



Florida Charter
Institute

Powered by Miami Dade College

Charter School Application Review: Somerset Academy Escambia

Prepared by the Florida Charter Institute on behalf of the University of West Florida

Board of Trustees Meeting: June 18, 2026



Somerset Academy Escambia

Recommendation

The Florida Charter Institute review team recommends approval of the Somerset Academy Escambia charter application for authorization by the University of West Florida.

Overview

Somerset Academy, Inc., a Florida not-for-profit organization and Commissioner-designated High-Performing Charter School System, proposes to establish Somerset Academy Escambia, a public charter school serving students in Kindergarten through Grade 5, subject to authorization by the University of West Florida.

The proposed school will replicate the instructional, operational, and governance model of Somerset Academy Boca, a Commissioner-designated High-Performing Charter School, and is designed to expand access to Somerset's proven elementary program within Escambia County. The school is projected to open serving grades K–2 and grow to a full capacity of approximately 580 students by Year 5, reflecting community demand and demographic alignment with surrounding public schools.

The proposed Somerset Academy Escambia will be co-located on the University of West Florida campus, creating a unique partnership between a high-performing charter school operator and a public university authorizer. This collaboration reflects Florida's continued expansion of innovative charter school authorization models and strengthens the connection between K–12 and higher education. The campus-based setting has the potential to foster a college-going culture from an early age while providing students and families access to an educational environment closely connected to the university community.

The proposed Somerset Academy Escambia will replicate the mission, vision, curriculum

framework, instructional practices, assessment systems, and student support structures that have consistently produced strong academic outcomes across the Somerset network. The program is grounded in a research-based instructional framework centered on high expectations, data-driven differentiated instruction, and a neighborhood school culture aligned to the Florida B.E.S.T. Standards. The school is designed to serve a diverse student population, including students with disabilities, English Language Learners, and economically disadvantaged students, through inclusive practices and a systematic Multi-Tiered System of Supports.

School operations will be supported through an established partnership with Academica, an experienced education service provider, to deliver instructional support, professional development, compliance oversight, financial management, and operational services. This governance and support structure positions the school to open successfully and sustain high-quality operations consistent with Somerset's established track record.

Educational Program

Somerset Academy Escambia will implement a rigorous, research-based educational program designed to support high levels of academic achievement for students in Kindergarten through fifth grade. The school's instructional model is grounded in the established Somerset Academy replication framework, which promotes academic excellence while developing responsible, self-directed learners. Central to this approach is a neighborhood school culture characterized by high expectations, individual accountability, and strong family engagement. The school's location on a university campus further enhances this model by providing students and families with access to higher education resources and opportunities. This setting also creates a unique opportunity for collaboration between the school and its higher education authorizer, supporting innovation and the development of a seamless pathway to postsecondary success. Collectively, these elements establish a strong foundation for student achievement and meaningful community impact.

The school's curriculum will be fully aligned to the Florida B.E.S.T. Standards and delivered through standards-based, research-supported instructional materials such as McGraw-Hill Wonders for ELA, enVision Mathematics, and Inspire Science. Core instruction will feature a 90-minute daily reading block founded in the Science of Reading and a structured STEAM framework across all grade levels using the 5E Instructional Model and Project Lead the Way.

Instructional practices will be data-driven and responsive to individual student needs. Teachers will use FAST Progress Monitoring and i-Ready diagnostics to guide lesson planning, differentiation, and instructional pacing. A systematic MTSS framework will be embedded to provide early identification and targeted interventions for students with academic or behavioral needs. Students with disabilities and English Language Learners will be served within the general education setting to the greatest extent appropriate, supported by accommodations, ESOL strategies, and specialized personnel.

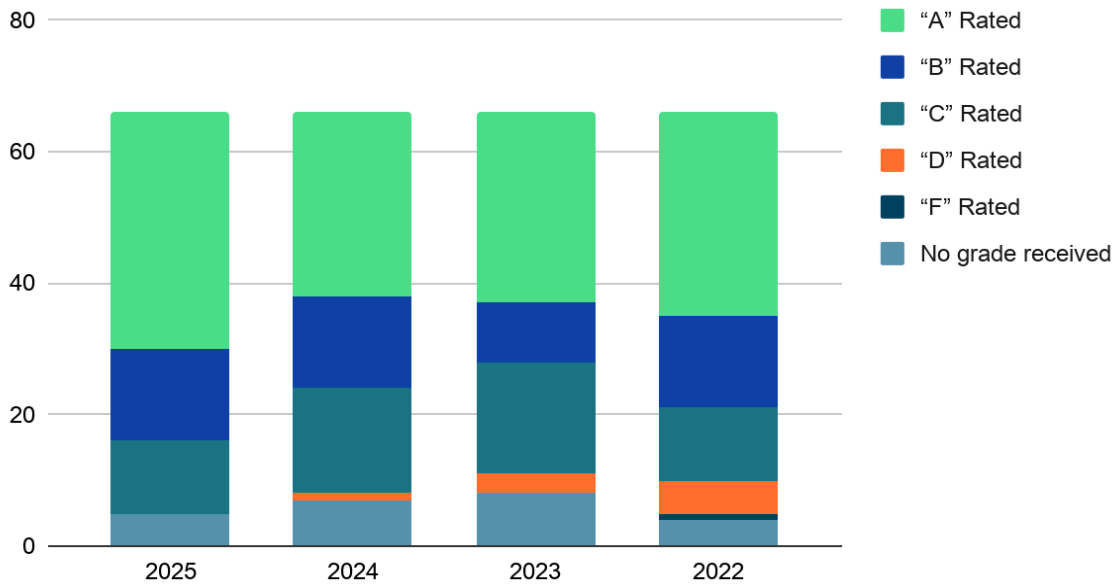
Instructional staff will participate in Professional Learning Communities and receive ongoing professional development aligned with the Somerset model. This collaborative structure, supported by mentorship from the principal of the replicated high-performing school, ensures consistent implementation and fidelity to the proven model.

Network Academic & Demographic Data

The following table provides a summary of the school grade distribution for the 66 schools in the Somerset network:

School Grade	2025	2024	2023	2022
"A" Rated	36	28	29	31
"B" Rated	14	14	9	14
"C" Rated	11	16	17	11
"D" Rated	0	1	3	5
"F" Rated	0	0	0	1
No grade received	5	7	8	4

School Grades



* Specific School Grade Data can be found in Appendix A

Percent of Economically Disadvantaged Students (Average)			
2025	2024	2023	2022
63.9%	64.9%	64.3	62.9

Operational and Fiscal Performance

Somerset Academy, Inc. demonstrates strong organizational capacity and financial stability to successfully operate and replicate a high-quality charter school. As a Commissioner-designated High-Performing Charter School System, it oversees over 75 schools in Florida with a consistent record of compliant operations and sound fiscal management. The systems and practices supporting performance at existing schools will be extended to Somerset Academy Escambia.

The Governing Board provides active oversight of academic and financial matters, retaining ultimate authority over budget approval and compliance. Day-to-day functions are supported by Academica, providing back-office services including accounting, HR, and regulatory compliance. The network has a history of clean independent audits and positive fund balances. The budget for Somerset Academy Escambia reflects realistic enrollment projections and expenditures aligned to the staffing plan. Financial planning includes a contingency budget and access to network resources or a line of credit from Building Hope to mitigate start-up risks.

Historical Total Net Data

	2025	2024	2023	2022
Schools Reporting Audit Data	0	25	25	25
Total Value of Net Balance (SUM)	n/a	\$96,717,455	\$43,110,299	\$22,444,694
Average Net Balance	n/a	\$3,868,698	\$1,724,412	\$897,788
Schools With Negative Net Balance	n/a	0	2	1
Schools above 0 and below the average	n/a	16	13	12
Schools above the average	n/a	9	10	12

Evaluation Materials

The Florida Charter Institute Review Team utilizes the Florida Department of Education's Model Florida Charter School Application and the corresponding Florida Charter Institute evaluation instruments to review charter school applications. This application was reviewed by a team of experts at the Florida Charter Institute on behalf of the University of West Florida.

The evaluation of the Somerset Academy Escambia application is based on a comprehensive review of the written application materials, including the educational, operational, and financial plans; required attachments; and statutory assurances. The review also considered documentation identifying Somerset Academy Boca as the high-performing school proposed for replication and evidence supporting the replication model described in the application. Reviewers assess each section of the application against established criteria to determine whether the proposed school demonstrates the capacity to open, operate, and sustain a high-quality public charter school.

Following the initial review of the written application, the Florida Charter Institute conducts a capacity interview with applicants whose submissions meet the basic statutory and programmatic requirements. The capacity interview provides Somerset Academy, Inc. the opportunity to present its proposed school model as a pitch, clarify application components, and demonstrate organizational, academic, and financial capacity to replicate a high-performing elementary school program. Information obtained during the capacity interview is used to confirm readiness for implementation, fidelity to the replication model, and the alignment between the written application and actual operational plans.

The final evaluation materials reflect the full body of evidence reviewed, including the original application, supporting documentation, and clarifications provided during the capacity interview. These materials collectively inform the overall assessment of Somerset Academy Escambia's readiness, coherence, and alignment with Florida charter school statutes and best practices. The evaluation process ensures that the proposed school meets

applicable standards and demonstrates a clear plan to deliver a rigorous, inclusive, and sustainable K to 5th educational program consistent with the proven Somerset Academy model.

Charter Application Review Summary

Proposed Charter School Name		
Somerset Academy Escambia		
Date Received	Board Meeting Date	Proposed Opening Date
May 11, 2026	June 18, 2026	August 2026
Authorizer		
University of West Florida		

The Florida Charter Institute has completed a review of the charter application for the proposed charter school and recommends this application be **approved**.

Proposed Charter School Name				
Somerset Academy Escambia				
Year 1 Enrollment	Year 2 Enrollment	Year 3 Enrollment	Year 4 Enrollment	Year 5 Enrollment
180	270	360	470	580
Schools Mission Statement				
Empowering students to explore global learning opportunities to promote and enrich their communities.				
Brief summary of the instructional approach of the proposed charter school				
Somerset Academy Escambia will implement a rigorous, student-centered approach grounded in high expectations and data-driven differentiated instruction. The curriculum is aligned to Florida B.E.S.T. Standards and features a 90-minute daily reading block and a structured STEAM framework. Teaching is supported by a comprehensive MTSS framework to ensure interventions and enrichment meet all learner needs.				

Primary Application Strengths

The application for Somerset Academy Escambia presents a comprehensive and well-developed plan to establish and operate a high-quality Kindergarten through Grade 5 public charter school through the replication of a proven, high-performing model. The proposed school leverages the demonstrated success, experience, and established systems of Somerset Academy, Inc., including the replication of a Commissioner-designated High-Performing Charter School, and reflects clear readiness to open and sustain operations with fidelity.

A significant strength of the application is the replication of Somerset Academy Boca, a Commissioner-designated High-Performing Charter School. The proposed school demonstrates substantial alignment with the replicated school in mission, curriculum, instructional practices, assessment systems, governance, and student support services. The application outlines a structured replication strategy that includes direct mentorship from the replicated school's principal, ensuring continuity of implementation and reducing start-up risk through the transfer of proven operational and instructional systems.

The educational program is rigorous, coherent, and aligned to Florida's B.E.S.T. Standards across all core content areas. The curriculum is grounded in the Science of Reading and incorporates a comprehensive STEAM framework utilizing the 5E Instructional Model and Project Lead the Way resources. Instruction is supported through data-driven decision-making, and ongoing progress monitoring.

The application demonstrates a strong commitment to serving all students through inclusive instructional practices and comprehensive support systems. Detailed plans are provided for the identification, evaluation, and service delivery of Exceptional Student Education students and English Language Learners. Services are designed to be delivered primarily within inclusive classroom settings, ensuring access to the general education curriculum while meeting individual student needs in compliance with applicable federal and state requirements.

The application also reflects careful attention to school safety and security requirements. Comprehensive plans are provided to ensure compliance with the Marjory Stoneman Douglas High School Public Safety Act, including procedures for Safe-School Officer coverage, emergency preparedness, threat assessment protocols, and staff training. The inclusion of C.R.A.S.E. training and detailed operational procedures demonstrates a proactive approach to maintaining a safe learning environment.

Primary Application Deficiencies

While the application for Somerset Academy Escambia is comprehensive and demonstrates substantial capacity to replicate a high-performing charter school model, several areas require additional clarification or further development to ensure successful implementation and alignment with local community needs. These concerns do not preclude approval of the application but warrant attention during the start-up period and ongoing oversight.

The application does not identify the specific evidence-based curricula that will be utilized for Tier 3 intensive interventions in reading and mathematics. While the MTSS framework is well developed, additional detail regarding the intervention programs, implementation procedures, and methods for monitoring fidelity of intensive interventions would strengthen confidence in the effectiveness of the proposed intervention system.

The proposed governing board does not currently include members residing in Escambia County or individuals demonstrating direct ties to the local community. Although the board possesses substantial professional expertise, the absence of local representation may limit the board's ability to fully understand and respond to community-specific needs, stakeholder expectations, and local educational priorities.

The application presents inconsistent information regarding the proposed facility. While the written application indicates that a specific site had not yet been identified, information provided during the capacity interview suggested that the school is expected to be located on the University of West Florida campus. Additional transparency and documentation regarding facility planning would strengthen the application and provide greater clarity

regarding implementation timelines and readiness.

The financial plan is based on an initial enrollment projection of 180 students, a target that may be difficult to achieve given the compressed pre-opening timeline. While the applicant provided contingency budgets for lower enrollment scenarios, those plans rely on significant staffing reductions, including the elimination of the ESE teacher position. This raises substantial concerns regarding the school's ability to adequately serve students with disabilities and maintain compliance with its proposed educational program. As presented, the lower-enrollment budget scenarios would materially compromise the school's capacity to implement the academic program, student support services, and specialized interventions described in the application that replicates a high performing school design that benefits from a much more robust budget. It will be challenging to implement a high performing program for students under a lower enrollment budget scenario.

Finally, while the application acknowledges that modifications may be necessary to meet the needs of the Escambia County student population, the discussion of local adaptation remains largely generalized. Additional demographic analysis and site-specific programmatic strategies would provide stronger evidence that the replicated model has been thoughtfully adapted to address the unique characteristics and needs of the local community.

Overall Assessment Summary

The summary below provides an overall summary of the FCI review of the charter application.

Name of Charter School	Somerset Academy Escambia
-------------------------------	---------------------------

Evaluation Criteria

	Meets	Partially Meets	Does Not Meet
Sec. 1 – Mission / Vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 2 – Target Population and Student Body	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 3 – Education Program Design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sec. 4 – Curriculum Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 5 – Student Performance, Assessment and Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 6 – Exceptional Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 7 – English Language Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 8 – School Culture and Discipline	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 9 – Supplemental Programming	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 10 – Governance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sec. 11 – Management and Staffing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 12 – Human Resources and Employment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 13 – Professional Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 14 – Student Recruitment and Enrollment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 15 – Parent and Community Involvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 16 – Facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 17 – Transportation Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 18 – Food Service Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 19 – School Safety and Security	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 20 – Budget	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sec. 21 – Financial Management and Oversight	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 22 – Start-Up Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addendum A – Replications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addendum A1 – High-Performing Replications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addendum B – Education Service Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

■

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section.

DENY	APPROVE
<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name of Person Completing Assessment: Susie Miller Carello

Date: 6/3/2026

Title: Executive Director, Florida Charter Institute

Signature: _____

Rule 6A-6.0786
Form IEPC-V2
Effective December 2019

I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:

s. 1002.33(2)

Evaluation Criteria:

A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>The school's mission clearly aligns with the statutory purposes of Florida charter schools and emphasizes academic achievement, character development, leadership, and college and career readiness. The mission and vision statements are well defined and provide a coherent framework to guide instructional priorities and school operations. The application demonstrates a clear commitment to fostering a positive school culture grounded in honor, respect, and responsibility.</p> <p>Additionally, the proposed model supports the development of well-rounded students through intentional leadership opportunities and meaningful enrichment experiences. The mission is reinforced by strong</p>	<p>8, 9</p> <p>11</p>

alignment with Florida’s charter guiding principles, as evidenced by articulated accountability structures, a focus on academic rigor, and transparent performance expectations. Collectively, these elements establish a solid foundation for programmatic decision-making and long-term student success.	
--	--

Concerns and Additional Questions	Reference
None	

2. Target Population and Student Body

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school’s charter.

Statutory Reference(s):

s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body with the overall mission of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application provides a clear and appropriate description of the intended target population, identifying students in grades K–5 within Escambia County as the primary student body. The enrollment plan is consistent with the school’s mission to serve families seeking a structured, academically rigorous instructional program supported by strong systems and a positive school culture.	11

<p>The application demonstrates compliance with Florida statutory requirements by clearly outlining an open-admissions policy and a lottery-based enrollment process to be implemented when applications exceed available capacity. The enrollment procedures reflect adherence to equitable access principles required under state law.</p>	11
<p>The application identifies enrollment preferences consistent with s. 1002.33(10)(d), F.S., including siblings of currently enrolled students and children of school employees and governing board members. These preferences are clearly stated and appropriately aligned with statutory requirements.</p>	12
<p>The application outlines outreach and recruitment strategies intended to support equitable access and community representation. These efforts include community-based engagement, multilingual outreach strategies, and multiple enrollment access points designed to reduce barriers for families.</p>	11-12
<p>The enrollment growth plan and projections are grounded in local contextual factors, including district enrollment trends and facility capacity constraints within the surrounding geographic area. These assumptions provide a reasonable basis for phased school expansion.</p>	13

Concerns and Additional Questions	Reference
<p>The application does not clearly demonstrate how the specific demographic characteristics of the Escambia County community have been used to meaningfully inform the design of instructional programs, student supports, or school-based services beyond general references to the Somerset network model.</p>	11
<p>While the application emphasizes that high-quality instruction is universally applicable across student populations, it does not sufficiently explain how the replication model will be intentionally adapted to address potential differences in student needs, context, or demographic composition relative to those typically served by the Somerset network.</p>	11

<p>While the application includes district-level demographic data, it does not provide a detailed analysis of how specific characteristics of the local student population, including the proportion of students with disabilities and economically disadvantaged students, have directly informed instructional design decisions or support structures for this school site.</p> <p>While the application's year one targets are reasonable and within what is typically seen by first year charter schools, the fact that this application has not yet been approved, and school starts less than two months after the scheduled date for approval, the reviewers find it highly unlikely that they would be able to meet the enrollment targets during year one. To be able to recruit 188 students within just the kindergarten and first grades is unlikely in the proposed time frame. In addition, the applicant indicated during the capacity interview that the current facilities plans will likely not support an enrollment level as high as presented in the application. Another school in Florida opened in a very similar situation in the 2025-26 school year, having been approved on a college campus with only 2 months remaining, and they opened the school with only 25 students (students were grades 6-8).</p>	<p>Addendum A1</p>
---	--------------------

3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s):

s. 1002.33(7)(a)2.

Evaluation Criteria:

A response that meets the standard will present an educational program design that:

- An educational program design that:
 - o Is clear and coherent;
 - o Is based on effective, experience or research-based educational practices and teaching methods, and high standards for student learning;
 - o Aligns with the school's mission and responds to the needs of the school's target population, and
 - o Is likely lead to improved student performance for the school's target population.

- A proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>The application presents a generally coherent educational program that aligns with the school’s mission of promoting academic achievement and developing responsible, self-directed learners. The proposed instructional model is grounded in the established Somerset Academy replication framework and incorporates research-based practices, including data-driven instruction, differentiated supports, structured literacy, STEM integration, experiential learning, and a Multi-Tiered System of Supports / MTSS.</p>	<p>14</p> <p>14, 15</p> <p>15, 21, 22</p>
<p>The educational design reflects a commitment to high academic expectations and continuous progress monitoring through the use of assessment data, intervention planning, and collaborative instructional practices. The application describes a standards-based curriculum aligned to the Florida B.E.S.T. Standards and identifies core instructional programs utilized within the Somerset network. The proposed program also includes supports for diverse learners through varied instructional strategies, tutoring, accommodations, enrichment opportunities, and acceleration options.</p>	<p>15</p> <p>22, 23</p>
<p>The application provides a daily instructional schedule that generally aligns with statutory instructional minute requirements and the priorities described within the educational program. Dedicated instructional blocks for reading, mathematics, science, social studies, writing, intervention, enrichment, and electives demonstrate an intentional focus on core academic instruction and student engagement.</p>	<p>15, 16</p> <p>Attachment B</p>

Concerns and Additional Questions	Reference

<p>Additional clarification is needed regarding how promotion, retention, remediation, acceleration, and parent notification requirements will be operationalized at the school level in alignment with the Sponsor's Student Progression Plan, especially considering the university has not adopted a student progression plan.</p>	14, 18
<p>The application projects approximately 17.5 percent enrollment of students with disabilities and requires additional clarification regarding anticipated ESE staffing, related service providers, and the proposed service delivery model for students with disabilities to ensure appropriate instructional support and access to core instruction.</p>	51
<p>While the application references MTSS, intervention, remediation, and reading deficiency supports, additional information is needed regarding the reading and mathematics intervention programs that will be utilized for students requiring intensive intervention, the evidence supporting their selection, and fidelity monitoring procedures.</p>	21, 22
<p>Additional information is needed regarding how ESE services, related services, intervention services, and progress monitoring activities will be scheduled and delivered throughout the instructional day while maintaining student access to core instruction and ensuring implementation of IEP requirements.</p>	63
<p>While the application outlines a Multi-Tiered System of Supports (MTSS) framework, additional clarification is needed regarding movement between tiers, decision-making criteria, frequency of progress monitoring, and how MTSS data will inform instructional decisions. The application should clearly demonstrate that the MTSS framework is designed to support improved student performance for the school's target population.</p>	21, 22

4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

Statutory Reference(s):

s. 1002.33(6)(a)2.; s. 1002.33(6)(a)4.; s. 1002.33(7)(a)2.; s.1002.33(7)(a)4.

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is well-aligned with the school’s mission and educational philosophy;
- Provides an emphasis on reading;
- Will enable students to attain Florida standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for students below, at, and above grade level.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application presents a curriculum that is fully aligned with Florida’s B.E.S.T. Standards across English Language Arts, Mathematics, Science, and Social Studies. This alignment establishes a clear standards-based instructional foundation intended to support consistent expectations for student learning across all grade levels.	24
The instructional program is grounded in research-based curricula, including McGraw-Hill Wonders for English Language Arts, enVision Mathematics, and Inspire Science. These selections demonstrate reliance on widely used instructional materials that support structured delivery of core academic content.	24, 32-33
The application establishes a strong emphasis on literacy instruction as a foundational priority. A minimum of 90 consecutive minutes of daily reading instruction is required, with instruction grounded in the Science of Reading and designed to build foundational literacy skills through explicit, systematic instruction.	16, 24
The instructional model incorporates a structured STEAM framework across all grade levels using the 5E Instructional Model and Project Lead the Way. This approach is designed to promote interdisciplinary learning, inquiry-based instruction, and the development of critical thinking and problem-solving skills.	17, 29, 30

<p>The application emphasizes differentiated instructional strategies across all content areas, including the use of Universal Design for Learning, CRISS strategies, and flexible grouping structures. These approaches are intended to support diverse learning needs and promote access to grade-level content.</p>	25, 31
<p>The application provides a clear rationale for its selected curricular programs, noting that they are based on successful implementation within a high-performing Somerset Academy replication model. This rationale supports the consistency of instructional practices across the network.</p>	17, 32

Concerns and Additional Questions	Reference
<p>The application does not identify the specific Tier 3 intervention curricula that will be used for students requiring intensive support in reading and mathematics. References to MTSS and remediation are included, but the instructional materials for intensive intervention are not clearly defined.</p>	22
<p>The application does not provide clear criteria for selecting evidence-based intervention programs in reading and mathematics. The basis for program selection and alignment to statutory requirements is not sufficiently detailed.</p>	26
<p>The application does not describe procedures for monitoring fidelity of implementation for intensive interventions. Expectations for ensuring interventions are delivered as designed are not clearly articulated.</p> <p>The mathematics intervention plan does not clearly define a separate, structured curriculum for students performing below grade level.</p> <p>Below-grade-level supports are described generally but lack specificity in instructional design and materials.</p>	30
<p>The application does not fully demonstrate how the intervention system aligns with Florida statutory requirements for students with substantial reading and mathematics deficiencies.</p>	28, 36

5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

Statutory Reference(s):

s. 1002.33(6)(a)3.; s.1002.33(7)(a)3.; s.1002.33(7)(a)4.; s.1002.33(7)(a)5.

Evaluation Criteria:

A response that meets the standard will present:

- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application presents a comprehensive and well-structured assessment system that integrates state-required assessments, interim diagnostics, and ongoing internal progress monitoring. The inclusion of FAST Progress Monitoring 1–3, i-Ready administered three times per year, and targeted science progress monitoring in Grade 5 demonstrates a coherent multi-tiered assessment approach designed to inform instruction throughout the year.	43 37, 38, 43
The application reflects a strong data-driven instructional model with clearly defined roles and responsibilities for data analysis and	44-45

<p>instructional decision-making. Leadership, including the Principal, Grade-Level Chairs, and instructional coaches, are responsible for facilitating data use, with classroom teachers actively engaging in ongoing analysis to adjust instruction. This structure supports consistent use of student performance data to guide instructional planning. The school design incorporates structured continuous improvement processes through Professional Learning Communities and MTSS meetings. These systems are intended to support regular review of student performance data and promote collaborative instructional problem-solving. The inclusion of student-facing data discussions further reflects an effort to build student awareness of academic progress and ownership of learning.</p> <p>The application includes measurable mission-aligned goals beyond state accountability requirements, including targets for parent satisfaction and assessment preparation. These additional indicators demonstrate attention to stakeholder engagement and school-wide academic readiness expectations.</p> <p>The application also reflects an understanding of student privacy requirements and outlines adherence to FERPA and applicable Florida statutes, demonstrating awareness of data protection obligations in handling student information.</p>	<p>45-46</p> <p>45-46</p> <p>39</p> <p>50</p>
---	---

Concerns and Additional Questions	Reference
<p>The academic performance targets presented are generally aligned with current district baseline proficiency levels. While these goals are measurable, they do not clearly demonstrate accelerated growth expectations consistent with a high-performing “gap-buster” replication model. As written, the targets appear to reflect maintenance of existing performance levels rather than ambitious improvement or rapid gap closure.</p> <p>The application references alignment with the Sponsor’s Student Progression Plan; however, it does not clearly describe how procedures for promotion, retention, remediation, and acceleration will be</p>	<p>37</p> <p>39</p>

<p>operationalized at the school level. Additional clarification is needed regarding the specific processes used to ensure consistent implementation and communication with families.</p>	
<p>The rationale for establishing conservative performance benchmarks during the initial year is noted; however, it is unclear how the school will ensure that early-year data will be used to promptly recalibrate expectations if student performance indicates significantly different baseline levels than projected. Clarification is needed regarding the process and authority for adjusting performance targets while maintaining high expectations.</p>	38
<p>It is unclear how the school will ensure that students entering below grade level achieve the accelerated academic growth necessary to close achievement gaps within a defined timeframe, including the specific instructional strategies and interventions that will be used to support this outcome.</p>	47-48
<p>The application does not clearly describe how the school will operationalize Grade 3 retention requirements to ensure that retained students receive instruction that is meaningfully differentiated from prior exposure while continuing to meet statutory reading expectations.</p>	41

6. Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(16)(a)3.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student’s unique needs through the IEP process.
- An appropriate plan for evaluating the school’s effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>The application outlines a comprehensive continuum of services for exceptional student education, with a clear emphasis on inclusion within the general education setting. The service delivery model includes support facilitation and consultation, and it provides examples of environmental, instructional, and behavioral accommodations that will be implemented to support student access to grade-level content.</p>	60-61
<p>The application describes a structured identification and support process grounded in the Multi-Tiered System of Supports / MTSS and Response to Intervention framework. It defines a tiered approach for moving students through increasing levels of intervention, with clear expectations that lack of progress through intensive supports will prompt consideration for formal evaluation.</p>	57-58

<p>The plan for identifying and serving gifted students is well developed and includes defined identification criteria such as cognitive assessment thresholds and behavioral characteristics checklists. The application also demonstrates an effort to expand access for underrepresented populations and outlines multiple service delivery models, including self-contained instruction, pull-out services, and support facilitation.</p>	67-68
<p>The application reflects strong alignment with federal and state requirements, including IDEA, ADA, and Section 504. It demonstrates a commitment to implementing the Sponsor’s ESE policies and procedures and incorporates compliance with the Marjory Stoneman Douglas Public Safety Act, including systems for mental health identification and referral.</p>	53-59
<p>The staffing model is supported by both school-based personnel and access to network-level expertise through centralized special education leadership support. This structure provides additional technical assistance and compliance guidance to support implementation of ESE and gifted services.</p>	65

Concerns and Additional Questions	Reference
<p>The application does not clearly identify the specific evidence-based curricula that will be used to deliver Tier 3 intensive interventions in reading and mathematics for students requiring intensive support. The service delivery model does not clearly describe how ESE services, related services, and intervention blocks will be scheduled to ensure students maintain consistent access to core instruction while receiving all required supports outlined in their IEPs.</p>	22
<p>The application does not provide sufficient specificity regarding anticipated ESE caseloads or the allocation of responsibilities for service delivery, case management, and compliance monitoring relative to the projected population of students with disabilities. While the proposed ESE program generally describes the supports and services that will be available, the staffing plan raises concerns about the school's capacity to</p>	63 51, 65

<p>implement those services consistently across varying enrollment scenarios. In particular, the contingency staffing model eliminates the dedicated ESE teacher position, creating uncertainty regarding how the school would ensure timely implementation of IEPs, delivery of specialized instruction and related services, progress monitoring, and compliance with federal and state requirements. Additional clarification is needed regarding how the school would maintain appropriate supports and ensure students with disabilities continue to receive services in the least restrictive environment if enrollment falls below projections. The application would be strengthened by demonstrating that ESE staffing and service delivery can be sustained and remain aligned to student needs across a range of enrollment levels.</p> <p>The MTSS framework does not clearly define decision-making criteria for movement between tiers, including exit criteria, progress monitoring frequency, or referral thresholds for formal evaluation to ensure timely identification of students needing additional support.</p>	<p>Attachment X</p> <p>57, 58</p>
--	-----------------------------------

7. English Language Learners

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(10)(f)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan for educating English Language Learner students that reflect the full range of programs and services required to provide all students with a high-quality education.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application demonstrates strong compliance with federal and state requirements governing English Language Learner services, including the Consent Decree. It outlines a clear and timely identification process using Home Language Surveys and state-approved English language proficiency assessments administered within the first 20 days of enrollment, ensuring early and consistent identification of eligible students.	72
The instructional model includes appropriate service delivery options such as Mainstream-Inclusion and Curriculum Content in Home Language to support access to grade-level instruction while addressing language acquisition needs. The application also establishes a structured monitoring system through individualized Student ELL Plans and an ELL	74

<p>Committee to guide instructional decisions and review student progress. In addition, it includes a two-year post-exit monitoring process to track former ELL students after reclassification, and it identifies staffing requirements that include ESOL-endorsed instructional personnel and a designated coordinator to oversee program implementation.</p>	<p>76-77</p> <p>78-79</p>
---	---------------------------

Concerns and Additional Questions	Reference
<p>The application limits bilingual paraprofessional support to situations where at least 15 students share the same home language, which may restrict access to linguistic support for students in smaller language groups.</p> <p>The application references the Sponsor’s ESOL Procedures Manual as a guiding document for the implementation of services and compliance requirements for English Language Learners. However, the Sponsor does not currently maintain an ESOL Procedures Manual. As a result, it is unclear what specific procedures, guidance, or requirements the school intends to follow in this area.</p>	<p>76, 79</p>

8. School Culture and Discipline

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

Statutory Reference(s):

s. 1002.33(7)(a)7.; s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A planned school culture that is consistent with the school’s mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children’s rights related to enforcing student discipline, suspension, and recommended expulsion, including the school’s code of conduct, if available.

- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>The application describes a school culture that is aligned with the school’s mission of promoting student achievement within a safe and supportive learning environment. It integrates character education into the broader instructional program to reinforce student responsibility, respect, and continuous improvement.</p> <p>The school culture framework emphasizes a balanced approach that combines academic rigor with character development and community engagement.</p>	80, 81

Concerns and Additional Questions	Reference
<p>The application does not provide a clear classroom management or discipline model beyond general alignment with the Sponsor’s Code of Student Conduct, and it does not explain how discipline will be consistently implemented across classrooms.</p> <p>The section does not address how disciplinary procedures will be applied to students with disabilities or demonstrate compliance with required legal protections and procedural safeguards.</p> <p>The application does not define the specific roles of administrators, teachers, staff, or the governing board in implementing and overseeing discipline policies.</p>	<p>80</p> <p>80</p> <p>Attachment N</p>

9. Supplemental Programming

The Supplemental Programming section should describe extra and co-curricular activities offered by the school. This section is optional.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>The application presents a diverse range of supplemental programming that includes athletics, academic clubs, and performing arts. Offerings such as golf, Robotics Club, Chess Club, Student Council, Singing Sensations, and school-wide performances provide students with multiple avenues for enrichment and engagement beyond the core academic program.</p>	80, 81
<p>The supplemental programs are aligned with and reinforce the academic curriculum. Activities such as the STEAM showcase, Robotics Club, and Battle of the Books extend classroom learning and support the development of critical thinking, collaboration, and content mastery. The programming incorporates opportunities to build student teamwork, responsibility, and engagement, contributing to a positive school environment and supporting student well-being through structured extracurricular participation.</p>	80, 81

Concerns and Additional Questions	Reference
None	

II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

10. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

Statutory Reference(s):

s. 1002.33(7)(a)15.; s. 1002.33(9)

Evaluation Criteria:

A response that meets the standard will present:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board's roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.
- An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Board members collectively possess a diverse range of professional expertise, including experience in education, finance, real estate, legislative affairs, and organizational leadership, providing a strong	84, 85

<p>foundation for charter school oversight. The application also demonstrates a sustainable governance structure through established bylaws, member selection procedures, term limits, committee structures, conflict-of-interest policies, and compliance with Florida's open meetings and public records requirements.</p>	<p>Attachments H, I, J, K</p>
--	-------------------------------

<p>Concerns and Additional Questions</p>	<p>Reference</p>
<p>A significant concern exists regarding the composition of the Governing Board. None of the identified board members reside in Escambia County or appear to have direct ties to the local community.</p>	<p>Attachment L</p>
<p>While the board members possess substantial professional expertise, the application provides limited evidence that the board has firsthand knowledge of the unique educational needs, demographic characteristics, community priorities, workforce demands, and stakeholder expectations within Escambia County.</p>	<p>84, 85</p>
<p>Effective charter school governance requires not only professional expertise but also an understanding of the local context in which the school will operate. The absence of local representation may limit the board's ability to make informed decisions that reflect community needs, engage meaningfully with local stakeholders, and provide responsive oversight of school performance and operations. Although advisory bodies are proposed, their role does not substitute for local representation and community knowledge at the governing board level, where ultimate responsibility for the academic, organizational, and financial success of the school resides.</p>	<p>88, 89</p>

11. Management and Staffing

The Management and Staffing section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

Statutory Reference(s):

s. 1002.33(7)(a)9.; s. 1002.33(7)(a)14.

Evaluation Criteria:

A response that meets the standard will present:

- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.
- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>The application provides clear organizational charts for the pre-operational year, first year of operation, and full enrollment, demonstrating defined reporting lines among the governing board, school leadership, and staff. These structures establish clear lines of authority and responsibility. The management model identifies the principal as the primary instructional and operational leader responsible for staff hiring, evaluation, curriculum oversight, classroom management, and reporting to the governing board. The governing board establishes clear qualifications for the school leader, including a master’s degree, Florida Educational Leadership certification, and demonstrated alignment with Florida Principal Leadership Standards.</p>	<p>90-93</p>

Concerns and Additional Questions	Reference
<p>The application does not identify a specific qualified school leader candidate at the time of submission, although one was identified during the capacity interview.</p>	<p>Addressed in Capacity Interview</p>

12. Human Resources and Employment

The Human Resources and Employment section should define the policies and procedures that frame the school’s relationship with its staff.

Statutory Reference(s):

s. 1002.33(7)(a)14.; s. 1002.33(12)

Evaluation Criteria:

A response that meets the standard will present:

- A clear explanation of the relationship between employees and the school.
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
- A compensation and benefits plan or outline of such a plan that is aligned with Florida’s Student Success Act, and will attract and retain quality staff.
- Procedures that are likely to result in the hiring of highly-effective personnel.
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>The application establishes a clear at-will employment framework consistent with Florida law, including defined probationary and annual contract structures and a progressive discipline process. This provides a structured approach to employment expectations and personnel management. The evaluation systems for both teachers and administrators align with the Student Success Act and s. 1012.34, F.S. The models incorporate required components, including student performance, instructional practice, and professional responsibilities, with appropriate weighting. The compensation plan is performance-based and aligned with statutory requirements, linking salary progression to effectiveness ratings. The benefits package is comprehensive and includes multiple health plan options, immediate vesting in employer-supported retirement contributions, and professional development support intended to strengthen retention.</p>	<p>94-98</p>
<p>The hiring process includes multi-step screening procedures, background checks, and drug testing requirements. Staff are held to professional standards through adherence to the Florida Educator Code of Ethics and ongoing performance monitoring through instructional walkthroughs.</p>	<p>100</p>

Concerns and Additional Questions	Reference
The performance-based compensation structure includes salary adjustments that are dependent on available budget resources, which may create variability in the implementation of incentive-based pay increases.	98

13. Professional Development

The Professional Development section should clearly describe the proposed expectations and opportunities for administrators, teachers, and other relevant personnel.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application establishes a clear professional development structure led by a principal-appointed PD Facilitator and supported by a Professional Learning Community of administrators and department heads. This structure provides coordinated oversight of training and implementation.	102
The PD plan aligns with key instructional priorities, including the Science of Reading, B.E.S.T. Standards, data-driven instruction, and STEAM integration. These focus areas directly support the academic program.	103-104
A structured two-phase induction program is provided through the Somerset Academy New Educator Support System, offering pre-opening	

<p>training in instructional expectations, classroom management, and network procedures.</p> <p>Ongoing professional development is differentiated by role, with instructional staff receiving curriculum and student support training and administrators receiving targeted training in operational areas such as scheduling, evaluation, and budgeting.</p>	102-104
---	---------

Concerns and Additional Questions	Reference
None	

14. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Statutory Reference(s):

s. 1002.33(7)(a)7.; s. 1002.33.(7)(a)8.; s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.
- A plan and process that will likely result in the school meeting its enrollment projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>The application presents a comprehensive recruitment strategy using multiple channels, including digital and social media platforms, direct mail, and community-based outreach to churches and Pre-K programs. This multi-modal approach supports broad community awareness and engagement. The recruitment plan includes targeted outreach to underrepresented student populations, including economically</p>	106-108

disadvantaged students, Students with Disabilities, and English Language Learners. Materials are designed to be accessible in multiple languages and partnerships with community organizations support broader outreach. The admissions process is open and non-discriminatory, with a clear lottery system used when applications exceed capacity. The process ensures equitable access regardless of student background. The plan complies with controlled open enrollment requirements under Florida law.	
--	--

Concerns and Additional Questions	Reference
Projected enrollment may fall short of the levels needed to fully utilize capacity given the time constraints.	Addressed in capacity interview

15. Parent and Community Involvement

The Parent and Community Involvement section should provide a broad overview of the school’s plans to encourage and support parental and community involvement.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- A general conception of how parents will be involved with the school that aligns with the school’s mission and provisions of the educational program. A detailed plan may be developed following approval.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application presents a well-developed framework for parent and community involvement through established structures such as the Parent/Teacher/Student Organization / PTSO and School Advisory	109-111

<p>Council (SAC). The school demonstrates a commitment to maintaining strong communication with families through multiple channels, including parent-teacher conferences, newsletters, a school website, event calendars, and the Parent-Link broadcast system. The inclusion of defined parent leadership roles, such as Room Parents, and the provision of dedicated meeting space for parent organizations further support meaningful family engagement. Additionally, the plan aligns with the school's mission by encouraging parents to serve as active participants in the educational program and includes a board-representative parent liaison to facilitate communication, access to information, and dispute resolution in accordance with Florida Statutes.</p>	
--	--

Concerns and Additional Questions	Reference
None	

III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

16. Facilities

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Statutory Reference(s):

s. 1002.33(7)(a)13.; s. 1002.33(18)

Evaluation Criteria:

If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school's opening OR a timeline to ensure the facility will be in compliance and ready by school's opening.

- A facility that is appropriate and adequate for the school’s program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school’s program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application provides a thorough and realistic description of the facility needs required to support the proposed educational program, including traditional classrooms, specialized instructional spaces, multimedia areas, and indoor and outdoor activity facilities. The applicant demonstrates an understanding of statutory and safety requirements by committing to compliance with the Florida Building Code, the Florida Fire Prevention Code, and all required health and safety inspections. The facilities budget is supported by an established methodology based on historical lease costs from comparable charter schools and uses a per-student station cost that is consistent with similar schools. The application also demonstrates access to financial resources through its charter school network and an identified lender capable of providing facility financing or a line of credit if needed. In addition, the applicant presents a reasonable contingency plan for securing an alternative educationally zoned facility should the proposed site become unavailable.	112-114

Concerns and Additional Questions	Reference
Additional clarity regarding the proposed facility location would strengthen the application. While the written application indicates that a specific site has not yet been identified, information provided during the capacity interview suggests that the school may be located on the	112-114 Capacity Interview

University of West Florida campus. Confirmation of the proposed location and its status would provide greater transparency regarding the facility plan.	
---	--

17. Transportation

The Transportation section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)

Evaluation Criteria:

A response that meets the standard will present:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application demonstrates a commitment to compliance with Florida statutes governing charter school transportation and student access. The transportation plan includes provisions to ensure that transportation is not a barrier to enrollment by offering support to students whose families experience financial or logistical hardships. The school proposes to utilize Sponsor-approved transportation providers and maintain oversight through required contractor documentation. The plan also addresses the transportation needs of students with disabilities by providing specialized services when required by an Individual Education Plan. Additionally, the use of parent transportation agreements promotes family engagement while supporting student transportation needs.	115

Concerns and Additional Questions	Reference

The plan relies on parents notifying the school of transportation hardships before services are considered, which may reduce awareness of available transportation assistance for some families.	115
--	-----

18. Food Service

The Food Service section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)(a)1.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application demonstrates a commitment to providing nutritious meals that comply with the USDA Dietary Guidelines, and applicable federal regulations. The school plans to participate in the National School Lunch Program and provide free or reduced-price meals to eligible students. The application outlines clear procedures for determining meal eligibility, including direct certification for qualifying student populations and the use of the Florida Automated Nutrition System for program administration and accountability. The proposed food service model provides flexibility through either on-site meal preparation or contracted services with qualified vendors. The school also commits to maintaining health and safety standards through regular inspections by the State Department of Health.	116-117

Concerns and Additional Questions	Reference

None	
------	--

19. School Safety and Security

The School Safety and Security section should provide a description of the school’s plan to ensure the safety and security of its students and faculty.

Statutory Reference(s):

s. 1002.33(7)(a)11; s. 1002.33(16)(b)8, 12, and 14

Evaluation Criteria:

A response that meets the standard will present:

- A plan that reasonably ensures the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed after approval of the application.
- A description of how the school plans to comply with the requirement that at least one safe-school officer is present while school is in session.
- Procedures that clearly demonstrate a plan to respond to active assailant incidents.
- A description of how the school plans to train school staff to respond to active assailant incidents.
- A description of how the school will establish a team to coordinate resources, assess and intervene with students whose behavior may pose a threat to the safety of the school, school staff or students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application demonstrates a strong commitment to school safety through alignment with the requirements of the Marjory Stoneman Douglas High School Public Safety Act, the Jessica Lunsford Act, and Alyssa’s Law. The proposed safety framework includes a School-Based Safety Team supported by network-level safety leadership and the use of established assessment tools to identify and address site-specific security needs. The application outlines comprehensive procedures to ensure the continuous presence of a Safe-School Officer and includes clear protocols for monitoring officer coverage. The school also commits to implementing an active assailant response plan, providing C.R.A.S.E. training for staff, and establishing a School-Based Threat Management	118-125

Team composed of key stakeholders to assess and respond to potential threats. Additional strengths include plans for emergency preparedness, AED deployment and maintenance, and staff certification in first aid and CPR.	
--	--

Concerns and Additional Questions	Reference
The application provides limited detail regarding the internal procedures that will be used to receive, investigate, document, and respond to reports submitted through the Fortify FL reporting system.	119

20. Budget

The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2.

Evaluation Criteria:

A response that meets the standard will present:

- Budgetary projections that are consistent with and support all key aspects of the application, including the school’s mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application presents a basic startup budget that demonstrates an initial effort to outline a financial plan for opening the school. The budget includes a standard per-pupil funding approach and provides both a full enrollment scenario and a contingency scenario intended to account for lower-than-projected student enrollment.	Attachment Y

<p>The applicant demonstrates experience operating within a larger charter network and references access to organizational-level support from the Somerset network, including centralized financial and operational resources. The application also references the potential availability of federal Charter School Program / CSP replication grant funding to support startup and early operational needs.</p>	Attachment X
<p>The organization has a documented history of successfully opening and operating charter schools and maintaining clean audits with positive fund balances. This track record provides contextual support for the applicant's ability to manage school finances effectively once operational.</p>	Attachment X

Concerns and Additional Questions	Reference
<p>The budget is based on an enrollment projection of 180 students, which appears overly optimistic given the limited timeframe between approval and school opening. Capacity discussions indicate the likelihood of a smaller initial enrollment driven by facility constraints, with an estimated range of approximately 108 to 144 students based on available classroom space.</p>	Attachment X
<p>The contingency budget based on 135 students assumes significant reductions in staffing, including the complete elimination of the ESE teacher, reduction of the principal to part-time status, limited administrative support, and reduced custodial staffing. These reductions do not appear sufficient to support the instructional and operational demands of the proposed school model.</p>	Attachment X 429-430
<p>The budget narrative does not clearly explain how essential instructional and operational functions would be maintained under reduced staffing assumptions or how the school would ensure compliance with programmatic requirements under the contingency model.</p>	427-428
<p>The application does not clearly describe how external supports from the Somerset network or potential CSP replication grant funding would be systematically used to offset staffing or operational gaps within the</p>	427-428

<p>budget. These supports are referenced in discussion but are not fully integrated into the written financial model.</p> <p>The proposed budget, as written, does not fully demonstrate financial sufficiency to implement the educational program as described without significant reliance on external network-level support.</p> <p>The reviewing team acknowledges the applicant’s historical track record of successful school openings and financial management, including clean audits and positive net positions, which provides some assurance of long-term financial stability when supported by the broader Somerset network structure.</p>	
---	--

21. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school’s finances will be managed and who will be responsible for the protection of student and financial records.

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(7)(a)9.; s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school’s finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
------------------	------------------

The application establishes a clear financial management structure in which the Governing Board retains oversight responsibility and is supported by an experienced Education Service Provider. The financial plan includes strong internal controls, segregation of duties, dual-signature requirements, and regular board review of financial statements. The school commits to annual independent audits, secure record retention practices, and comprehensive insurance coverage. The application also demonstrates a commitment to financial transparency through public budget reporting and regular submission of financial statements to the Sponsor.	127-133
---	---------

Concerns and Additional Questions	Reference
None	

22. Start-Up Plan

The Start-Up Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Statutory Reference(s):

s. 1002.33(7)(a)16.

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application includes a comprehensive start-up plan that addresses the major operational components necessary for a successful school opening, including facilities, staffing, enrollment, curriculum implementation, technology, compliance, and governance. The plan	134-135

demonstrates thoughtful coordination of key activities and establishes clear benchmarks to guide implementation.	
--	--

Concerns and Additional Questions	Reference
While the implementation timeline is comprehensive, several critical start-up activities are scheduled within a condensed pre-opening period. As a result, the timeline provides limited flexibility to address unforeseen delays and may create challenges in meeting enrollment targets, staffing goals, and other key start-up benchmarks during the inaugural year.	134-135

Addendum

Addendum A: Replications

The Replications section should identify the school to be replicated and provide evidence that the model has been successful in raising student achievement, while also describing the capacity of the organization to operate an additional school.

Statutory Reference(s):

s. 1002.33(6)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Evidence that school or model to be replicated demonstrates academic, organizational, and financial success.
- A clear, compelling vision for what is being replicated in terms of essential components of the educational program.
- A convincing rationale for how the school or model to be replicated will successfully serve the proposed target student population.
- A strong justification for changing key components of the original school or model in the proposed school. Such justification should include why the changes will better suit the targeted student population and whether the model is still similar enough to the existing model that comparable successful outcomes are likely.
- Evidence that the applicant group has a sound plan for developing the capacity to replicate an existing school including adequate financial and human resources.
- If applicable, evidence of successful past replications or lessons learned from unsuccessful attempts at replication that will increase the probability that this replication will be successful.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
N/A	

Concerns and Additional Questions	Reference
N/A	

Addendum A1: High-Performing Replications

The High-Performing Replications section should identify the school to be replicated and provide evidence that the proposed school meets the statutory requirements of being a substantially similar model of a school that has been designated as a High-Performing Charter School and is being established and operated by an organization or individuals that were significantly involved in the operation of the school being replicated.

Statutory Reference(s):

s. 1002.331

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Evidence that the applicant’s school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant’s proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application provides evidence that the proposed school is replicating a school designated by the Commissioner of Education as a	137

High-Performing Charter School. The applicant demonstrates a commitment to substantial replication through the implementation of the model school's curriculum, instructional practices, scheduling structures, and operational systems. The plan includes direct support from leadership at the replicated school, including mentorship from the model school's principal to assist with implementation and planning.	137-139
--	---------

Concerns and Additional Questions	Reference
None	

Addendum B: Education Service Providers

The ESP section should provide a rationale for contracting with the ESP, evidence of ESP success in operating high-quality charter schools, the capacity of the ESP to successfully operate this school, and evidence that the governing board and ESP are able to operate free from conflicts of interest.

Statutory Reference(s):

s. 1002.33(6)(a)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- A clear explanation of the reasons for contracting with an education service provider and how and why the ESP was selected and a description of the due diligence employed to assess the capacity of the ESP.
- Sufficient evidence of the ESP's previous academic, organizational, and financial success and capacity for future success that make it more likely than not that it will be successful with the proposed school.
- Evidence of the ESP's organizational capacity to manage an additional school or schools as determined by its growth plan.
- A comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).
- Evidence of success working with similar populations to the target population. If there are deficiencies or lack of experience working with the target populations, then reviewers will look for a sufficient explanation of programmatic adjustments that will be made to ensure success with any new school(s).
- A clear delineation of the roles and responsibilities and decision-making authority of the school's governing board and the ESP, structured to ensure a clearly defined arm's-length, performance-based relationship that is free from conflicts of interest. This includes evidence that the school's governing board has a clear plan for holding the ESP accountable for negotiated performance.

- A clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination.
- A draft of the proposed contract with all key terms included.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application demonstrates that Academica has extensive experience supporting charter schools and a proven record of academic success, including support for numerous high-performing and National Blue Ribbon schools. The organization has significant capacity to support school operations through its work with a large network of charter schools, including the Somerset network. The application establishes an arm’s-length relationship between the Governing Board and the Education Service Provider, with the Board retaining ultimate authority over school operations and personnel decisions.	140-149

Concerns and Additional Questions	Reference
None	

Applicant History Worksheets (Form IEPC-M1A)

The Applicant History Worksheets should provide information regarding the track record of the applicant, the applicant’s governing board, and if applicable, the applicant’s ESP with regard to the operation of other charter schools. The sponsor should review the entire portfolio of charter schools of the foregoing entities when evaluating performance. The academic and financial performance of the portfolio should be considered in the decision to approve or deny the application.

Statutory Reference(s):

s. 1002.33(6)(a)

Evaluation Criteria:

A sponsor should review the portfolio of schools operated by the applicant group, governing board, or ESP to determine if the academic and financial performance demonstrates the capacity to operate a high-quality charter school.

Strengths	Reference
<p>The performance history demonstrates a strong record of academic and financial success across the applicant’s portfolio of schools. The majority of schools achieved school grades of “A” or “B” in the most recent reporting years, indicating sustained academic performance. The portfolio also includes numerous schools serving high percentages of economically disadvantaged students while maintaining strong academic outcomes, demonstrating experience serving diverse student populations. Financial data reflects generally sound fiscal management, with most schools reporting positive unassigned fund balances and healthy financial positions. In addition, the portfolio reflects a strong compliance history, with few reported audit findings or indicators of financial distress.</p>	<p>Attachment DD</p>

Concerns and Additional Questions	Reference
<p>Although the portfolio is predominantly high performing, several individual schools have recently received lower academic grades, including “D” and “F” ratings, indicating variability in performance across the network. Financial data also shows that a small number of schools have reported negative unassigned fund balances in prior years, suggesting isolated fiscal challenges. Therefore, the FCI team that analyzed this proposal recommends close oversight by the authorizer during the school’s charter term.</p>	<p>Attachment DD</p>

Appendix A - Specific School Grade Data (Source FL DOE) Pg. 1

District Name	School Name	Percent of Total Possible Points	Percent Tested	Grade 2025	Grade 2024	Informational Baseline Grade 2023	Grade 2022	Grade 2021	Charter School	Title I	Percent of Economically Disadvantaged Students
BROWARD	SOMERSET ACADEMY VILLAGE CHARTER MIDDLE SCHOOL	88	100	A	A	C	B		YES	YES	91.4
BROWARD	SOMERSET PREPARATORY ACADEMY CHARTER SCHOOL AT NORTH LAUDERDALE	57	100	B	B	C	B		YES	YES	98.9
BROWARD	SOMERSET VILLAGE ACADEMY	72	100	A	B	B	B		YES	YES	93.7
BROWARD	SOMERSET PREPARATORY ACADEMY CHARTER HIGH AT NORTH LAUDERDALE	52	99	C	C	C	C		YES	NO	99.4
BROWARD	SOMERSET ACADEMY CHARTER HIGH SCHOOL MIRAMAR CAMPUS	99	100	B	B	B	B		YES	NO	59.6
BROWARD	SOMERSET NEIGHBORHOOD SCHOOL	64	100	A	A	B	A		YES	YES	69.6
BROWARD	SOMERSET PINES ACADEMY	99	100	B	B	C	C		YES	YES	83.3
BROWARD	SOMERSET ACADEMY MIRAMAR SOUTH	94	100	A	A	A	A		YES	YES	53.7
BROWARD	SOMERSET PARKLAND ACADEMY	73	100	A	A	A	A	B	YES	NO	24.1
BROWARD	SOMERSET ACADEMY	73	100	A	A	A	A	A	YES	NO	39.8
BROWARD	SOMERSET ACADEMY MIDDLE SCHOOL	71	100	A	A	A	A		YES	NO	33.7
BROWARD	SOMERSET ACADEMY DAVIE CHARTER SCHOOL	85	100	A	A	A	A	A	YES	YES	54
BROWARD	SOMERSET ACADEMY KEY CHARTER HIGH SCHOOL	65	100	A	A	A	A		YES	NO	38.1
BROWARD	SOMERSET ACADEMY KEY CHARTER HIGH SCHOOL	46	100	C	C	C	C		YES	NO	62.4
BROWARD	SOMERSET ACADEMY ELEMENTARY SOUTH CAMPUS	70	100	A	A	A	A	A	YES	NO	37.3
BROWARD	SOMERSET ACADEMY RIVERSIDE	60	100	B	C	C	B	C	YES	YES	68.5
BROWARD	SOMERSET ACADEMY POMPAHO (K-5)	44	100	C	B	D	B	C	YES	YES	94.7
BROWARD	SOMERSET ACADEMY EAST PREPARATORY	74	100	A	A	C	B		YES	YES	90.2
BROWARD	SOMERSET ARTS CONSERVATORY	76	100	A	A	A	A	A	YES	NO	29.3
BROWARD	SOMERSET ACADEMY ELEMENTARY (MIRAMAR CAMPUS)	78	100	A	A	A	A		YES	YES	64.4
BROWARD	SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS)	75	100	A	A	A	A		YES	YES	62.5
BROWARD	SOMERSET ACADEMY KEY MIDDLE SCHOOL	48	97	C	C	D	C		YES	YES	71.4
BROWARD	SOMERSET PREPARATORY CHARTER MIDDLE SCHOOL	64	99	A	C	C	B		YES	YES	62.9
BROWARD	SOMERSET PREPARATORY CHARTER MIDDLE SCHOOL	58	100	B	B	C	B		YES	YES	67.5
MIAMI-DADE	SOMERSET ACADEMY SILVER PALMS	75	100	A	A	A	A		YES	YES	86.9
MIAMI-DADE	SOMERSET ACADEMY CHARTER ELEMENTARY SCHOOL (SOUTH HOMESTEAD)	66	100	A	B	A	A		YES	YES	84.9
MIAMI-DADE	SOMERSET ACADEMY	69	100	A	A	A	A		YES	NO	68.7
MIAMI-DADE	SOMERSET PREPARATORY ACADEMY (HOMESTEAD)	48	100	C	B	B	C		YES	YES	84.8
MIAMI-DADE	SOMERSET ACADEMY ELEMENTARY SCHOOL (SOUTH MIAMI CAMPUS)	82	100	A	A	A	A	A	YES	NO	18.9
MIAMI-DADE	SOMERSET ARTS ACADEMY	63	100	A	A	B	A		YES	YES	76.6
MIAMI-DADE	SOMERSET OAKS LEADERSHIP AND INNOVATION	64	100	A	B	B	B		YES	YES	87.4
MIAMI-DADE	SOMERSET ACADEMY SILVER PALMS AT PRINCETON	65	100	A	A	A	B		YES	YES	94
MIAMI-DADE	SOMERSET ACADEMY KENDALL	85	100	A	A	A	A		YES	NO	33.8
MIAMI-DADE	SOMERSET PREPARATORY ACADEMY SUNSET	79	100	A	A	A	A	A	YES	NO	42.6
MIAMI-DADE	SOMERSET GABLES ACADEMY	88	100	A	A	A	A	A	YES	NO	22.3

Appendix A - Specific School Grade Data (Source FL DOE) Pg. 2

District Name	School Name	Percent of Total Possible Points	Percent Tested	Grade 2025	Grade 2024	Informational Baseline Grade 2023	Grade 2022	Grade 2021	Charter School	Title I	Percent of Economically Disadvantaged Students
MIAMI-DADE	SOMERSET PALM'S ACADEMY	75	100	A	A	A	A	B	YES	NO	49.1
MIAMI-DADE	SOMERSET ACADEMY BAY	81	100	A	A	A	A		YES	NO	19.4
MIAMI-DADE	SOMERSET ACADEMY CHARTER MIDDLE SCHOOL	66	100	A	A	B	A		YES	YES	78.7
MIAMI-DADE	SOMERSET ACADEMY CHARTER MIDDLE SCHOOL (SOUTH HOMESTEAD)	88	99	B	C	C	B		YES	YES	84.6
MIAMI-DADE	SOMERSET PREPARATORY ACADEMY MIDDLE SCHOOL (HOMESTEAD)	57	100	B	C	C	B		YES	YES	82.6
MIAMI-DADE	SOMERSET ACADEMY CHARTER MIDDLE SCHOOL (SOUTH MIAMI CAMPUS)	86	100	A	A	A	A	A	YES	NO	20.7
MIAMI-DADE	SOMERSET ACADEMY BAY MIDDLE SCHOOL	82	100	A	A	A	A	A	YES	NO	22.3
MIAMI-DADE	SOMERSET ACADEMY CHARTER HIGH SCHOOL (SOUTH HOMESTEAD)	99	100	B	C	C	C		YES	YES	84.9
MIAMI-DADE	SOMERSET ACADEMY CHARTER HIGH SCHOOL	73	100	A	A	A	A		YES	YES	85.1
MIAMI-DADE	SOMERSET COLLEGE PREPARATORY ACADEMY SOUTH HIGH SCHOOL	62	100	B	C	C			YES	YES	77.2
MIAMI-DADE	SOMERSET PREPARATORY ACADEMY HIGH SCHOOL HOMESTEAD	88	99	B	C	C	B		YES	YES	83.6
DUVAL	SOMERSET ACADEMY-ELEMENTARY, EAGLE CAMPUS	54	99	B	D	C	F		YES	YES	85.2
DUVAL	SOMERSET ACADEMY-MIDDLE, EAGLE CAMPUS	53	99	C	C	C	D		YES	YES	77.3
MONROE	SOMERSET ISLAND PREP	61	94	B	A	B	B		YES	NO	39.6
PALM BEACH	SOMERSET ACADEMY, THE DR. BERNARD KIMMEL CAMPUS	48	100	C	C	C	D		YES	YES	100
PALM BEACH	SOMERSET ACADEMY BOCA EAST	68	100	A	A	A	A		YES	NO	35.9
PALM BEACH	SOMERSET ACADEMY CANYONS MIDDLE SCHOOL	69	99	A	A	C	A		YES	YES	72.8
PALM BEACH	SOMERSET ACADEMY CANYONS HIGH SCHOOL	62	99	B	A	A	A		YES	YES	57.7
PALM BEACH	SOMERSET ACADEMY WELLINGTON K-8	61	98	B	C		C		YES	YES	79.8
PALM BEACH	SOMERSET ACADEMY BOCA MIDDLE SCHOOL	78	100	A	A	A	A	A	YES	NO	29.5
PALM BEACH	SOMERSET ACADEMY LAKES	52	100	C	B	D	C		YES	YES	100
PALM BEACH	SOMERSET ACADEMY WELLINGTON HIGH SCHOOL	53	94	C	D	B			YES	YES	65.7
ST. LUCIE	SOMERSET CAREER ACADEMY	88	100	B					YES	NO	47.6
ST. LUCIE	SOMERSET ACADEMY ST. LUCIE	50	100	C	B	C	C		YES	YES	57.3
ST. LUCIE	SOMERSET COLLEGE PREPARATORY ACADEMY	71	100	A	A	A	A	A	YES	YES	52.2
ST. LUCIE	SOMERSET ACADEMY BETHANY	62	100	A	A	C	C		YES	YES	66