is with hard work and dedication from all stakeholders that our students continue to meet and exceed their academic goals. Our school has earned a grade of "A" from the Florida Department of Education, since 2008. In 2011, Somerset Davie was honored by receiving the National Blue Ribbon School Award. In 2015-2016, 100% of 3rd grade students achieved proficiency or above on the FSA (Florida Standards Assessment) in math. This same year, Somerset Davie was ranked #1 for our core subjects in Broward County K-5 and 8th in the State. Governor Scott recognized our school for being in the top 10% among schools statewide, high achievement in student performance, and improvement in learning gains. Our principal was recognized in 2016 as a Champion School Leader by the Florida Consortium of Public Charter Schools. Recently, our 4th and 5th grade teachers received a letter of recognition from the State of Florida Board of Education, for being two of the highest impact teachers in the state, based on student performance on statewide assessments over the past 3 years.

Over the years, we have developed ways to encourage and challenge our students academically, emotionally, and socially. We utilize a Winner's Circle program that partners with local businesses to reward students for their exemplary achievements, attendance, and behavior. We recognize students who maintain positive character traits monthly with certificates and rewards, and offer individual, small group, and whole class challenges to increase participation in classroom lessons and assignments. Students receive bumper stickers to acknowledge their school honors and utilize Class Dojo to promote positive behaviors in our classroom communities and engage families. To relieve testing jitters we provide testing treats to maintain a positive mindset and use Classroom Economy to provide incentives for student behavior while reinforcing financial literacy.

Additional focus is placed on our struggling students to encourage and support their academic development. Our partnership with America Reads/America Counts provides onsite tutoring. At-risk students utilize I-Ready, supplemental instruction, based on individual learning needs. This platform is also used as a diagnostic tool throughout the year for all students in grades 1-5 to monitor progress. We offer tutoring to all students to ensure the achievement and retention of grade level expectations. Technology is used not only to reinforce core curriculum objectives with real world examples, but also as a way for students to develop their core skills with interactive lessons.

The key to Somerset Davie’s academic success is our amazing community. Traditions for our school surpass what would be offered in a larger school. Our year starts with a Meet and Greet for all families before the start of school to meet the teacher. Academically focused, our school holds a Back to School Night, Publix Math Night, Spelling Bee, Red Ribbon Week, Book Fairs, Science Fair, Parent Universities, etc. We support our community through philanthropies such as Jump Rope for Heart, Pennies for Pasta, St. Jude’s Math-a-thon, Sweets for Soldiers, Ronald McDonald House, and the Humane Society. Students have fun with our dress down days, Family Barbecue, field days, carnival day, 100th day celebration, and our

annual End of the Year show and 5th grade graduation.

The prestigious honor of being named a National Blue Ribbon School has provided our school an abundant sense of pride. The school received a proclamation from the Mayor proclaiming Somerset Davie Day as a result of this prestigious honor. This recognition has resulted in increased interest from families wanting more information on our quality choice option as well as an increase in our wait list. Additionally, other schools and administrators have inquired about our best practices in the hopes that they can model similar student achievement at their schools. Our classroom teachers feel pride when sister-schools call upon them for their expertise in aiding students to achieve their goals.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

At Somerset Academy Davie, our educators use a comprehensive, standards-based curriculum for each K-5 content area where skills build upon each other across the grade levels and are designed to meet the needs of all learners. Houghton Mifflin Harcourt provides our reading/English language arts, math and science core curriculum. We enhance our curriculum through a research-based vocabulary program, a grammar and conventions program, and a spelling program for students in grades K-5. In addition, teachers utilize a multitude of resources to meet the state standards for social studies.

Our Reading/English language arts block is extremely diverse in its delivery of content. Each weekly lesson encompasses oral language, vocabulary, text-based comprehension research, foundational skills (fluency and decoding), as well as spelling and grammar. In conjunction with the reading standards addressed, the curriculum builds on science and social studies themes through basal stories to give our students increased experiences in the area of non-fiction. The curriculum's vast resources include scaffolded lessons for struggling readers as well as enrichment activities. The core curriculum is supplemented by online learning to provide reinforcement and enrichment to aid students on all reading levels. Our teachers utilize hands-on activities, word maps, carousel learning, and leveled readers. Students work cooperatively in both heterogeneous and homogeneous groups based on the instructional objective. Students who function at similar academic levels may be homogeneously grouped to teach a new skill or benchmark and ensure that the learning objective is reached. While working in cooperative groups, teachers may also plan for students to be grouped heterogeneously in an effort to maximize upon different academic strengths. Students in these groups share their unique abilities, interests, and learn from each other. This enables the teacher to reach each student regardless of their abilities.

Our math curriculum engages our students with an interactive approach that teaches students to think critically by recording their strategies and providing explanations for their higher order thinking. Above level students focus on enrichment skills through the use of higher order thinking problems, and lower achieving students receive remediation lessons from online intervention and supplemental book components. All students learn the same math skill; however application techniques are varied so that different learning modalities are reached.

Similar to the math curriculum, our science curriculum allows students to learn using a variety of learning styles which include textbook lessons and online labs that focus on auditory, tactile, and visual learning. Hands-on experiments deepen students' knowledge and understanding and allow them to make connections to both the content and the real world. Throughout the curriculum, lessons promote thoughtful discussion and higher order thinking through active reading features. This provides a solid foundation of the fundamental science concepts. Our Promethean tables also allow our students to engage in hands-on learning while using technology. Our success also stems from the students not only being able to connect the skills taught through classroom and digital lessons, but also from developing a deeper understanding of the scientific method as a whole during our science specials.

Our social studies curriculum meets the state standards and addresses real world experiences and current events. Educational magazines are utilized and project-based learning is found throughout our primary and upper grades. Additionally, history lessons are often integrated into the ELA block so that the students become familiar with and can connect to important times in history while practicing their reading skills. Civics learning is present in our classrooms through the use of a grade appropriate classroom economy system. Utilizing real-world scenarios, students are given classroom jobs in which they earn salaries, pay rent and learn through bonuses and fines that they are responsible for their decisions and actions. Students learn financial responsibility while they are saving, spending, and budgeting as they make positive choices at school. Character Education lessons are also taught to provide students with the foundation necessary to become a successful part of society. Monthly themes focus on one of the eight character traits of: cooperation, responsibility, citizenship, kindness, respect, honesty, self-control, and tolerance. Students are recognized monthly through our Colts Character Counts program that rewards positive behavior. It is our

commitment to providing our students a well-rounded education which ensures their future success.

One of our biggest assets at our school is the communication between our teachers on a vertical level. From kindergarten through fifth grade, each educator works together to find new opportunities and ways to teach various skills. Despite the tenure of each educator, perfection as a mindset does not exist, but instead our goal is to constantly improve from the day, week, or year before.

"All hands in" can be a term that is seen on a daily basis if visiting our campus. With 100% contribution from everyone, from the principal to the front office manager, to the classroom teachers, to the teacher assistants, students receive the knowledge, attention, enrichment, and remediation needed to attain individual success. At any given moment you may see the principal correcting a math problem, or the front office staff editing an essay in between phone calls. A team approach to learning is what makes our school successful.

2. Other Curriculum Areas:

Somerset Davie students participate in other curricular areas of instruction. This scheduled "Special" is offered each day for thirty minutes through a six-day rotating schedule to all grade levels. Unique to our school design, specials are taught by classroom teachers with each teacher being assigned a different curricular area. Kindergarten through fifth grade students acquire knowledge of the essential skills in the areas of in Art, Music, Science, French, Computer Science, and Physical Education.

In Art, activities focus on rotating themes that meet the Florida Standards appropriate at each grade level. As students express themselves creatively, they also learn to create works using different mediums that they can later apply when creating original works of art on their own. Skills covered are interdisciplinary in nature and are shared with colleagues to be applied in classroom lessons.

While participating in Music, students learn about different instruments and work with sounds and pitch ranges to compose and write their own music on the computer. Additional lessons incorporate dance moves that are performed at our annual End of the Year show. This allows the students to display their hard work to an audience and builds purpose behind their learning throughout the year.

While all students are taught Science daily in the general education classroom, Somerset Davie provides additional support in this area to aid our student's acquisition of essential skills during specials. Science special utilizes research-based programs that align with grade level standards. The teacher meets with colleagues of all grade levels weekly to discuss the unit and skills being taught in class. In turn, digital and hands-on lessons reinforce the current curriculum content and expand on these units. Core literacy and math skills are also reinforced as students are engaged by stimulating their prior knowledge, as they explore new ideas and explain their discoveries.

In French, K-2 students are exposed to the new language by using songs, videos, and foldables to introduce the basic sounds and words. This study enables students to progress to higher levels of learning French in our upper grades, where they learn basic conversational terminology and phrases. It is our goal to provide students with some fluency in the language and support them as they learn about different cultures. This provides them with an enlarged vision of the world and will motivate them to continue foreign language study in middle school, high school, and beyond.

Our Computer Science special is a wonderful opportunity for our K-5 students to learn how to code. Students work at different levels at their own pace to complete codes. Coding teaches our student's problem-solving skills, encourages them to use critical thinking, and teaches our K-5 students to think analytically. Coding helps our students build important memory skills by requiring students to build upon codes they have previously created.

In Physical Education, students learn the fundamentals of a healthful lifestyle so they can develop into healthy, knowledgeable adults. Students learn cooperation through group activities and form a positive sense of identity as part of a team. This supports our students' learning by increasing their focus and improving

their overall classroom behavior.

In addition to Specials, students are also given an opportunity to visit the Computer Lab and Library. In the computer lab, students learn basic keyboarding and computer applications and work at their own pace. Students also utilize computers for long-term research projects and learn to work with programs such as Word, PowerPoint, and Excel for their finished projects. Weekly visits to our school library play a key role in supporting and developing the enjoyment of reading for all Somerset Davie students. It is our goal to support a wide range of learning needs and personal interests by ensuring books and other resources are available at all reading levels. Our school library includes a wide range of genres and text types for students to check out for a project or pleasure. These weekly visits are important to our students who may not otherwise visit the library outside of school.

3. Instructional Methods, Interventions, and Assessments:

On July 29, 2011, the Florida Department of Education recognized Somerset Davie as a high performing charter school. Each year, our teachers begin by analyzing the previous year's assessment results from the Florida Standards Assessments (FSA) and FCAT 2.0 (statewide science assessment) to maintain this distinction. During pre-planning, teachers identify key areas to focus on throughout the year to ensure that we are improving the skills of students performing at, above or below grade level and close any achievement gaps. We also use this time to determine the scope and sequence of curriculum plans. This year teachers focused their attention on reading comprehension, particularly the areas of craft and structure and integration of knowledge. Improving critical thinking skills and specific domain academic language was key. The first two weeks of school we assess students using I-Ready diagnostics, beginning of the year book assessments, and the Florida Kindergarten Readiness Screener to determine student learning needs, current level of performance, and the pace needed for success. Teachers utilize data to place students in differentiated English language arts and math groups of 5-6 students.

Reading and math concepts are introduced in whole group settings during designated daily time blocks. Teachers assess student understanding based on daily lesson objectives using authentic and formal measures. In grades K-5, students are placed into small groups to maximize instruction. Students work independently to strengthen concepts or work with the teacher for additional support. In K-2, students participate in centers which provide multi-sensory approaches that engage different student modalities and provide enrichment or reinforcement of the skills necessary for achievement. Teachers utilize a variety of methods to differentiate curriculum delivery. Interactive whiteboards, Promethean Activ-Tables, 1:1 laptop computers in grades 2-5, eight desktop computers for each K-1 classroom, and a fully equipped computer lab allow virtual lessons and blended experiences to be brought into the classroom.

Somerset Davie's adopted curriculum provides support to meet the diverse needs of student subgroups while aligning with state standards. These programs use various methods such as the utilization of technology, on-line support, bilingual support, intervention and re-teaching activities, enrichment activities, and manipulatives. Paraprofessionals work with students in need of intervention. These students also participate in I-Ready, IXL, and Moby Max math and language arts programs daily. These programs provide personalized practice and mastery opportunities both at home and school. Somerset Davie follows the RTI (response to intervention) process, a multi-tiered approach to identify or support students with a learning or behavior need. Struggling learners are provided interventions at various levels of intensity to aid their progress. The intensity and duration of support are based on the individual student's need. Somerset Davie partners with Nova Southeastern University's ("NSU") America Reads and America Counts program. As part of their work study, NSU students are trained to tutor students in one-on-one, thirty-minute sessions in reading or math, in each student's specific area of educational need.

Somerset Davie reinforces student achievement by incorporating project-based learning. Each month students are required to complete a cross-curricular project to demonstrate an understanding of standards being taught within the classroom. Teachers grade these projects using rubrics and may modify rubrics according to student ability levels.

Somerset Davie uses a systematic and structured approach to analyzing assessments and modifying

instruction to meet individual student needs through regular data chats and professional learning communities (PLC's). In addition to the beginning of the year assessments and regular progress monitoring, students participate in district mid-year benchmark assessments to ensure they are achieving learning gains and to guide instruction. Students in grades 3-5 participate in the Broward Standards Assessment (BSA), which breaks down student scores by standard in English language arts and math. The BSA also serves as a pre-indicator to performance on the Florida Standards Assessments ("FSA"). The I-Ready diagnostic is administered mid-year to identify areas of strengths and weaknesses and to ascertain growth from the beginning of the school year. Early elementary grades participate in progress monitoring through the BAS (Benchmark Assessment System) and Primary Mid-Year Assessment, respectively. The results of these assessments are used to identify achievement gaps, drive instruction, inform parents, and plan the remainder of the school year. The analysis of ongoing progress monitoring and mid-year assessments presents an ideal opportunity to utilize research-based supplemental programs in the areas of ELA and Math to further differentiate instruction and create individualized learning opportunities to maintain our high levels of achievement.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Somerset Davie offers a small schoolhouse experience, where students feel they are part of one big family. The unique design supports a positive atmosphere by enabling all teachers and staff to become familiar with all students and their families. The staff supports the academic, social, and emotional growth of all students. Through our student led broadcasting program our school engages and motivates students by acknowledging special achievements within each grade level classroom, providing motivational thoughts and encouragement, and closing out the announcements with a dance to energize the students for a great start to each day.

Somerset Davie focuses on the changing needs of our school population by providing support to students as well as their families. Our small school environment helps students feel happy and secure. Each day students are greeted by the principal at the entry door where she offers words of encouragement to every student for a terrific day. This interaction sets the tone for a productive day.

Our principal has an open-door policy where teachers are welcome to express any ideas, suggestions or concerns. Teachers are respected as professional educational leaders and play an active role in school-based decisions. The principal motivates her staff by offering unwavering support. The principal recognizes teacher achievement through a "Teacher of the Quarter" reward system. This recognition, along with various small tokens of appreciation, end of year staff celebration, and holiday gatherings, provides a positive working atmosphere that builds morale among staff.

Our educational plan encompasses partnerships with the school, family, and community to develop a life-long love of learning. We support our students' social and emotional needs by implementing character education into our weekly lessons. Students recite the daily Colt Pledge as a reminder of good citizenship and responsibility. At Somerset Davie, our students are encouraged to become involved in the community through community service programs and outreach. Each year students participate in poster and essay contests for our Town of Davie Firefighters and Town of Davie Water Conservation Program. Students also take part in fundraising opportunities for the American Heart Association, Ronald McDonald House, and St. Jude's. Through the collection of candy and toiletries, students offer their support to our troops overseas. Students derive a positive feeling by participating in these programs and learn that their contributions make a difference.

Parents and students participate in numerous after school activities to foster the ongoing relationship with the school. Through our Parent FSA (Florida Standards Assessments) Training Night, parents and students worked collaboratively on sample FSA assessments. During Publix Math Night, parents and students solved real world math problems in a fun and engaging way. Our family nights encourage families to come together and join school staff for dinner in an informal evening of fun and laughter. During our annual End of the Year show, parents enjoy a musical and theatrical performance by all K -5 students.

2. Engaging Families and Community:

Somerset Davie believes that parental involvement is a key component to both school and student success. Parents are encouraged to volunteer a minimum of thirty hours annually and a majority exceeds that number due to the effective communication and relationships that they develop with all school staff. Whether making props, volunteering in our library, or sharing their expertise, parents are provided many opportunities to be involved.

Varying forms of communication provide important information about school programs and student progress. Our website is an important vehicle used to reach all stakeholders. Our website highlights our mission, vision, assessment results, and governance information. This provides all viewers the ability to review our data and become a true partner in education. Administrative and teacher web pages enable parents to become informed about student activities, curricular support, weekly homework and upcoming

projects which effectively engage our families. Teachers utilize an app that connects with parents, enabling parents to volunteer or participate in events.

Parents as Partners, our parent involvement group, meets to review school improvement plans, develop partnerships, and plan fundraising and family events. Our open door policy encourages parents to conference as often as they feel necessary however, all families are required to conference a minimum of two times annually to discuss students' strengths and weaknesses, and collaboratively establish goals. When student performance declines, our collaborative problem solving team develops strategies and parents, as part of this team, work to formulate and monitor individualized plans of action.

Weekly, newsletters and work folders are sent home to share accomplishments made throughout the week and upcoming activities in the classroom. Student planners are part of daily communication. Standards-based report cards are unique to our school and not only provide information about student progress, but communicate the proficiency level of the State Standards which students must achieve. Interim reports are sent home mid-quarter with individualized comments for each student. Reports are translated into languages as reflected on the Home Language Survey to assist our ELL populations.

We value our local community. Students eagerly participate in our local Fire Prevention Essay and Poster Competition, local police officers present in the areas of bullying, drug safety, cyber safety and stranger danger. Students and families decorate a tree displayed in the Town's annual holiday celebration. Annually, our school holds a family fun day school-wide barbecue to enjoy fun, games, good food, and great company.

We elicit suggestions and encourage families to visit the school. We strive to create a warm and inviting atmosphere which enables parents to feel welcomed as a partner in their child's education.

3. Professional Development:

Somerset Davie encourages teachers to participate in professional development opportunities to avail themselves of the latest instructional methodologies thereby enhancing classroom instruction resulting in increased learning gains. Somerset Davie promotes various models of professional development, including professional learning communities, teacher mentoring, face-to-face/web-based training, and conferences to enhance the teaching and learning process for both new and seasoned teachers alike.

Annually, Somerset Academy, Inc. sponsors a conference for all staff members to attend and collaborate with other professionals. Our administration participates in the State Charter School Conference, the National Charter School Conference, technology fairs, and leadership training.

Our teachers participate in district led professional development with Broward County Public Schools. Through Broward Virtual University, teachers are provided access to on-line professional development opportunities, which enables teachers to conveniently obtain a needed skill or enhance their ability in a variety of areas.

To meet the ever-changing needs of students, our staff attend professional development trainings in areas such as: Leveled Literacy Interventions, Interactive Science, Marzano-Best Practices, Reading Endorsement, Small Group Reading, Math Centers for the Primary Grades, Coding for Educators, Physical Education Trainings, Teaching Students with Disabilities, and Gifted Endorsement, to name a few. When reviewing our data on district diagnostics, for example, it was determined that our students struggled with informational text; therefore, our leadership designed professional development training on best practices to increase student achievement in this area. Furthermore, teachers needing extra support when placed in a new grade level attended trainings on incorporating and managing centers in the primary grades. As a result, the teacher was able to confidently implement center-based instruction. Student success was evidenced by an increase in accuracy on lesson objectives.

Additional professional learning communities have been provided by staff in the areas of technology, using foldables, writing strategies in the content areas, strategies for reading success, and using math and science

journals, as well as ways to incorporate hands-on activities across the curriculum.

Teachers collaborate with one another in Professional Learning Communities and in team meetings. Trainings reflect best practices, research-based programs, and interactive teaching methods. School and support staff share the information obtained from trainings during data chat sessions and team meetings to discuss implementation into the current curriculum and alignment with state standards. The administration encourages and fosters the needs of the teachers by providing guidance and goals found within our professional growth plans in order to meet the current standards. We value not only educating our students but educating ourselves.

4. School Leadership:

Somerset Davie's administrative leadership consists of our founding principal who holds a Master's degree from Nova Southeastern University in Educational Leadership. She is complemented by a staff of six teachers, an ESE specialist/teacher, three paraprofessionals, and one administrative assistant.

As leader of the school, the principal answers to the Board of Directors and oversees the development of the school by working to achieve the goals outlined in the school's strategic plan. Additionally, the principal is tasked with managing the day-to-day operations of the school, oversees curriculum, scheduling, in-service training/staff development, assessment, student discipline, school safety, as well as the schools budget and ancillary programs. Through her clear direction and high expectations for both students and staff, she has established a positive learning environment, consistent academic achievement, and a safe environment for the school.

Somerset Davie's instructional philosophy is to work as a unified educational team for the benefit of all stakeholders. The principal and teachers collaboratively develop and align curricula, instructional methods, and assessments based on state standards. Teachers co-plan to assist one another in improving instruction. They share a sense of leadership and responsibility that has created an environment in which teachers feel comfortable asking each other for assistance or sharing successful strategies. The principal recognizes and embraces the tremendous talents and professional fulfillment of the staff. Teachers' expertise, skills, and unique abilities are cultivated and utilized for the betterment of the school. Teachers share best practices with colleagues and participate in ongoing professional development training. Through vertical planning and data driven discussions, teachers support the academic needs and challenges at each grade level.

All members of the staff ensure that policies and procedures are followed daily. Staff members support school initiatives by planning school events, identifying new curriculum resources to enhance learning, organize after-school activities, parent universities, etc. Teachers' dedication both in and out of the classroom promote and support the school's success.

The principal actively builds rapport with families, staff, and the community to ensure that we remain continually supportive of the school's mission. The Florida Consortium of Public Charter Schools recognized the role our principal plays in the success of our school and, in 2016, awarded her with the Champion School Leader Award. Our recipe for success remains, highly qualified teachers + parent involvement + engaged students = success.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

At Somerset Davie, relationships with our students and their families are a vital aspect to our success. Our school prides itself in having a close-knit relationship with all stakeholders. Our family environment and open door policy allow parents to interact with teachers on an as-needed basis, and to be an active participant in their child's education. By encouraging families to be involved, parents take more ownership over their child's education and truly understand the increased rigor and demands of Common Core.

Students interact with all staff on a daily basis through our morning care program, during lunch and specials, and through our aftercare and tutoring programs. The staff at our school are involved in all aspects of a students' daily routine. Students feel that our school is an extension of their home due to this interaction. Our parents respond positively because their children are loved while receiving an outstanding education.

Teachers communicate with parents in a variety of ways. Our school website is updated weekly and provides details about our academics and activities calendar. Our successes are also posted on the school website. In addition, easy access to the school directory allows parents to reach teachers through email and teacher websites. Class websites are utilized to communicate weekly academic goals, the content being learned, provide additional sources to enhance or reinforce lessons, weekly homework, and activities. Through weekly electronic newsletters, parents are updated on school and classroom news.

Successful, positive learning environments are cultivated through conferencing. In addition to informal communications between teachers and parents, two formal conferences are required annually. These conferences address assessment results and student progress. Additional parent conferences are scheduled as needed by teachers and/or parents. Students "at risk" are identified, parents immediately notified, and encouraged to be an active part of instruction. Responses to intervention and educational plans are put in place immediately to assist the student and allow them to reach their fullest potential. Students who are excelling are also identified and parents are encouraged to provide challenging activities at home to further their learning.

Through our weekly Monday folders, parents view classwork and graded work. In addition to providing a window into the student's academic progress, weekly folders and data chats are also used to discuss performance with each student and encourage them to take ownership of their learning. Areas of concern are discussed and accomplishments are celebrated.

Our principal welcomes each student every morning by name with a smile and a hug. At our school, each child, parent, and sibling is part of our Somerset family. Our loving, safe environment makes our school both successful and unique.