CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL: Somerset Academy Hollywood Charter Middle School

CHARTER SCHOOL LOCATION NUMBER: 5419 **GRADES SERVED:** 6-8 **DATE:** 12/02/17

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

NAME OF NON-PROFIT: Somerset Academy, Inc.

Provide the name of the person who will serve as the primary contact for this renewal document. The primary contact should serve as the contact for follow-ups, interviews, and notices regarding the renewal process.

NAME OF CONTACT PERSON: Athena L. Guillen

TITLE/RELATIONSHIP TO NON-PROFIT: Principal

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NAME OF EDUCATION SERVICE PROVIDER (if any): Academica

I certify that I have the authority to submit this document and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the renewal process or revocation after award. I understand that incomplete documentation will not be considered. The person named as the contact person for the program review is authorized to serve as the primary contact for this evaluation on behalf of the organization.

Athena L. Guillen
Printed Name

Signature

Principal
Position/Title

12/15/17
Date

Broward County Public Schools
Charter School Renewal: Indicators and Standards

In accordance with section 1002.33(7)(a)19b1, Florida Statutes, a charter school may be renewed provided that a program review demonstrates that the school has successfully fulfilled the terms of its contract 1002.33(7)(a)19. Pursuant to section 1002.33(8)(a), Florida Statutes, "the sponsor shall make student academic achievement for all students the most important factor when determining whether to renew or terminate the charter. The sponsor may also choose not to renew or may terminate the charter for any of the following grounds:

1. Failure to participate in the state's education accountability system created in s. 1008.31, as required in this section, or failure to meet the requirements for student performance stated in the charter;
2. Failure to meet generally accepted standards of fiscal management;
3. Violation of law;
4. Other good cause shown."

In conducting a renewal program review, the sponsor will focus its analysis on the school's performance in three categories:

- Educational Performance
- Financial Performance
- Organizational Performance

The following defines specific indicators (the types/level of information and data collected) and standards (the benchmark by which such indicators are measured) that will be analyzed and evaluated within these categories. It is a school's performance within these indicators in addition to potential on-site specific programmatic reviews that inform a charter renewal decision.

Furthermore, should a charter school meet the standards for renewal, the Sponsor will also review future Educational, Financial and Organizational Plans submitted as part of this documentation for the term of its subsequent contract. Any modifications/amendments proposed to the current charter agreement that would take effect over the subsequent contract term will be negotiated using the SBBC contract template.

Important Reminders

- All renewal documents must be submitted electronically, into Charter.Tools, by Friday, December 15, 2017. Only electronic documents submitted in Charter.Tools will be accepted.
- Renewing schools must clearly name and include their location number on all documents submitted, including the completed renewal document and all attachments referenced in the narrative.
- When the Renewal Program Review is uploaded into Charter.Tools, rename the document using the format of HappyCharter6868; SunnyCharter7878, etc.
- Renewal packets must contain a table of contents identifying the pages where the sections are discussed. Table of Contents must accurately identify each section, including attachments, with correct page numbers. Revise the provided Table of Contents to accurately reflect the page numbers of the final draft.
- Number all pages and ensure that pagination is in sequential order.

NOTE: Renewal Program Reviews will be reviewed and evaluated as submitted; additional documents will not be accepted after Friday, December 15, 2017.

TABLE OF CONTENTS

(Revise Table of Contents to accurately reflect page numbers of final draft, including appendices.)

Section	Page
Executive Summary	**5**
Educational Performance	**7**
Federal and State Accountability	7
Mission-Specific Accountability	13
Educational Program Implementation	15
Attachments	**22**
Educational Performance	
Appendix A: FCAT 2.0	22
Appendix B: FSA	24
Appendix C: State AYP/AMO Standards	25
Appendix D: EOC	49
Appendix E: FLDOE School Grade Prior 5 Years	59
Appendix F: FLDOE Report Card	63
Appendix G: Progress Monitoring Reports (Prior 5 Years)	65
Appendix H: Standardized Test Results	136
Appendix I: ELLevation Reports	139
Financial Performance	**141**
Financial Management	141
Financial Viability	147
Attachments	**151**
Financial Performance	
Appendix J: Fixed Assets Report Reconciled with General Ledger	151
Appendix K: Fixed Assets Report for Bond Technology	153
Appendix L: Projected 5-year Budget 2018-2022	157
Appendix M: Revenue Estimate Worksheet 2017-2018	165
Organizational Performance	**169**
Student Enrollment and Conduct	169
Facilities	172
Governance, Staff and Parents	174
Attachments	**180**
Organizational Performance	
Appendix N: Student Enrollment Reports	180
Appendix O: Copy of Registration Forms (Parents Primary English)	182
Appendix P: Discipline Reporting	203
Appendix Q: Comprehensive Emergency/Evacuation Plans	205
Appendix R: Staffing Reports	229
Appendix S: Certification Self Audits	231

Appendix T:	Blank Copy of Teacher and Administrator Evaluation Tools	233
Appendix U:	Copy of Pay for Performance Plan and Salary Schedule	416
Appendix V:	Screenshots of Website Requirements	419
Appendix W:	Screenshots of Parent Liaison Information on Website	428
Appendix X:	Sample of School Newsletters Requesting Parental Involvement	431

Documents on File

EXECUTIVE SUMMARY

The Executive Summary should provide an overview of what the charter school has accomplished over the last term of its contract agreement; how the charter school is adequately fulfilling its mission and vision; what concerns and/or deficiencies there are in the educational, financial and/or operational performance of the charter school and provide information on the charter school's goals for the next term of the charter agreement should the charter school be approved for renewal.

The Executive Summary should not exceed two (2) pages.

Evaluation Criteria: Executive Summary
The Executive Summary will not be rated. This section should provide the reviewer with general information about the charter school's past, present and future.

Somerset Academy Hollywood Charter Middle School promotes a culture that maximizes excellence in student achievement and fosters the development of responsible, respectful, self-directed lifelong learners in a safe and enriching environment. The school's mission is to nurture the intricate balance between academics and arts, curriculum and culture, achieving Next Generation Sunshine State Standards/Common Core Standards and student success. The school will lay the foundation and promote the development of responsible, passionate, lifelong learners in a safe learning environment. Constantly, innovative administration and educators combined with involved parents, will be charged with the duty to aid the ascent of students and reach maximum potential. It is the school's vision to provide equitable, high quality education. It is the mission of Somerset Academy Hollywood Charter Middle School to set high academic and social expectations that together lead to the successful development of the whole child. This requires classroom teaching to be a blend of whole-class, small group, and individual instruction.

The school's teachers respond to different learner's abilities, needs and interests, and are flexible in their approach, adjusting curriculum and presentation of information to learners when necessary. Somerset Academy Hollywood Charter Middle School implements the Broward County Public School's K-12 Comprehensive Reading Plan to ensure use of research based reading activities that have proven to be effective when teaching reading to low-performing students. At Somerset Academy Hollywood Charter Middle School, data drives instruction. The school relies on progress monitoring data to identify learning gaps and how to close those gaps. The school analyzes data from the Florida Standards Assessment (FSA), Florida Assessment of Instruction in Reading (FAIR) and formative assessments (Stop, Drop Test) to understand trends, weaknesses and strengths not only in the students but in the teachers as well. The school's curriculum includes a proactive approach to teaching that meets children's needs and maximizes their growth as learners.

As the school works to meet the needs of its students, it has been actively working to address certain deficiencies and/or barriers. During the 2015-2016 school year Somerset Academy Hollywood Charter Middle School co-located with Somerset Academy Preparatory Middle Charter School, a 6-8 middle school with 333 students. Due to Somerset Academy Preparatory Middle Charter School's student enrollment, limited enrollment was available for Somerset Academy Hollywood Charter Middle School. Presently, the school services students in grades 6th– 8th with an enrollment of 19 students. One challenge Somerset Academy Hollywood Charter Middle School faced, was working to, consistently and actively monitor its Level 1 and

Level 2 students. After earning a school grade of “D” for the 2015-2016 school year, the school was classified as a School Improvement (SIP) school. The school’s grade improved during that School Improvement year and achieved a “C” in 2017. Currently, Somerset Academy Hollywood Charter Middle School, is a SIP monitoring school and has amended the existing School Improvement Plan (SIP) to include modifications based on the 2017 FSA and FAIR data, in order to meet the needs of its students.

Based on the data, the school felt the need to focus on skill-based instruction and decided to implement the research based, iReady program into its daily curriculum and instruction. The iReady program identifies students’ deficiencies via the diagnostic assessment. It then individualizes its course of instruction to meet the needs of the student by providing real-world scenarios with explicit instruction, while providing immediate feedback. The program engages the learner due to its frequent interactivity and gradual release model. The program also provides standards mastery and growth monitoring assessments to progress monitor the learner to reevaluate its current path of individualized instruction and make any necessary adjustments to the learner’s instructional model.

In an effort to ensure that our students are provided with additional, rigorous educational opportunities, the school has implemented an individualized high school track for applicable students, which allows students to earn high school credit during their middle school years. Students are able to benefit from a secondary- oriented middle school curriculum that includes courses, such as: Algebra I, Geometry, Biology, Foreign Language, and access to Industry Certification opportunities in Microsoft Office. Students benefit from this rigorous curriculum because it allows students to think critically and explore all of the subject areas at a deeper cognitive level. The addition of these secondary courses to the curriculum has made a positive impact on the students, teachers, and families. The individualized high school track is one of the ways the school has been able to achieve its vision of providing equitable, high quality education.

The goals for Somerset Academy Hollywood Charter Middle School over the next 5-year term of the charter agreement are to continue to provide a curriculum that is rigorous, standards based and includes high school credit courses as a key component. There will be a focus on providing professional development for educators to increase student achievement and to ensure they are current on best practices in all subject areas. The school will focus on improving teaching and learning to increase achievement for all students. At Somerset Academy Hollywood Charter Middle School, it is the school’s belief that students learn best when they are encouraged to succeed. The school believes that students learn best when their families are actively involved in the school community. Together with a strong instructional program, family involvement and communication the school is set to achieve success for all stakeholders. Somerset Academy Hollywood Charter Middle School strives to be the best and hopes to continue to provide high quality education in the years to come.

EDUCATIONAL PERFORMANCE

Statutory References: Sections 1002.33(7)(a)3, 1002.33(7)(a)4, 1002.33(16)(a)2, 1003.435 and 1008.341, Florida Statutes

Federal and State Accountability:

A. AYP/AMO School Improvement Status
B. AYP/AMO Attainment
C. Subgroups Attainment of AYP/AMO
D. FCAT 2.0 / FSA / EOC Achievement
E. Annual Student Gains
F. Annual Gains of Students in the Lowest 25 Percent
G. Percentage of Students Tested
H. Relative Performance
I. School Grade (If available)
J. School Improvement Plan (If applicable)
K. 300-Lowest Performing Elementary Schools Plan (If applicable)
L. School Improvement Rating (If applicable)
M. Graduation Rate (If applicable)
N. Cohort Data

In narrative format:

A. Explain the charter school's current School Improvement Status. How has the school met these standards required for federal and state accountability? If the charter school has not met these standards, what measures will be implemented for improvement?

Somerset Academy Hollywood Charter Middle School #5419 has not been identified for School Improvement during the current contract year 2017-2018. The school is currently under the monitoring year of School Improvement since it was under School Improvement during the 2106-2017 school year based on the 2015-2016 data. Somerset Academy Hollywood Charter Middle School #5419 for the 2016-2017 school year received the grade of 'C' from the Florida Department of Education. As reflected on the FLDOE School Report Card, Somerset Academy Hollywood Charter Middle School #5419 earned the following grades: 2013-2014 "A", 2014-2015 "B", 2015-2016 "D". (FLDOE Report Card-Appendix F)

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

Somerset Academy Hollywood Charter Middle School #5419 does not have sufficient data to report its AMO status. (Appendix B AYP/AMO Attainment 2015-2016). Based on the limited amount of student enrollment it cannot be determined if the school increased or maintained its AMO status for the upcoming term of the charter. (State AYP/AMO Standards- Appendix D)

C. Identify any subgroups that did not achieve its AMO targets and how the charter school is using data to drive instruction to reach the students in this/these subgroup(s).

Somerset Academy Hollywood Charter Middle School #5419 does not have sufficient data to report its AMO status. Based on the limited amount of student enrollment the subgroups cannot be identified.

D. Summarize the demonstrated proficiency or the charter school's progress toward meeting proficiency in subjects tested (math, reading, writing and science). If the school is not using state assessments such as FSA or EOC, what assessments are administered and how often is student progress monitored?

The results of the 2017 FSA Reading Assessment indicate that 42% of 6th grade students achieved a level 3 (mastery) or above. In 7th grade 0% of 7th grade students achieved a level 3 (mastery) or above. In 8th grade 33% of 8th grade students achieved a level 3 (mastery) or above. The results of the 2017 FSA Math Assessment indicate that 75% of 6th grade students achieved a level 3 (mastery) or above. In 7th grade 50% of 7th grade students achieved a level 3 (mastery) or above. In 8th grade 33% of 8th grade students achieved a level 3 (mastery) or above. The school has analyzed previous years' data and monitored student performance via the Stop, Drop, Test model and iReady Standard Mastery Assessments to successfully implement differentiated instructional strategies to close the learning gap, in essence, increasing the percentage of learning gains while monitoring progress on a monthly basis. (Appendix B- FSA)

During the 2016-2017 school year, Somerset Academy Hollywood Charter Middle data showed a 25% of students achieved mastery on the FCAT Science and 0% of students achieved mastery in the Civics End of Course Exam. In order to continue increasing our percentage rate of students passing, we focus on conducting boot camp sessions on the EOC courses and provide a push-in/pull-out model to increase our learning gains. Push-in/Pull-out services occur during the instructional block. Resource and general ed teachers work collaboratively to plan these one on one or small group sessions. Data is collected and used as support for carry over skills. The data collected during the Push-in/Pull-out sessions is used to compare performance within a small group setting versus whole class. The boot camp sessions are conducted based on in-house Stop, Drop, Test data which are assessments that are focused on specific skills conducted on a monthly basis. The boot camp sessions are conducted in 8 week sessions every Saturday for 1 ½ hours per EOC class. The boot camp targets the areas of weaknesses identified by the assessments, in a small group setting, which provides a more hands-on, one on one approach. ELA and Math tutoring is offered twice a week for 1 hour by subject area afterschool. A tutoring focus calendar is created to target deficiencies based on Stop, Drop, Test and standards mastery results. Specific standards are taught in isolation using the curriculum for EOC and FSA assessments.

The curriculum used for Civics is Gateway to American Government, Algebra I utilizes Algebra Nation, 8th Grade Science uses ThinkCentral, and in ELA, Triumph Learning and Practice Coach are implemented. (Appendix A- FCAT 2.0 and Appendix C- EOC)

E. Explain if the students are making one year's worth of growth annually in mathematics and reading. If the students are not, what measures will the charter school implement?

Based on the most recent data of the past 3 years, Somerset Academy Hollywood Charter Middle School #5419 has very limited data to report. During the 2014-2015 school year, the school had 9 students enrolled in the 6th grade where baseline data was gathered and for the 2015-2016 school year, 12 students were enrolled and FSA data was provided. Due to the school's limited enrollment during the 2014-2015 and 2015-2016 school years, the subgroup threshold was not met, therefore minimal data for learning gains, Science and Civics are available. After careful review of the 2016-2017 data, there were 2 students enrolled in the 6th grade with 100% proficiency in ELA and in Mathematics. The 7th graders scored 45% proficiency in ELA, which means that 5 of the 11 7th grade students were proficient in ELA and 3 of the 11 7th graders, which was 66% proficiency in Mathematics, while the 8th grade students did not achieve proficiency in ELA, 2 of the 6 students enrolled, which equated to 40% of the students demonstrated mastery in Mathematics. (Appendix G- Progress Monitoring Reports)

F. Of the students in the lowest 25%, explain if 50% of those students are making one year's worth of growth annually in mathematics and reading. If the students are not, what measures will the charter school implement?

Based on the limited number of students registered at Somerset Academy Hollywood Charter Middle School #5419 the annual growth of the mathematics and reading students in the lowest 25% cannot be determined.

G. Verify that the school is appropriately administering applicable state standardized tests to its students. If the school is not testing the appropriate percentage of students, what measures will the charter school take to ensure the appropriate numbers of students are being tested?

Somerset Academy Hollywood Charter Middle School #5419 is currently meeting the appropriate percentage of students being tested on state standardized exams. The school will continue to reach the appropriate percentage by conducting informational parent meetings, offering free breakfast for students, providing written and electronic communication to remind parents of the importance of student attendance on testing dates and encourage parental involvement throughout the school year.

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

Somerset Academy Hollywood Charter Middle School #5419 outperformed our neighboring schools in some areas with closely comparable student demographics. On average in reading, 32% of Somerset Academy Hollywood Charter Middle School #5419 students have scored level 3 or higher in reading on FSA for 2017. New Renaissance Middle School, scored an average of 39% respectively in reading for 2017. Apollo Middle School, scored an average of 54% respectively in reading for 2017. Pines Middle School, scored an average of 46% respectively in reading for 2017. Somerset Academy Hollywood Charter Middle School #5419 has shown a steady increase of students reaching proficiency in math with a 58% in 2017. New Renaissance Middle School achieved a 41% proficiency in math in 2017. Apollo Middle School achieved a 51% proficiency in math in 2017. Pines Middle School achieved a 40% proficiency in math in 2017.

I. Identify the charter school's school grade. If the charter school did not obtain a school grade of "C" or above, what measures will the school implement or has the school been implementing to improve its grade? If a charter school does not get a school grade nor a School Improvement Rating, what assessments has the school used or will the charter school use during the next charter agreement term to ensure that all students are learning and to identify students who may be struggling?

Somerset Academy Hollywood Charter Middle School #5419 has demonstrated proficiency and made progress towards mastery in mathematics, reading, and End of Course Assessments by achieving a school grade of "C" for the 2016-2017 school year (Appendix – FLDOE School Grades (prior 5 years) and Appendix- FLDOE Report Card (most recent year).

J. Identify if the school has developed a state-mandated School Improvement Plan (SIP). Discuss the main areas and the timeline for improvement if applicable.

Somerset Academy Hollywood Charter Middle School #5419 developed a state-mandated School Improvement Plan.

Somerset Academy Hollywood Charter Middle School #5419 students will be able to show an increase of 18% on their FSA ELA scores and a 2% increase on the FSA Mathematics. Students will attend our After School tutoring program along with Saturday EOC boot camps which will provide remediation in the areas identified by the school generated and administered benchmark assessments and the BSA. The Saturday EOC boot camps consist of an hour and a half of instruction on the specific EOC academic area. The program runs on a weekly basis with certified teachers and no more than 10 students per group. Students enrolled in the program were pre-identified based on the 2017 FSA assessments and will be monitored via the Stop, Drop, Test model along with the Growth Monitoring assessments on iReady. The data from these assessments will drive the

differentiated instruction in the classroom and while using the iReady curriculum the teachers have the ability to modify and assign specific lessons that will enhance the students' knowledge of the subject matter. Teachers participated in an iReady Professional Development during pre-planning week, which explained that different components of the program and how to maximize the program's potential with students. The school's lead teacher, along with the Reading Coaches will oversee the program and will monitor the students' progress to ensure that the lesson planning is data driven and that differentiated instruction is taking place.

In order to increase achievement in Mathematics at Somerset Academy Hollywood Charter Middle School #5419, the Go Math state-approved curriculum is the primary Math curriculum used at the school and Khan Academy is utilized as a secondary resource. iReady is also being utilized as the primary technology resource for all students enrolled in a middle school Math course. Students who scored Level 1 or 2 on the 2017 FSA Math were automatically placed in an Intensive Math course to remediate Math deficiencies as per the FSA and on-going progress monitoring data, such as the Stop, Drop, Tests. As per the school's data, specific grade level standards were identified as areas of deficiency. The school's Math Coach, Mr. Patrick Mcmillan, worked on dissecting the data with the classroom teachers and created a pacing guide that will allow for the constant spiraling of the content to ensure student mastery of the skills. The use of daily bell ringers and exit slips are being utilized to constantly review and spiral the standards.

K. **Identify if the charter school has been identified as one of the 300 Lowest-Performing Elementary Schools in Florida. If yes, explain the measures that the charter school will take or has been taking to remedy this status.**

Somerset Academy Hollywood Charter Middle School #5419 is a 6-8th grade campus. Therefore, it cannot be identified in the 300 lowest Performing Elementary Schools of Florida.

L. Describe what School Improvement Rating (SIR) the charter school has received, if applicable. If the charter school has not received an SIR of Maintaining, what measures has the charter school taken or will the charter school take to improve the rating?

Somerset Academy Hollywood Charter Middle School #5419 is not an alternative school or an ESE center.

M. Identify the charter school's graduation rate, if applicable. What has been the charter school's graduation rate goal? Has the charter school met this goal? If yes, what steps will the charter school take to continue to meet or exceed this goal? If no, what measures will the charter school implement to increase its graduation rate to meet its goal?

Somerset Academy Hollywood Charter Middle School #5419 is a 6-8th grade campus and does not have a graduation rate.

N. Provide in-cohort and post-cohort data and explain how the school will continue to increase in-cohort and post-cohort graduation rates.

Somerset Academy Hollywood Charter Middle School #5419 is a 6-8th grade campus and does not have in-cohort/post-cohort graduation data.

Note: As this document can be requested as part of a public records request, please remove any student specific identifiers that may be visible in any of the sources of evidence requested below.

Sources of evidence for this section should include attachments of the following:

- **FCAT 2.0 (applicable years during the term of current charter agreement)**
- **FSA (applicable years during the term of the current charter agreement)**
- **EOC (applicable years during the term of the current charter agreement)**
- **State AYP/AMO Standards**
- **FLDOE School Grade (prior 5 years)**
- **FLDOE Report Card**
- **300-Lowest Performing Elementary Schools Plan**
- **Progress Monitoring Reports (prior 5 years)**
- **Notification of School Improvement Rating (prior 5 years), If Applicable**
- **Graduation Rate (prior 5 years), If Applicable**
- **Approved State-Mandated School Improvement Plan, If Applicable – On File**

Unless otherwise specified, all sources of evidence will be for the prior year only.

Evaluation Criteria: Federal and State Accountability

This section should provide the reviewer with the academic details related to the charter school's federal and state accountability. The narrative should clearly explain the progress of the charter school and identify any shortcomings in standardized testing. The sources of evidence should be those that have been provided by the Florida Department of Education

EDUCATIONAL PERFORMANCE

Statutory References: Section 1002.33(7)(a)3, Florida Statutes

Mission-Specific Accountability:

A. Achievement of Mission/Specific Goals

In narrative format:

A. Identify if the charter school is achieving or making significant progress towards achieving the school/mission-specific goals as defined in the charter school's agreement. If the charter school is not making significant progress towards these goals, explain the plan that the charter school will implement to achieve the school/mission-specific goals.

The mission of Somerset Academy Hollywood Charter Middle is to promote a culture that maximizes excellence in student achievement and fosters the development of responsible, respectful, self-directed life-long learners in a safe and enriching environment. This mission statement is a clear representation and reminder of the goals, policies, and aspirations that guide the school's stakeholders. The school thrives on building a strong foundation that will ensure students are college and career ready.

Somerset Hollywood Charter Middle faced several unprecedented challenges during previous school years. During the planning stages for the 2015-2016 school year, when Somerset Academy Hollywood Charter Middle school collocated with the Somerset Academy Preparatory Charter Middle School, the School Advisory Council and stakeholders agreed to adopt and implement the Somerset Academy Preparatory Middle School's existing mission. Presently, the administrative team, teacher leaders, and stakeholders have identified and set mission-specific goals that continue to assist in making progress toward the schools mission. The team has and will continue to meet quarterly to ensure that all stakeholders are on target to meet school and student specific goals. Reforms to curriculum, assessments, technology, and other student/ teacher centered systems within the school have been made.

Modifications in curriculum, assessments, and technology began during the fall semester of the 2017-2018 school year. The goal for Somerset Hollywood is to ensure that student achievement increases in the areas of Language Arts, Math, Science, and Civics. The English Language Arts, Math, Science, and Social Science departments meet to analyze FSA, diagnostic, and current data to identify gaps and determine progress. In order to address learning gaps and maximize student achievement as stated in the schools' mission, the supplemental material, Florida Ready LAFS and MAFS workbooks and the iReady adaptive technology component were infused with

the research based curriculum stated in the school's approved Comprehensive Reading Plan. (Appendix H-Approved Comprehensive Reading Plan)

In Social Studies, the Gateway to American Government workbook has been infused with the district and state approved adopted series. The Social Studies and Science Departments take part in the ELA professional development meetings to cultivate a cross-curricular community that uses common terminology. The use of multi-media resources, such as NewsELA.com provide opportunities for more real-world connections that have assisted in bringing in opportunities that develop positive attributes within our students. These opportunities help to meet our goal of continuing to grow responsible, respectful, self-directed, life-long learners. Subject area departments, administration, and teacher leaders meet regularly to monitor, collect and analyze data for effectiveness of the instructional strategies, materials, and goals.

Somerset Academy Hollywood Charter Middle believes that an enriched environment keeps students engaged and supports their academic needs. Teachers are currently receiving continuous
Professional training to foster subject specific, critical thinking skills in students by weaving reading, writing, speaking and listening abilities into their daily instruction. The School Advisory Council continues to review the progress as the school strives to successfully implement its mission statement.

Sources of evidence for this section should include attachments of the following:

- **The mission statement as defined in the charter school's initial contract/application**
- **In cases of subsequent renewals, include the mission statement as defined by the current agreement.**

Evaluation Criteria: Mission-Specific Accountability
This section should provide the reviewer with the charter school's mission and how the charter school has been achieving its goals as defined in the mission.

EDUCATIONAL PERFORMANCE

Statutory Reference: Sections 1002.33(7)(a)1, 1002.33(7)(a)2, 1002.33(7)(a)4, 1002.33(16)(a)3, 1003.56, Florida Statutes
State Board Rules: Rules 6A-6.0902 – 6A-6.0909 (ELL), 6A-603011 – 6A-60361 (ESE), Florida Administrative Code

Educational Program Implementation:

A. Implementation of Mission
B. Implementation of Curriculum and Instructional Techniques
C. Implementation of Specialized Instruction for Students (particularly of those below grade level)
D. Data-Driven Decision-Making
E. Implementation of Exceptional Education Programs
F. Implementation of ELL Program
G. Implementation of MTSS/RtI Early Warning Systems

In narrative format:

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

Under the guidance of Somerset Academy's governing board, Somerset Academy Hollywood Charter Middle implements unique and rigorous academic programs and research based strategies which are aim to meet the individual needs of the school's stakeholders. Somerset Academy Hollywood Charter Middle School's mission is to promote a culture that maximizes excellence in student achievement and fosters the development of responsible, respectful, self-directed life-long learners in a safe and enriching environment. In accordance with the charter school's agreement, the school is using Broward County Public School and Florida Department of Education approved curriculum. Research based instructional strategies have been implemented to equip students with a foundation that facilitates success in secondary and post-secondary endeavors. Instruction that allows for real world connections and applications, as well as emphasis on positive character traits help promote a school climate of responsibility and accountability for learning and success, and a passion for life-long learning in a safe, enriching environment. Innovative administrators, highly qualified educators combined with involved parents, are consistently charged with the duty of helping every student reach their maximum potential. The school ensures that academic excellence is obtained by using curriculum plans, research based instructional strategies, technology rich classrooms and professional learning opportunities across grade levels and teachers.

Leadership and educator Professional Growth Plans (PGP) assist the school in establishing goals and activities to drive effective instruction as each year progresses. Teachers create Professional Growth Plans that allow them to focus on goals based on their individual needs. The school uses Dr. Marzano's Art and Science of Teaching's tool to observe faculty. Using formal and informal observations, as well as data chats, administrators are able to

gauge the level of differentiated instruction and best practices being used within the four domains of effective teaching and learning. To ensure teacher effectiveness, formal and informal observations are conducted by the administration and a student performance data analysis is conducted and monitored. In addition, the school uses the State approved Reading Plan from Broward County Public Schools as its sole guide, to ensure the school has an optimal reading curriculum, uses research-based instructional strategies and has student-centered, differentiated activities that are implemented in the daily instructional delivery and practices of its teachers.

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

The Inside curriculum will aid students in: building vocabulary, reading fluency, comprehension and allow for an in-depth literary analysis of literature and informational text. The program also integrates grammar and writing within the curriculum to provide frequent opportunities for grammar practice and application.

Inside, uses a scaffolding approach that will help students build on previous skills mastered. Aside from the scaffolding approach, teachers engage students in differentiated learning stations that focus on vocabulary instruction, independent reading and cooperative learning activities focused around the targeted standard. Along with the Inside curriculum, Rewards, a Literacy Intervention Program, was implemented to focus on fluency, vocabulary knowledge and comprehension skills, which were also identified as deficiencies, as per the i-Ready diagnostic assessment at the beginning of the 2017-2018 school year. The Rewards program effectively helps all struggling readers, whether they are English language learners, students with Reading disabilities and/or those who struggle with foundational skills. The classroom teachers utilizing Inside and Rewards, received an overview of the program and how to implement it within the classroom setting, ensuring bell to bell instruction, during pre-planning week by the school's Reading Coach. The lead teacher and Reading Coach also created an ELA pacing guide for the teachers, which was also discussed with the ELA teachers during the Inside and Rewards PD, as well as, with all teachers during a professional learning community during pre-planning week to ensure that there is a common language being utilized across all content areas. The goal is for Reading to have a cross-curricular approach and for all teachers to use the common language during their daily instruction to reinforce reading skills. The Reading Coach also holds bi-weekly department meetings where student progress and data are reviewed to identify the effectiveness of the classroom instruction and make any necessary changes to the pacing guide. In addition, all teachers will monitor for student success and implement the RtI process if necessary to ensure the needs of all students are being met.

The Collections curriculum is utilized in the 6-8th grade English Language Arts classes. Collections uses methods to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. The

current plan to address the Speaking and Listening are embedded in the Collections curriculum. Teachers use active listening strategies that keep students engaged and promote an environment that values all voices. In addition, the school conducts monthly formative assessments in writing with informative and argumentative prompts via the ELA and Content Area classes. Collections helps students master the writing process, key writing forms, grammar usage and mechanics. Through its active and engaging learning with a blended digital and print approach the teachers are able to administer the Stop, Drop, Tests through my.hrw.com which provides standard based assessments to monitor student progress. The Reading Coach meets monthly with the teachers to analyze the data and discuss data driven instruction in the ELA classroom.

The iReady program is implemented during small group rotations so that students have an opportunity to focus on the skills that have yet to be mastered. After the diagnostic assessment, the iReady program will automatically customize the instruction per student and individualize it based on their needs. The students will complete a minimum of 45 minutes per week on iReady and will be given the Growth Monitoring assessments via the iReady program to monitor student progress and growth. The Ready LAFS workbooks address the Listening and Speaking strands when paired with the Teacher Toolbox digital component. This allows students to pair Listening and Reading Comprehension activities. Mid-year they will be given 2nd diagnostic assessment that will aid in determining whether to maintain the students on the same track of the program or create a new, individualized path to ensure students are bridging any gaps and work towards mastery.

The school's Reading Coach and classroom teachers, will also be monitoring and assigning specific technology resources and lessons that the students will be required to use in order to acquire basic reading skills and to provide students with remediation in the four areas of reading acquisition; phonics, fluency, vocabulary, and comprehension. The school will utilize iReady, along with Reading Plus as their technology resources for remediation in the area of English Language Arts. Reading Plus assists students with vocabulary acquisition, comprehension and text-based connections in writing. These resources will be monitored on a bi-weekly basis and assigned activities/tasks may be altered based on the Stop, Drop, Test data since it may identify new deficient areas to target and to determine the effectiveness of the programs.

In order to increase achievement in Mathematics at Somerset Academy Hollywood Charter Middle School, the Go Math state-approved curriculum is the primary Math curriculum used at the school and Khan Academy is utilized as a secondary resource. iReady is also being utilized as the primary technology resource for all students enrolled in a middle school Math course. Students who scored Level 1 or 2 on the 2017 FSA Math were automatically placed in an Intensive Math course to remediate Math deficiencies as per the FSA and on-going progress monitoring data, such as the Stop, Drop, Tests. As per the school's data, specific grade level standards

were identified as areas of deficiency. The school's Math Coach worked on dissecting the data with the classroom teachers and created a pacing guide that will allow for the constant spiraling of the content to ensure student mastery of the skills. The use of daily bell ringers and exit slips are being utilized to constantly review and monitor student progress and determine whether re-teaching or remediation strategies must be implemented to ensure student skill mastery. In addition, all teachers will monitor for student success and implement the RtI process if necessary to ensure the needs of all students are being met.

C. Explain how the charter school is implementing demonstrably effective instructional strategies that support struggling students' ability to achieve grade level proficiency.

Somerset Academy Hollywood Charter Middle School #5419 implements research-based, effective instructional techniques that support the students path to success. The school utilizes the push-in/pull-out model, peer-to-peer collaboration, differentiated instructional rotations/centers with specific student-centered activities based on their learning needs and data tracking to facilitate the learning process for the struggling students, while still making them a part of the process and holding accountability for their improvements and reaching success. With emphasis focused on struggling learners, Somerset Academy Hollywood Charter Middle School #5419 has succeeded in these students making learning gains.

D. Identify how the charter school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Florida Standards as well as Next Generation Sunshine State Standards.

The implementation of Instructional Focus Calendars (IFC) that lay out a detailed yearly instructional plan and the use of ongoing data analysis, allow the school to competently use qualitative and quantitative data to inform and drive instruction. Internally, through the development of our internal Stop, Drop and Test Progress Monitoring Model, we are able to utilize standardized assessments to monitor progress of all students. Instructional planning, practice and progress monitoring assessments are aligned with the Mathematics Florida Standards (MAFS) and Language Arts Florida Standards (LAFS) as adopted by the State of Florida and Broward County Public Schools.

E. Elaborate on how the charter school provides effective services for exceptional students (SWD and Gifted) as defined in the charter school's agreement and as required by applicable law. The charter school should provide assurance of charter school and Sponsor collaboration and the adherence to local guidelines for exceptional students (SWD and Gifted). An On-Site Programmatic review and/or desktop review may be conducted.

Somerset Academy Hollywood Charter Middle School #5419 provides effective services for exceptional students (SWD and Gifted) by providing IEP's for SWD students annually and EP's for Gifted students bi-annually. The

ESE Specialist meets with teachers on a monthly basis and reviews accommodations, goals, and strategies to be implemented with the students. The ESE teacher and/or Speech and Language Pathologist provide pull-out and consultation services for SWD students based on data gathered by the psychological evaluation, teacher and committee recommendations. The ESE teacher and SLP follow the student's Individualized Educational Plan to ensure that the students are receiving the identified frequency of services as mandated by the Federal, State and local policies and the student's IEP. We provide progress monitoring throughout the school year with iReady Growth Monitoring, Standard Mastery, and Diagnostic Assessments. Differentiated Instruction is data driven with the results of the assessments for all SWD and Gifted students. Their progress is closely monitored during collaboration conferences with the general education teacher, ESE teacher, and ESE Specialist. Gifted students are on consultation. The ESE teacher and Specialist gather data and review goals with the teachers on a monthly basis.

F. Elaborate on how the charter school implements effective programs and services to meet the needs of English Language Learners as defined in the charter school's contract and as required by applicable law. An On-Site Programmatic review and/or desktop review may be conducted.

Somerset Academy Hollywood Charter Middle School #5419 offers effective services for English Language Learners through their general education classes. All teachers are ESOL endorsed or working towards their ESOL endorsement. Teachers provide ELL students with accommodations and strategies, as they pertain to a particular lesson, in order to meet their individual needs. Differentiated Instruction is provided in all subject areas based on data. ELL strategies and accommodations include but are not limited to bilingual dictionaries, academic content glossaries, small group instruction, extended time, peer assistance, and visual modeling.

The school utilizes the research-based literacy programs, Collections, along with Inside and Rewards. The teachers differentiate the instruction for the students by scaffolding lessons and using the given ELL strategies per the curriculum for Language and Literacy. The school also redesigned the lesson plan format to include ELL strategies that are modified based on the instructional delivery of the lesson. Teachers identify their ELL students and select specific ELL strategies per lesson based on the student's individual needs. The teacher also includes a daily instructional routine in Oral Language, Reading and Writing.

G. **Explain the school's current process for MTSS/RtI. What is the school's plan for MTSS/RtI to ensure that the process is appropriately implemented during the next charter agreement term?**

Somerset Academy Hollywood Charter Middle School #5419 systematically identifies students to be placed within the RtI process based on data and teacher recommendations. Progress monitoring is completed through the use of iReady Growth Monitoring data and formative assessments administered in the classroom. Tier two interventions are conducted via a small group setting, 3-4 times per week. Tier three interventions are conducted

via small group or via one-on-one instruction, 3-4 times per week. The school will ensure to continuously progress monitor students and analyze data to identify any students who would benefit from the MTSS/RtI process. The ESE Specialist will conduct meetings during pre-planning as a refresher to all teachers regarding the identification, implementation and monitoring of students to the MTSS/Rti program. The Specialist will also conduct quarterly department meetings to review student data and provide recommendations to the teachers regarding the RtI process and Tiers and ensure that students are properly being monitored throughout the process. (Appendix I- ELLevation Reports- Charter Schools Renewal Report Only)

Note: As this document can be requested as part of a public records request, please remove any student specific identifiers that may be visible in any of the sources of evidence requested below. This includes, ID numbers, parental information, birthdays, addresses…

Sources of evidence for this section should include attachments of the following:

- **FCAT 2.0**
- **FSA**
- **EOC**
- **Progress Monitoring Reports**
- **Standardized Test Results**
- **Contractual Corrective Action Status**
- **State-issued High Performance Designation Letter, If Applicable**
- **Approved Comprehensive Reading Plan (if opted-out of District's K-12 Plan)**
- **300 Lowest-Performing Elementary Schools Plan**
- **ELLevation Report – *Charter Schools Renewal Report* Only (ESOL Contacts can access this report on the Export Wizzard on ELLevation).**
- **High School Accreditation Status, If Applicable**
- **Approved State-Mandated School Improvement Plan, If Applicable – On File**
- **On-Site Programmatic Reviews – On File**
- **Desktop Reviews – On File**

Evaluation Criteria: Educational Program Implementation

This section should provide for the reviewer a clear and concise explanation of the charter school's implementation of its educational program. Within the narrative, identification of how the school has effectively implemented any and all programs, strategies and supports for all students should be included. Measurable goals for student academic growth and improvement should be clearly defined.

Attachments – Educational Performance

Please include in the appropriate section the attachments that are not identified as ON FILE in the Educational Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.

Educational Performance

- ☒ **FCAT 2.0 (applicable years during the term of current charter agreement)**
- ☒ **FSA (applicable years during the term of the current charter agreement)**
- ☒ **State AYP/AMO Standards**
- ☒ **EOC**
- ☒ **FLDOE School Grade (prior 5 years)**
- ☒ **FLDOE Report Card**
- ☒ **Progress Monitoring Reports (prior 5 years)**
- ☒ **Notification of School Improvement Rating (prior 5 years), If Applicable**
- ☐ **Graduation Rate (prior 5 years), If Applicable**
- ☒ **Standardized Test Results**
- ☐ **300 Lowest-Performing Elementary Schools Plan**
- ☐ **Implementation of Specific Contractual Corrective Action**
- ☐ **State-issued High-Performance Designation Letter, If Applicable**
- ☐ **High School Accreditation Status, If Applicable**
- ☒ **Approved Comprehensive Reading Plan (if opted-out of District's K-12 Plan)**
- ☒ **ELLevation Reports – Charter Schools Renewal Report Only**

APPENDIX A

Educational Performance Attachment: FCAT 2.0 (applicable years during the term of current charter agreement)

Science
Florida Statewide Science Assessment

School Report of Students
Spring 2017
Grade 8

School: SOMERSET ACADEMY HOLLYWOOD MID SCH
School ID: 5419
District: BROWARD
District ID: 06

Student Name	Student ID	Scale Score (140-260)	Achievement Level					Points Earned by Content Area			
			Level 1 (140-184)	Level 2 (185-202)	Level 3 (203-214)	Level 4 (215-224)	Level 5 (225-260)	Nature of Science	Earth and Space Science	Physical Science	Life Science
								Points Possible 11	15	15	15
		197		2				6	9	9	8
		214			3			7	13	12	11
		176	1					3	6	4	8
		197		2				7	9	8	9

- Points earned by content area should not be compared across administrations.
- Not Reported (NR) codes:
  - NR2 = Did Not Meet Attemptedness Criteria
  - NR3 = Marked Do Not Score
  - NR5 = Below-Grade Tester
  - NR6 = Duplicate Record
  - NR7 = FDOE Hold
  - NR8 = Caveon Invalidated
- NT = Not Tested

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APPENDIX B

Educational Performance Attachment: FSA (applicable years during the term of the current charter agreement)

APPENDIX C

Educational Performance Attachment: EOC

Florida Statewide Science Assessment
School Report of Students
Spring 2016
ade 8

School SOMERSET ACADEMY HOLLYWOOD MID SCH
School ID 5419
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (140-260)	Achievement Level					Points Earned by Content Area			
			Level 1 (140-184)	Level 2 (185-202)	Level 3 (203-214)	Level 4 (215-224)	Level 5 (225-260)	Nature of Science	Earth and Space Science	Physical Science	Life Science
								Points Possible 11	15	15	15
		189		2				5	8	5	8
		194		2				8	8	7	7
		197		2				7	7	8	9
		195		2				6	7	9	8

- Points earned by content area should not be compared across administrations.
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- **NT** = Not Tested

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ELA
School Report of Students
Spring 2017

School SOMERSET ACADEMY HOLLYWOOD MIDDL
School ID 5419
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (259-391)	Passed	Performance Level (Level 1 (259-308) Level 2 (309-325) Level 3 (326-338) Level 4 (339-355) Level 5 (356-391))	Points Earned/Points Possible by Content Area: Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 06									
		317	NA	2	6/15	8/14	4/11	8/12	6/10
		296	NA	1	1/15	5/14	0/11	8/12	5/10
		346	NA	4	12/15	7/14	10/11	9/12	8/10
		328	NA	3	10/15	10/14	3/11	10/12	6/10
		367	NA	5	13/15	12/14	10/11	12/12	8/10
		325	NA	2	8/15	10/14	3/11	8/12	8/10
		345	NA	4	9/15	13/14	8/11	11/12	6/10
		339	NA	4	10/15	9/14	10/11	8/12	6/10
		320	NA	2	8/15	6/14	5/11	10/12	6/10
		296	NA	1	1/15	5/14	2/11	8/12	5/10
		316	NA	2	6/15	4/14	7/11	9/12	6/10
		324	NA	2	7/15	7/14	7/11	9/12	6/10

tions.

- NR – Not Reported
- NA – Not Applicable

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ELA
School Report of Students
Spring 2017

School: SOMERSET ACADEMY HOLLYWOOD MIDDLE SCHOOL
School ID: 5419
District: BROWARD
District ID: 06

Student Name	Student ID	Scale Score (267-397)	Passed	Performance Level Level 1 (267-317) Level 2 (318-332) Level 3 (333-345) Level 4 (346-359) Level 5 (360-397)	Points Earned/Points Possible by Content Area Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 07									
		311	NA	1	6/14	3/15	3/12	3/11	6/10
		306	NA	1	3/14	5/15	6/12	5/11	4/10

- Points earned by content area should not be compared across administrations.
- **NR** – Not Reported
  NA – Not Applicable

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ELA
School Report of Students
Spring 2017

School: SOMERSET ACADEMY HOLLYWOOD MIDDL
School ID: 5419
District: BROWARD
District ID: 06

Student Name	Student ID	Scale Score (274-403)	Passed	Performance Level (Level 1 (274-321) Level 2 (322-336) Level 3 (337-351) Level 4 (352-365) Level 5 (366-403))	Points Earned/Points Possible by Content Area: Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 08									
		340	NA	3	7/17	10/16	7/9	9/10	8/10
		318	NA	1	2/17	7/16	3/9	6/10	8/10
		333	NA	2	8/17	8/16	4/9	8/10	8/10

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- NR – Not Reported
- NA – Not Applicable

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June 2017

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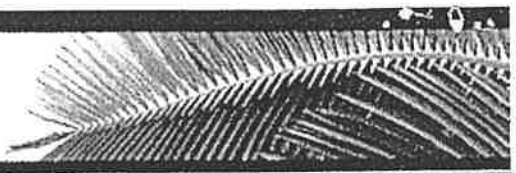

Mathematics
School Report of Students
Spring 2017

School SOMERSET NEIGHBORHOOD SCHOOL
School ID 5021
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (256-388)	Performance Level Level 1 (256-305) Level 2 (306-319) Level 3 (320-333) Level 4 (334-349) Level 5 (350-388)	Points Earned/Points Possible by Content Area Operations, Algebraic Thinking, and Fractions	Numbers and Operations in Base Ten	Measurement, Data, and Geometry
Grade 05						
[redacted]		306	2	5/23	4/15	10/18
[redacted]		347	4	20/23	12/15	16/18
[redacted]		324	3	9/23	12/15	13/18
[redacted]		328	3	16/23	9/15	12/18
[redacted]		303	1	6/23	3/15	8/18
[redacted]		339	4	19/23	10/15	15/18
[redacted]		342	4	19/23	10/15	17/18
[redacted]		316	2	9/23	7/15	10/18
[redacted]		336	4	16/23	9/15	15/18
[redacted]		325	3	14/23	7/15	13/18
[redacted]		306	2	5/23	5/15	9/18
[redacted]		335	4	21/23	8/15	13/18

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NR7 = FDOE Hold
NR8 = Caveon Invalidated

June 2017

Florida
Standards Assessments

Mathematics
School Report of Students
Spring 2017

School SOMERSET NEIGHBORHOOD SCHOOL
School ID 5021
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (256-388)	Performance Level Level 1 (256-305) Level 2 (306-319) Level 3 (320-333) Level 4 (334-349) Level 5 (350-388)	Points Earned/Points Possible by Content Area Operations, Algebraic Thinking, and Fractions	Numbers and Operations in Base Ten	Measurement, Data, and Geometry
Grade 05						
		313	2	7/23	7/15	10/18
		327	3	16/23	9/15	10/18
		300	1	4/23	4/15	6/18
		339	4	18/23	12/15	13/18
		296	1	3/23	4/15	7/18
		333	3	18/23	8/15	14/18
		341	4	19/23	11/15	14/18
		334	4	15/23	11/15	13/18
		307	2	9/23	5/15	5/18
		333	3	12/23	13/15	12/18
		331	3	16/23	8/15	15/18
		326	3	12/23	11/15	11/18

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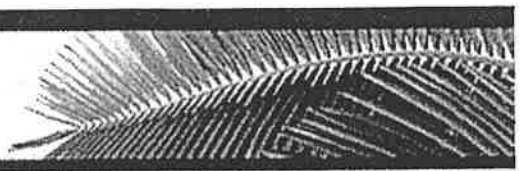

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School Report of Students
Spring 2017

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School ID 5021
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (256-388)	Performance Level (Level 1 (256-305) Level 2 (306-319) Level 3 (320-333) Level 4 (334-349) Level 5 (350-388))	Points Earned/Points Possible by Content Area: Operations, Algebraic Thinking, and Fractions	Numbers and Operations in Base Ten	Measurement, Data, and Geometry
Grade 05						
		309	2	11/23	5/15	6/18
		268	1	2/23	0/15	4/18
		339	4	18/23	12/15	14/18
		318	2	12/23	6/15	10/18
		319	2	12/23	8/15	8/18
		333	3	18/23	9/15	12/18
		283	1	2/23	1/15	5/18
		303	1	6/23	3/15	8/18
		338	4	19/23	10/15	14/18
		347	4	19/23	13/15	16/18
		332	3	16/23	10/15	14/18
		307	2	4/23	6/15	9/18

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June 2017

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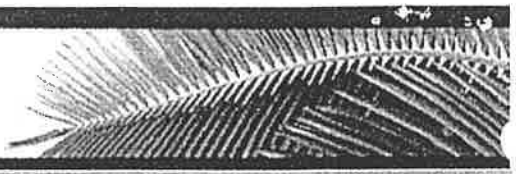

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School Report of Students
Spring 2017

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School ID 5021
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (256-388)	Performance Level (Level 1 (256-305), Level 2 (306-319), Level 3 (320-333), Level 4 (334-349), Level 5 (350-388))	Points Earned/Points Possible by Content Area: Operations, Algebraic Thinking, and Fractions	Numbers and Operations in Base Ten	Measurement, Data, and Geometry
Grade 05						
		311	2	7/23	7/15	8/18
		315	2	8/23	7/15	10/18
		355	5	21/23	15/15	15/18
		325	3	11/23	10/15	13/18
		316	2	11/23	7/15	8/18
		311	2	7/23	6/15	10/18
		309	2	7/23	5/15	8/18
		352	5	22/23	12/15	16/18
		279	1	5/23	1/15	1/18
		333	3	17/23	9/15	13/18
		324	3	13/23	10/15	10/18
		319	2	15/23	5/15	10/18

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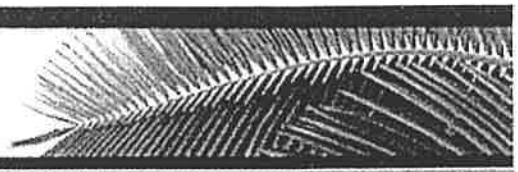

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Spring 2017

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School ID 5021
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (256-388)	Performance Level Level 1 (256-305) Level 2 (306-319) Level 3 (320-333) Level 4 (334-349) Level 5 (350-388)	Points Earned/Points Possible by Content Area Operations, Algebraic Thinking, and Fractions	Numbers and Operations in Base Ten	Measurement, Data, and Geometry
Grade 05						
		302	1	4/23	4/15	8/18
		325	3	14/23	8/15	11/18
		339	4	15/23	14/15	16/18
		307	2	6/23	8/15	5/18
		311	2	8/23	6/15	7/18
		337	4	21/23	10/15	11/18
		302	1	6/23	4/15	7/18
		302	1	9/23	2/15	6/18
		336	4	15/23	11/15	15/18
		347	4	17/23	14/15	16/18
		342	4	21/23	12/15	13/18
		317	2	8/23	8/15	12/18

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Florida Standards Assessments

Mathematics
School Report of Students
Spring 2017

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School ID 5021
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (256-388)	Performance Level (Level 1 (256-305), Level 2 (306-319), Level 3 (320-333), Level 4 (334-349), Level 5 (350-388))	Points Earned/Points Possible by Content Area: Operations, Algebraic Thinking, and Fractions	Numbers and Operations in Base Ten	Measurement, Data, and Geometry
Grade 05						
		364	5	22/23	15/15	15/18
		350	5	21/23	13/15	15/18
		338	4	17/23	12/15	14/18
		328	3	14/23	7/15	14/18
		383	5	23/23	14/15	18/18
		328	3	13/23	11/15	11/18
		303	1	9/23	5/15	3/18
		341	4	16/23	13/15	15/18
		312	2	5/23	10/15	8/18
		307	2	5/23	7/15	8/18
		330	3	19/23	7/15	10/18
		328	3	15/23	9/15	11/18

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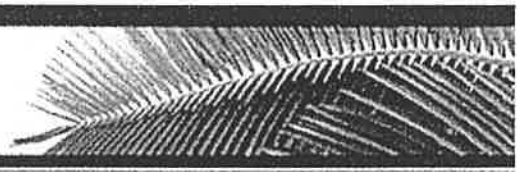
June 2017

Florida Standards Assessments



Mathematics
School Report of Students
Spring 2017

School SOMERSET NEIGHBORHOOD SCHOOL
School ID 5021
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (256-388)	Performance Level Level 1 (256-305) Level 2 (306-319) Level 3 (320-333) Level 4 (334-349) Level 5 (350-388)	Points Earned/Points Possible by Content Area Operations, Algebraic Thinking, and Fractions	Numbers and Operations in Base Ten	Measurement, Data, and Geometry
Grade 05						
		325	3	14/23	9/15	11/18
		326	3	11/23	11/15	13/18
		325	3	14/23	7/15	14/18
		308	2	8/23	5/15	7/18
		311	2	10/23	4/15	8/18
		334	4	17/23	10/15	14/18
		323	3	13/23	10/15	10/18
		347	4	21/23	12/15	14/18
		306	2	9/23	2/15	8/18
		326	3	16/23	8/15	11/18
		340	4	17/23	12/15	15/18
		330	3	15/23	9/15	13/18

ations.

er NR7 = FDOE Hold
NR8 = Caveon Invalidated

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Florida
Standards Assessments

Mathematics
School Report of Students
Spring 2017

School SOMERSET NEIGHBORHOOD SCHOOL
School ID 5021
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (256-388)	Performance Level Level 1 (256-305) Level 2 (306-319) Level 3 (320-333) Level 4 (334-349) Level 5 (350-388)	Points Earned/Points Possible by Content Area Operations, Algebraic Thinking, and Fractions	Numbers and Operations in Base Ten	Measurement, Data, and Geometry
Grade 05						
		336	4	19/23	10/15	12/18
		334	4	18/23	9/15	13/18
		328	3	18/23	7/15	10/18
		300	1	5/23	2/15	7/18
		335	4	18/23	11/15	12/18
		342	4	18/23	14/15	14/18
		350	5	20/23	14/15	16/18
		304	1	8/23	5/15	6/18
		326	3	13/23	11/15	9/18
		313	2	11/23	4/15	8/18
		364	5	23/23	14/15	16/18
		373	5	23/23	14/15	17/18

ons.

NR2 = Did Not Meet Attemptedness Criteria
NR3 = Marked Do Not Score
NR5 = Below-Grade Tester
NR6 = Duplicated Record
NR7 = FDOE Hold
NR8 = Caveon Invalidated

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June 2017

Florida Standards Assessments

ELA
School Report of Students
Spring 2016

School: SOMERSET ACADEMY HOLLYWOOD MIDDL
School ID: 5419
District: BROWARD
District ID: 06

Student Name	Student ID	Scale Score (267-397)	Passed	Performance Level (Level 1 (267-317) Level 2 (318-332) Level 3 (333-345) Level 4 (346-359) Level 5 (360-397))	Points Earned/Points Possible by Content Area: Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 07									
		338	NA	3	7/15	11/17	4/10	7/10	8/10
		297	NA	1	3/15	4/17	3/10	7/10	3/10
		333	NA	3	7/15	10/17	4/10	6/10	8/10
		338	NA	3	9/15	9/17	6/10	8/10	8/10

- Points earned by content area should not be compared across administrations.
- NR – Not Reported
- NA – Not Applicable

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Florida Standards Assessments

ELA
School Report of Students
Spring 2016

School: SOMERSET ACADEMY HOLLYWOOD MIDDL
School ID: 5419
District: BROWARD
District ID: 06

Student Name	Student ID	Scale Score (259-391)	Passed	Performance Level (Level 1 (259-308) Level 2 (309-325) Level 3 (326-338) Level 4 (339-355) Level 5 (356-391))	Points Earned/Points Possible by Content Area: Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 06									
		321	NA	2	5/12	12/22	6/10	6/8	5/10
		304	NA	1	4/12	8/22	2/10	5/8	5/10
		318	NA	2	5/12	10/22	6/10	5/8	6/10
		310	NA	2	5/12	7/22	3/10	5/8	5/10

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- NR – Not Reported
- NA – Not Applicable

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Florida
Standards Assessments

ELA
School Report of Students
Spring 2016

School SOMERSET ACADEMY HOLLYWOOD MIDDL
School ID 5419
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (267-397)	Passed	Performance Level (Level 1 (267-317) Level 2 (318-332) Level 3 (333-345) Level 4 (346-359) Level 5 (360-397))	Points Earned/Points Possible by Content Area: Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 07									
		336	NA	3	7/15	11/17	4/10	7/10	8/10
		297	NA	1	3/15	4/17	3/10	7/10	3/10
		333	NA	3	7/15	10/17	4/10	6/10	8/10
		338	NA	3	9/15	9/17	6/10	8/10	8/10

- Points earned by content area should not be compared across administrations.
- NR – Not Reported
- NA – Not Applicable

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Florida Standards Assessments

ELA
School Report of Students
Spring 2016

School: SOMERSET ACADEMY HOLLYWOOD MIDDL
School ID: 5419
District: BROWARD
District ID: 06

Student Name	Student ID	Scale Score (274-403)	Passed	Performance Level (Level 1 (274-321) Level 2 (322-336) Level 3 (337-351) Level 4 (352-365) Level 5 (366-403))	Points Earned/Points Possible by Content Area: Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 08									
		335	NA	2	7/14	8/18	8/12	4/8	8/10
		333	NA	2	4/14	11/18	5/12	6/8	6/10
		344	NA	3	5/14	12/18	9/12	6/8	8/10
		337	NA	3	8/14	10/18	7/12	5/8	7/10

- Points earned by content area should not be compared across administrations.
- NR – Not Reported
- NA – Not Applicable

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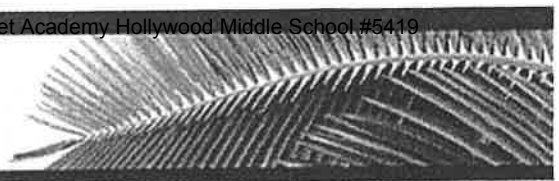
Florida
Standards Assessments



lathematics
School Report of Students
Spring 2016

School SOMERSET ACADEMY HOLLYWOOD MIDDL
School ID 5419
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (260-390)	Performance Level Level 1 (260-309) Level 2 (310-324) Level 3 (325-338) Level 4 (339-355) Level 5 (356-390)	Points Earned/Points Possible by Content Area Ratio and Proportional Relationships	Expressions and Equations	Geometry	Statistics and Probability	The Number System
Grade 06								
5		322	2	4/8	7/19	3/8	3/11	10/11
7		313	2	4/8	5/19	2/8	5/11	5/11
3		331	3	3/8	12/19	4/8	2/11	11/11
9		306	1	2/8	3/19	1/8	4/11	7/11

- Points earned by content area should not be compared across administrations.
- Not Reported (NR) codes:
  - **NR2** = Did Not Meet Attemptedness Criteria
  - **NR3** = Marked Do Not Score
  - **NR5** = Below-Grade Tester
  - **NR6** = Duplicated Record
  - **NR7** = FDOE Hold
  - **NR8** = Caveon Invalidated

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Florida
Standards Assessments

Mathematics
School Report of Students
Spring 2016

School SOMERSET ACADEMY HOLLYWOOD MIDDL
School ID 5419
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (269-391)	Performance Level Level 1 (269-315) Level 2 (316-329) Level 3 (330-345) Level 4 (346-359) Level 5 (360-391)	Points Earned/Points Possible by Content Area Ratio and Proportional Relationships	Expressions and Equations	Geometry	Statistics and Probability	The Number System
Grade 07								
	0	339	3	7/15	9/12	5/13	4/9	7/8
	6	324	2	3/15	5/12	6/13	3/9	4/8
	0	306	1	4/15	3/12	0/13	3/9	2/8
	7	315	1	4/15	2/12	3/13	2/9	5/8

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Florida Standards Assessments

Mathematics
School Report of Students
Spring 2016

School SOMERSET ACADEMY HOLLYWOOD MIDDL
School ID 5419
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (269-391)	Performance Level (Level 1 (269-315) Level 2 (316-329) Level 3 (330-345) Level 4 (346-359) Level 5 (360-391))	Points Earned/Points Possible by Content Area: Ratio and Proportional Relationships	Expressions and Equations	Geometry	Statistics and Probability	The Number System
Grade 07								
[redacted]	[redacted]0	339	3	7/15	9/12	5/13	4/9	7/8
[redacted]	[redacted]6	324	2	3/15	5/12	6/13	3/9	4/8
[redacted]	[redacted]0	306	1	4/15	3/12	0/13	3/9	2/8
[redacted]	[redacted]7	315	1	4/15	2/12	3/13	2/9	5/8

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- Not Reported (NR) codes:
  - NR2 = Did Not Meet Attemptedness Criteria
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Florida
Standards Assessments

Mathematics
School Report of Students
Spring 2016

School: SOMERSET ACADEMY HOLLYWOOD MIDDL
School ID: 5419
District: BROWARD
District ID: 06

Student Name	Student ID	Scale Score (269-391)	Performance Level (Level 1 (269-315) Level 2 (316-329) Level 3 (330-345) Level 4 (346-359) Level 5 (360-391))	Points Earned/Points Possible by Content Area: Ratio and Proportional Relationships	Expressions and Equations	Geometry	Statistics and Probability	The Number System
Grade 07								
		339	3	7/15	9/12	5/13	4/9	7/8
	6	324	2	3/15	5/12	6/13	3/9	4/8
	0	306	1	4/15	3/12	0/13	3/9	2/8
	7	315	1	4/15	2/12	3/13	2/9	5/8

- Points earned by content area should not be compared across administrations.
- Not Reported (NR) codes:
  - **NR2** = Did Not Meet Attemptedness Criteria
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Florida
Standards Assessments

Mathematics
School Report of Students
Spring 2016

School SOMERSET ACADEMY HOLLYWOOD MIDDL
School ID 5419
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (273-393)	Performance Level Level 1 (273-321) Level 2 (322-336) Level 3 (337-352) Level 4 (353-364) Level 5 (365-393)	Points Earned/Points Possible by Content Area Expressions and Equations	Functions	Geometry	Statistics & Probability and The Number System
Grade 08							
7		325	2	6/18	4/13	5/15	5/12
1		336	2	9/18	2/13	7/15	5/12
5		365	5	11/18	8/13	13/15	9/12
7		300	1	4/18	0/13	0/15	4/12

- Points earned by content area should not be compared across administrations.
- Not Reported (NR) codes:
  - **NR2** = Did Not Meet Attemptedness Criteria
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Florida
Standards Assessments Online Reporting

Summary of Overall Student Performance

How did my students perform on the FSA ELA test?

Test: Grade 6 FSA ELA
Administration: Spring 2015
Name: SOMERSET ACADEMY HOLLYWOOD MIDDLE SCHOOL

Mean T Score

Grade 6 FSA ELA Test for Students in SOMERSET ACADEMY HOLLYWOOD MIDDLE SCHOOL

Name	Number of Students	Mean T Score
Florida	192427	50
BROWARD (06)	18334	50
SOMERSET ACADEMY HOLLYWOOD MIDDLE SCHOOL (06-5419)	10	48

T Score and Percentile Rank

Grade 6 FSA ELA Test for Students in SOMERSET ACADEMY HOLLYWOOD MIDDLE SCHOOL

Name	SID	T Score	Percentile Rank
[redacted]		61	86
		20	1
		47	36
		55	67
		46	33
		56	71
		53	59
		40	17
		53	59
		53	59

FSA Help Desk Information
1.866.815.7246
fsahelpdesk@air.org

Florida
Standards Assessments Online Reporting

Summary of Overall Student Performance

How did my students perform on the FSA Mathematics test?

Test: Grade 6 FSA Mathematics
Administration: Spring 2015
Name: SOMERSET ACADEMY HOLLYWOOD MIDDLE SCHOOL

Mean T Score
Grade 6 FSA Mathematics Test for Students in SOMERSET ACADEMY HOLLYWOOD MIDDLE SCHOOL

Name	Number of Students	Mean T Score
Florida	190866	49
BROWARD (06)	18602	50
SOMERSET ACADEMY HOLLYWOOD MIDDLE SCHOOL (06-5419)	10	51

T Score and Percentile Rank
Grade 6 FSA Mathematics Test for Students in SOMERSET ACADEMY HOLLYWOOD MIDDLE SCHOOL

Name	SID	T Score	Percentile Rank
[illegible]		58	78
		44	28
		42	22
		57	75
		51	53
		58	78
		53	61
		47	38
		53	61
		47	38

FSA Help Desk Information
1.866.815.7246
fsahelpdesk@nic.org

APPENDIX D

Educational Performance
Attachment: State AYP/AMO Standards

Annual Measurable Objectives (AMOs) for Florida's Schools, Districts and the State, 2015-16

Notes: (1) Data are blank (not reported) for cells in which there are fewer than 10 students in the calculation.
(2) For percent scoring satisfactory or higher in reading and mathematics, subgroup data are suppressed (***) when results are less than 5%.

District Number	District Name	School Number	School Name	School Type	Charter School Status	Title I Status	Alternative School Status	Region	Percent Tested English Language Arts (ELA)									ELA % Scoring Satisfactory									Percent Tested Mathematics									Mathematics % Scoring Satisfactory								
									All Students	American Indian	Asian	Black/African American	Hispanic	White	English Language Learners	Students with Disabilities	Economically Disadvantaged	All Students	American Indian	Asian	Black/African American	Hispanic	White	English Language Learners	Students with Disabilities	Economically Disadvantaged	All Students	American Indian	Asian	Black/African American	Hispanic	White	English Language Learners	Students with Disabilities	Economically Disadvantaged	All Students	American Indian	Asian	Black/African American	Hispanic	White	English Language Learners	Students with Disabilities	Economically Disadvantaged
00	STATE LEVEL	0000	STATE LEVEL						99	99	100	99	99	99	99	98	99	53	51	78	34	51	64	29	19	42	98	97	99	97	98	98	98	96	98	54	54	81	35	51	65	38	25	44
01	ALACHUA	0000	DISTRICT LEVEL		NO		N	2	98	94	96	97	98	98	87	96	98	55	72	88	27	58	72	34	14	35	96	94	98	95	96	97	95	93	96	55	54	88	28	56	71	46	17	36
01	ALACHUA	0031	L.J. FINLEY ELEMENTARY SCHOOL	01	NO	YES	N	2	93		48	100	94	97	73	100	92	63		73	33	49	90	27	16	44	98		79	100	100	99	92	100	98	62		82	33	47	84	42	20	42
01	ALACHUA	0041	STEPHEN FOSTER ELEMENTARY SCHOOL	01	NO	YES	N	2	99		100	98	100	100		97	99	64		88	35	58	88		26	40	99		100	98	100	100		97	99	65		92	38	54	87		23	42
01	ALACHUA	0052	A.QUINN JONES CENTER	04	NO	YES	A	2	82			83		70		82	79	***			5					5	73			74			68	70	***			***					***
01	ALACHUA	0071	LAKE FOREST ELEMENTARY SCHOOL	01	NO	YES	N	2	100			100		100		100	100	15			11		26		7	15	99			99		100		100	99	19			15		42		***	20
01	ALACHUA	0081	SIDNEY LANIER CENTER	04	NO	NO	N	2	72			64		80		74	69	***							***	***	81			89		82		72	83	***			***				***	***
01	ALACHUA	0082	HOSPITAL HOMEBOUND	04	NO	NO	E	2	45					56		45											38					46		38										
01	ALACHUA	0091	LITTLEWOOD ELEMENTARY SCHOOL	01	NO	YES	N	2	97		85	99	92	98	65	98	99	61			36	68	77		24	38	98		92	99	97	99	88	98	99	60			34	61	76		27	41
01	ALACHUA	0101	W. A. METCALFE ELEMENTARY SCHOOL	01	NO	YES	N	2	99			99		100		100	99	32			29		55		10	30	99			99		100		100	99	35			33		45		11	35
01	ALACHUA	0111	JOSEPH WILLIAMS ELEMENTARY SCHOOL	01	NO	YES	N	2	99		97	99		100		100	99	55		100	37		98		6	29	99		97	99		100		100	99	58		100	40		95		6	33
01	ALACHUA	0112	ABRAHAM LINCOLN MIDDLE SCHOOL	02	NO	NO	N	2	100		100	99	100	99		100	99	56		98	16	57	93		***	18	99		99	96	100	99		100	98	58		99	21	57	93		6	23
01	ALACHUA	0121	HOWARD W. BISHOP MIDDLE SCHOOL	02	NO	NO	N	2	99		100	99	96	100		98	98	53		97	23	73	86		8	27	98		100	99	96	98		97	98	51		97	22	81	82		7	26
01	ALACHUA	0141	WESTWOOD MIDDLE SCHOOL	02	NO	NO	N	2	97		29	99	92	98	73	98	99	53		88	29	64	75	42	12	33	98		97	99	99	97	95	96	97	53		88	28	61	76	54	14	31
01	ALACHUA	0151	GAINESVILLE HIGH SCHOOL	03	NO	NO	N	2	97		100	96	98	98	99	94	96	50		68	21	51	73	14	12	27	94		98	93	92	95	93	92	93	47		56	22	38	71	29	16	29
01	ALACHUA	0161	ALACHUA ELEMENTARY SCHOOL	01	NO	YES	N	2	99			99	100	98	100	100	99	39			19	20	56	10	13	25	96			98	95	95	93	80	96	47			29	29	63	10	22	33
01	ALACHUA	0171	ARCHER ELEMENTARY	01	NO	YES	N	2	100			100	100	100		100	100	60			28	70	67		12	34	99			100	100	99		100	98	64			33	65	73		24	45
01	ALACHUA	0201	HAWTHORNE MIDDLE/HIGH SCHOOL	04	NO	YES	N	2	96			100	100	94		96	97	29			22	30	33		11	26	95			98	91	94		91	94	23			10	40	27		6	22
01	ALACHUA	0221	A. L. MEBANE MIDDLE SCHOOL	02	NO	NO	N	2	99			100	100	99		100	99	41			19	30	57		7	30	98			98	97	98		94	96	46			23	45	58		6	34
01	ALACHUA	0261	NEWBERRY HIGH SCHOOL	03	NO	NO	N	2	99			99	95	100		100	99	54			35	58	63		16	37	96			94	96	97		97	96	42			25	28	51		17	34
01	ALACHUA	0271	SANTA FE HIGH SCHOOL	03	NO	NO	N	2	99			99	100	99		100	100	50			28	47	58		12	33	96			96	93	97		90	95	51			31	47	56		16	42
01	ALACHUA	0281	CHESTER SHELL ELEMENTARY SCHOOL	01	NO	YES	N	2	99			100		99		100	99	39			24		48		8	34	99			100		99		100	99	52			44		51		19	47
01	ALACHUA	0311	MYRA TERWILLIGER ELEMENTARY SCHOOL	01	NO	YES	N	2	98			99	94	98		100	99	41			34	42	56		12	36	97			98	94	92		98	98	44			39	42	52		12	40
01	ALACHUA	0321	IDYLWILD ELEMENTARY SCHOOL	01	NO	YES	N	2	99			96	100	99	86	98	100	40			28	62	50		8	34	98			98	100	98	100	94	100	42			26	54	61		16	36
01	ALACHUA	0331	GLEN SPRINGS ELEMENTARY SCHOOL	01	NO	YES	N	2	100			100	100	99		100	100	58			38	60	71		27	41	99			98	100	99		100	100	63			44	63	74		43	50
01	ALACHUA	0341	MARJORIE KINNAN RAWLINGS ELEMENTARY SCHOOL	01	NO	YES	N	2	100			99		100		100	100	17			19				***	18	99			98				100	99	29			28				7	28
01	ALACHUA	0411	PROFESSIONAL ACADEMY MAGNET AT LOFTEN HIGH SCHOOL	03	NO	NO	N	2	99			98	100	99		95	98	59			34	53	73		55	45	92			87	95	96		78	89	54			27	67	64		52	49
01	ALACHUA	0421	EASTSIDE HIGH SCHOOL	03	NO	NO	N	2	98		100	98	100	99		96	97	54		99	16	72	90		9	23	93		100	92	95	95		88	91	43		87	17	62	79		9	22
01	ALACHUA	0431	F. W. BUCHHOLZ HIGH SCHOOL	03	NO	NO	N	2	98		100	97	99	99	100	97	97	72		87	42	64	82		27	49	94		100	92	93	94	91	91	91	55		73	23	47	68		23	31
01	ALACHUA	0461	HIGH SPRINGS COMMUNITY SCHOOL	04	NO	NO	N	2	99			100	100	99		100	99	62			20	67	67		18	46	98			100	100	98		100	98	66			28	67	72		23	51
01	ALACHUA	0481	FORT CLARKE MIDDLE SCHOOL	02	NO	NO	N	2	99		100	99	97	100	100	98	98	61		69	33	66	75		13	40	96		96	97	93	97	92	95	96	61		79	30	69	75		21	37
01	ALACHUA	0482	HIDDEN OAK ELEMENTARY SCHOOL	01	NO	NO	N	2	100		100	100	100	100	100	100	100	75		95	37	77	84	60	14	50	100		100	100	100	100	100	100	100	84		93	55	84	91	50	18	63
01	ALACHUA	0501	KIMBALL WILES ELEMENTARY SCHOOL	01	NO	YES	N	2	99		98	100	100	99	94	100	98	70		95	34	72	78	64	11	49	99		100	99	100	99	100	97	97	72		98	41	66	78	73	22	50
01	ALACHUA	0502	KANAPAHA MIDDLE SCHOOL	02	NO	NO	N	2	99		96	99	99	100	90	100	99	58		86	30	47	73	44	11	41	99		98	99	97	100	97	100	98	59		79	28	56	76	41	16	39
01	ALACHUA	0510	LAWTON M. CHILES ELEMENTARY SCHOOL	01	NO	YES	N	2	100		100	100	100	99		97	99	69		100	28	67	84		20	35	99		100	99	100	99		97	98	71		100	30	70	86		33	32
01	ALACHUA	0520	MEADOWBROOK ELEMENTARY SCHOOL	01	NO	YES	N	2	99		94	99	100	99		100	99	66		75	38	57	79		25	47	99		94	99	100	99		100	98	71		94	46	74	77		33	57
01	ALACHUA	0531	NEWBERRY ELEMENTARY SCHOOL	01	NO	YES	N	2	100			100	100	99		100	100	52			30	45	57		32	44	100			100	100	99		100	100	60			38	50	66		43	55
01	ALACHUA	0541	C. W. NORTON ELEMENTARY SCHOOL	01	NO	YES	N	2	100		100	100	100	100		100	99	64		86	52	68	69		21	55	100		100	100	100	100		100	99	66		93	46	68	74		31	53
01	ALACHUA	0561	WILLIAM S. TALBOT ELEM SCHOOL	01	NO	NO	N	2	100		100	100	100	100		100	100	72		85	30	73	85		18	40	99		100	100	100	99		100	99	73		92	35	73	85		23	45
01	ALACHUA	0591	OAK VIEW MIDDLE SCHOOL	04	NO	NO	N	2	100		100	100	100	99		100	100	59		71	28	56	66		13	38	98		93	97	100	98		89	97	64		85	32	59	72		21	45
01	ALACHUA	0602	ALACHUA ACADEMY	10	NO	NO	N	2	0																	0																	
01	ALACHUA	0603	AMIKIDS	10	NO	NO	N	2	43			39				48		61			53				61										5			6					
01	ALACHUA	0604	PACE	10	NO	NO	N	2	74			72						66			72																						
01	ALACHUA	0950	THE ONE ROOM SCHOOL HOUSE PROJECT	01	YES	YES	N	2	100			100		100		100	100	74			65		93			69	100			100		100		100	100	59			54		64			59
01	ALACHUA	0951	MICANOPY AREA COOPERATIVE SCHOOL, INC.	01	YES	YES	N	2	100					100		100	100	71					75			64	100					100		100	74					75			72
01	ALACHUA	0953	CARING & SHARING LEARNING SCHOOL	01	YES	YES	N	2	100			100				100	100	55			55					51	99			99				98	98	59			58					57
01	ALACHUA	0955	THE EINSTEIN SCHOOL, INC.	04	YES	NO	A	2	100			100		100		100	100	***			***		***		***	***	100			100		100		100	100	11			***		18		13	7
01	ALACHUA	0956	EXPRESSIONS LEARNING ARTS ACADEMY	01	YES	NO	N	2	100					100				85					88				94					92				79				88			
01	ALACHUA	0957	ALACHUA LEARNING ACADEMY ELEMENTARY	01	YES	YES	N	2	100				100	100		100	100	29					78			69	97				100	100			94	67					72			55
01	ALACHUA	0958	GENESIS PREPARATORY SCHOOL	01	YES	YES	N	2	100			100					100	13			17					7	100			100				100	40			50					36
01	ALACHUA	0961	MICANOPY MIDDLE SCHOOL, INC.	04	YES	YES	N	2	98					98			98	57					57			54	97					96			96	47					49			45
01	ALACHUA	0981	HEALTHY LEARNING ACADEMY CHARTER SCHOOL	01	YES	NO	N	2	100					100			100	78					82			64	100					100			100	71					76			64
01	ALACHUA	0991	SIATECH GAINESVILLE	03	YES	NO	A	2	46			40		70		38	48	7									54			46		60		42	55	***			***		9			***
01	ALACHUA	1003	ALACHUA MYCROSCHOOL OF INTEGRATED ACADEMICS AND TECHNOLOGIES (MYCROSCHOOL GAINESVILLE)	03	YES	NO	A	2	37			41		25		36	38										25			22		28		19	32	18			9					16
01	ALACHUA	1010	ONE ROOM MIDDLE SCHOOL	02	YES	NO	N	2	97			100		94			95	77					88			63	88			91		89			85	72					88			63
01	ALACHUA	1011	ALACHUA LEARNING ACADEMY MIDDLE	02	YES	NO	N	2	100			100		100			100	71			30		76			73	98			100		97			100	82			40		88			81
01	ALACHUA	1012	BOULWARE SPRINGS CHARTER	01	YES	YES	N	2	98			100				90	97	31			20					24	96			100				80	97	42			29					36
01	ALACHUA	1004	ALACHUA ESCHOOL (VIRTUAL FRANCHISE)	04	NO	NO	N	2	35			27		42													32			10		45												
01	ALACHUA	7023	ALACHUA VIRTUAL INSTRUCTION PROGRAM (DISTRICT PROVIDED)	01	NO	NO	N	2	93					92				42					40				87					83			33					40			
01	ALACHUA	9029	ALACHUA REGIONAL JUVENILE DETENTION CENTER	10	NO	NO	N	2	43			29		67				47									48			50		50												
02	BAKER	0000	DISTRICT LEVEL		NO		N	2	98	100	94	98	100	98	100	95	98	47		65	23	61	50	36	21	35	98		100	97	100	98	100	92	97	58		76	32	75	61	64	85	49
02	BAKER	0012	BAKER COUNTY SENIOR HIGH SCHOOL	03	NO	NO	N	2	98			95	100	98		92	97	50			24	60	54		16	39	96			91	100	97		80	94	47			24	42	50		17	39
02	BAKER	0013	MACCLENNY ELEMENTARY SCHOOL	01	NO	YES	N	2	98			100		97		96	98	61			43		64		41	48	98			100		97		96	98	68			52		71		54	61
02	BAKER	0031	J FRANKLYN KELLER INTERMEDIATE SCHOOL	01	NO	NO	N	2	99			100	100	100		99	100	43			22	50	45		16	33	99			100	100	99		99	99	61			33	79	64		33	50
02	BAKER	0032	BAKER COUNTY MIDDLE SCHOOL	02	NO	NO	N	2	98			97	100	98		94	98	42			18	67	45		15	29	98			97	100	98		92	96	60			29	93	64		29	50
02	BAKER	0091	WESTSIDE ELEMENTARY SCHOOL	01	NO	YES	N	2	99			100		99		96	99	59			27		63		37	46	99			100		99		96	99	70			50		72		63	64
03	BAY	0000	DISTRICT LEVEL		NO		N	1	99	97	100	99	98	99	98	98	98	51	45	70	27	48	57	22	20	39	98	99	100	98	98	98	100	97	97	57	56	79	31	52	62	34	26	45
03	BAY	0061	BAY HIGH SCHOOL	03	NO	NO	N	1	98		100	98	97	98	100	97	97	41		60	20	36	55	10	13	30	97		100	98	98	96	97	98	97	38		64	16	29	51	26	14	27
03	BAY	0071	MERRITT BROWN MIDDLE SCHOOL	02	NO	YES	N	1	100			100	100	100		99	100	49			49	54	49		22	42	99			100	100	99		98	99	52			48	63	51		26	46
03	BAY	0081	HUTCHISON BEACH ELEMENTARY SCHOOL	01	NO	YES	N	1	98		100	100	100	98	100	95	98	45		60	15	33	48	20	19	40	98		100	100	100	98	100	95	98	55		100	23	39	56	30	33	49
03	BAY	0091	CEDAR GROVE ELEMENTARY SCHOOL	01	NO	YES	N	1	99			99	100	100		98	100	29			19	33	33		20	25	99			97	100	100		98	99	34			32	25	34		24	28
03	BAY	0101	CALLAWAY ELEMENTARY SCHOOL	01	NO	YES	N	1	99			100	100	98		100	99	40			29	44	44		8	37	99			100	100	98		100	99	48			28	61	54		26	44
03	BAY	0111	MERRIAM CHERRY STREET ELEMENTARY	01	NO	YES	N	1	97			93		100		100	97	37			20		49		10	32	96			93		97		100	95	32			17		43		21	27
03	BAY	0131	LUCILLE MOORE ELEMENTARY SCHOOL	01	NO	YES	N	1	98			96	93	100	88	100	97	29			13	36	38	25	7	27	98			96	100	99	100	100	98	34			24	25	43	17	7	35

Somerset Academy Hollywood Middle School #5419

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Florida EOC Assessments

Civics
NGSSS EOC Assessment
School Report of Students
Spring 2016

School: SOMERSET ACADEMY HOLLYWOOD MID SCH
School ID: 5419
District: BROWARD
District ID: 06

Student Name	Student ID	Test Form	Scale Score (325-475)	Level 3 or Above	Achievement Level					Points Earned / Points Possible by Content Area			
					Level 1 (325-375)	Level 2 (376-393)	Level 3 (394-412)	Level 4 (413-427)	Level 5 (428-475)	Origins and Purposes of Law and Government	Roles, Rights, and Responsibilities of Citizens	Government Policies and Political Processes	Organizations and Functions of Government
Grade 7													
				N		2				3 / 12	2 / 12	7 / 12	3 / 12
				N		2				5 / 12	6 / 12	4 / 12	3 / 12
				Y			3			5 / 12	8 / 12	9 / 12	7 / 12
				Y			3			6 / 12	7 / 12	7 / 12	4 / 12

- Points earned by content area should not be compared across administrations or test forms.
- Not Reported (NR) codes:
  - **NR2** = Did Not Meet Attemptedness Criteria
  - **NR3** = Marked Do Not Score
  - **NR6** = Duplicate Record
  - **NR7** = FDOE Hold
  - **NR8** = Caveon Invalidated

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Florida EOC Assessments

Civics
NGSSS EOC Assessment
School Report of Students
Spring 2017

School: SOMERSET ACADEMY HOLLYWOOD MID SCH
School ID: 5419
District: BROWARD
District ID: 06

Student Name	Student ID	Test Form	Scale Score (325-475)	Level 3 or Above	Achievement Level					Points Earned / Points Possible by Content Area			
					Level 1 (325-375)	Level 2 (376-393)	Level 3 (394-412)	Level 4 (413-427)	Level 5 (428-475)	Origins and Purposes of Law and Government	Roles, Rights, and Responsibilities of Citizens	Government Policies and Politica Processes	Organizations and Functions of Government
Grade 7													
			380	N		2				5 / 12	5 / 12	3 / 12	2 / 12
			378	N		2				2 / 12	2 / 12	5 / 12	5 / 12
			380	N		2				3 / 12	4 / 12	6 / 12	3 / 12
			376	N		2				1 / 12	3 / 12	5 / 12	5 / 12

- Points earned by content area should not be compared across administrations or test forms.
- Not Reported (NR) codes:
  - NR2 = Did Not Meet Attemptedness Criteria
  - NR3 = Marked Do Not Score
  - NR6 = Duplicate Record
  - NR7 = FDOE Hold
  - NR8 = Caveon Invalidated

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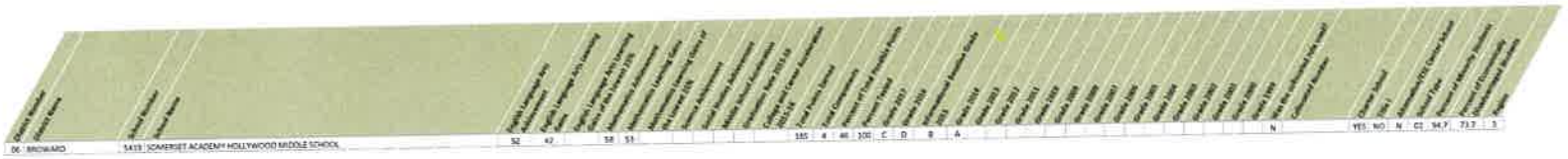
APPENDIX E

Educational Performance
Attachment: FLDOE School Grade (prior 5 years)



District Number	District Name	School Number	School Name	Middle School Acceleration	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2016-17	Graduation Rate 2015-16	College & Career Acceleration	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Grade 2017	Grade 2016	Graduation Rate 2016-17	Graduation Rate 2015-16	Graduation Rate 2014-15	Graduation Rate 2013-14	Graduation Rate 2012-13	Graduation Rate 2011-12	Graduation Rate 2010-11	Graduation Rate 2009-10	Graduation Rate 2008-09	Graduation Rate 2007-08	No Basic Calculated Data Flagged	Alternative School	ESSA Eligible	ESSA Identified for TSI	ESSA Identified for CSI	ESSA Identified for ATSI	ESSA Additional Targeted Support
06	BROWARD	5419	SOMERSET ACADEMY HOLLYWOOD MIDDLE SCHOOL	52	42		58	53								385	4	46	100	C	D	B	A											N		YES	NO	N	01	94.7	73.7	3

| District number | District Name | School number | School Name | | |

District Number	District Name	School Number	School Name
06	BROWARD	5419	SOMERSET ACADEMY HOLLYWOOD MIDDLE SCHOOL

| | | |

APPENDIX F

Educational Performance
Attachment: FLDOE Report Card

Back to Selection

Overview Guide to Calculations

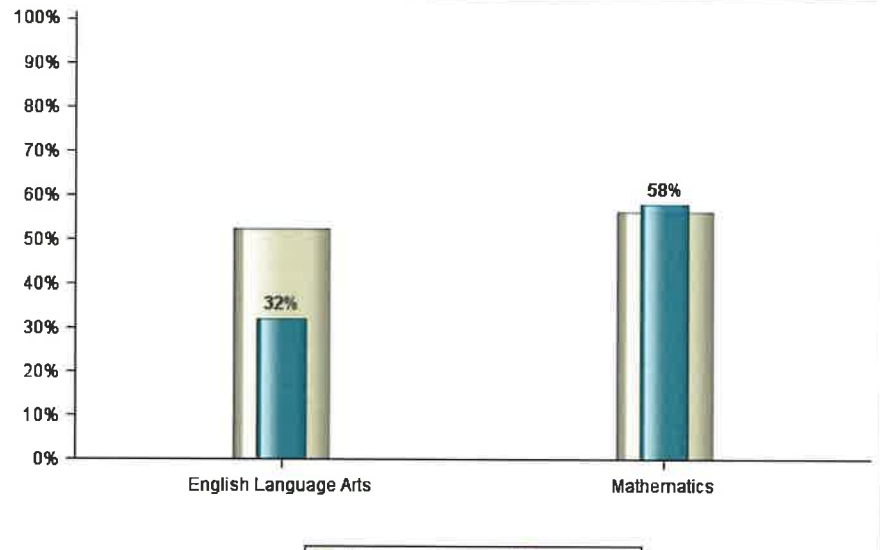
SOMERSET ACADEMY HOLLYWOOD MIDDLE SCHOOL - 5419

BROWARD COUNTY SCHOOL DISTRICT
SCHOOL GRADE REPORT, 2016-17

District Website

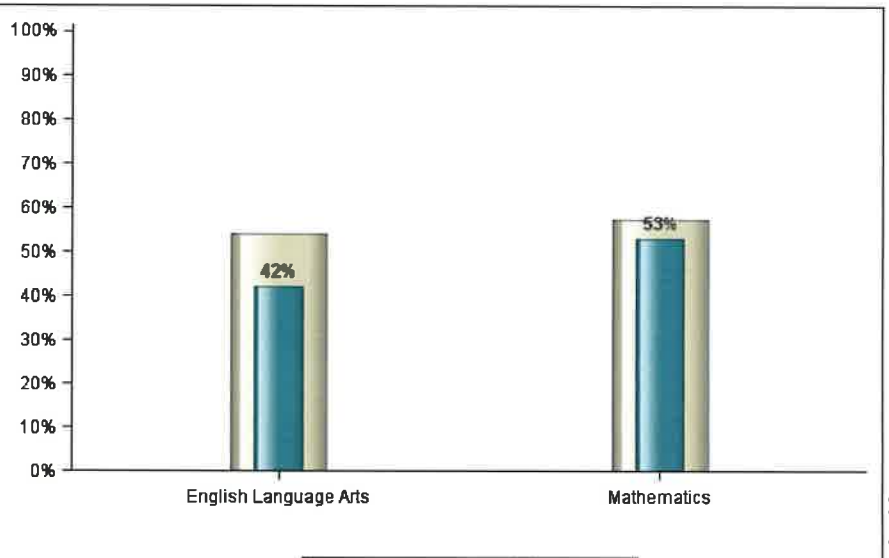
School Grade: C (46% of Total Possible Points)

Student Achievement
(Comparison by School Type)



Component	English Language Arts	Mathematics
Avg - Middle	52%	56%
School	32%	58%

Learning Gains
(Comparison by School Type)



Component	English Language Arts	Mathematics
Avg - Middle	54%	57%
School	42%	53%

APPENDIX G

Educational Performance
Attachment: Progress Monitoring (Prior 5 years)

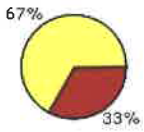
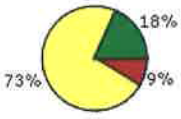
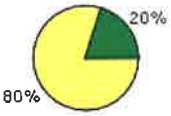
FAIR-FS PMRN: Reports

WAM School Report

12-11-2017 02:14 PM

District:	Broward	School:	Somerset Acader	School Year:	2017 - 2018
Calendar:	District-Wide	AP:	1	Grade Range:	All
Teacher:	All	Class-Section:	All	Student(s):	All

Click to Print | Show Report | Show Legend

	Probability of Literacy Success	Median Percentile Rank				Mean Ability Score			
		WRT	VKT	RCT	SKT	WRT	VKT	RCT	SKT
6th Grade Summary	 3	34th	36th	11th	25th	493 (505)	460 (504)	416 (510)	469 (516)
		3	3	3	3	3	3	3	3
7th Grade Summary	 11	WRT	VKT	RCT	SKT	WRT	VKT	RCT	SKT
		52nd	50th	19th	50th	569 (546)	539 (537)	465 (547)	554 (574)
		11	11	11	11	11	11	11	11
8th Grade Summary	 5	WRT	VKT	RCT	SKT	WRT	VKT	RCT	SKT
		40th	31st	18th	12th	645 (618)	520 (567)	493 (583)	534 (627)
		5	5	5	5	5	5	5	5

School Report Key

WRT Word Recognition Task

VKT Vocabulary Knowledge Task

RCT Reading Comprehension Task

SKT Syntactic Knowledge Task

FAIR-FS PMRN: Reports

WAM Class Report

12-15-2017 09:14 AM

District:	Broward	School:	Somerset Acader	School Year:	2017 - 2018
Calendar:	District-Wide	AP:	1	Grade Range:	3-12 Grades
Teacher:	All	Class-Section:	All	Student(s):	All

Click to Print | Show Report | Show Legend

Class Roster (Click to Sort)	Probability of Literacy Success (Click to Sort)	Percentile Ranks				Ability Score			
		WRT	VKT	RCT	SKT	WRT	VKT	RCT	SKT
	0.46	34th	41st	35th	12th	469 (505)	485 (504)	474 (510)	413 (516)
	0.12	73rd	16th	8th	60th	559 (505)	422 (504)	378 (510)	539 (516)
	0.61	18th	65th	19th	4th	475 (546)	571 (537)	446 (547)	443 (574)
	0.51	31st	36th	25th	6th	564 (618)	537 (567)	495 (583)	510 (627)
	0.21	12th	26th	6th	26th	489 (618)	510 (567)	377 (583)	578 (627)
	0.90	40th	19th	81st	12th	591 (618)	491 (567)	693 (583)	536 (627)
	0.41	62nd	31st	18th	1st	652 (618)	524 (567)	462 (583)	462 (627)
	0.52	53rd	50th	15th	50th	551 (546)	535 (537)	430 (547)	575 (574)
	0.20	27th	36th	11th	25th	451 (505)	474 (504)	396 (510)	455 (516)
	0.70	WRT	VKT	RCT	SKT	WRT	VKT	RCT	SKT

FAIR-FS PMRN: Reports

WAM Class Report

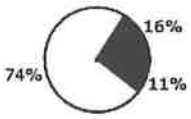
12-15-2017 09:14 AM

District:	Broward	School:	Somerset Acader	School Year:	2016 - 2017
Calendar:	District-Wide	AP:	3	Grade Range:	3-12 Grades
Teacher:	6, Woodley, Josh	Class-Section:	06 - Woodley, Jos	Student(s):	All

Click to Print | Show Report | Show Legend

Class Roster (Click to Sort)	Probability of Literacy Success (Click to Sort)	Percentile Ranks				Ability Score			
		WRT	VKT	RCT	SKT	WRT	VKT	RCT	SKT
	0.15	43rd	64th	4th	26th	489 (505)	534 (504)	350 (510)	458 (516)
	0.36	99th	54th	22nd	61st	860 (505)	513 (504)	436 (510)	541 (516)
	0.13	99th	69th	3rd	26th	853 (505)	546 (504)	332 (510)	459 (516)
	0.61	99th	89th	32nd	86th	1000 (505)	609 (504)	466 (510)	612 (516)
	0.77	99th	65th	65th	88th	1000^ (505)	537 (504)	546 (510)	621 (516)
	0.08	37th	70th	1st	55th	476 (505)	549 (504)	299 (510)	527 (516)
	0.02								

	WRT	VKT	RCT	SKT		WRT	VKT	RCT	SKT
	53rd	43rd	34th	89th		551 (546)	521 (537)	500 (547)	663 (574)
0.97	99th	99th	79th	95th		1000 (546)	749 (537)	634 (547)	697 (574)
0.67	31st	54th	27th	67th		506 (546)	547 (537)	478 (547)	605 (574)
0.67	52nd	58th	27th	76th		550 (546)	557 (537)	476 (547)	625 (574)
0.93	76th	48th	82nd	72nd		600 (546)	532 (537)	646 (547)	617 (574)
0.35	99th	38th	13th	29th		933 (618)	541 (567)	438 (583)	584 (627)
0.22	20th	50th	2nd	29th		480 (546)	537 (537)	316 (547)	531 (574)
0.15	23rd	3rd	4th	1st		487 (546)	367 (537)	347 (547)	322 (574)
0.40	52nd	35th	10th	13th		550 (546)	500 (537)	403 (547)	488 (574)
0.52	33rd	40th	17th	29th		512 (546)	513 (537)	441 (547)	531 (574)



This chart includes all students with PLS assigned to this class for the assessment period selected.

19

Class Report Key

WRT Word Recognition Task

VKT Vocabulary Knowledge Task

RCT Reading Comprehension Task

SKT Syntactic Knowledge Task

PLS Probability of Literacy Success

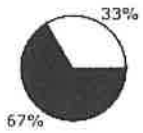
Additional Report Information

An asterisk(*) - Indicates that the student's score was achieved while the student was enrolled in a different school during the selected Assessment Period.

A Blank Score - Indicates that the student has not taken any assessments during the selected Assessment Period.

Missing PLS Score - A student must complete the RCT task before the system can calculate the PLS.

	WRT	VKT	RCT	SKT	WRT	VKT	RCT	SKT
	52nd	6th	1st	1st	510 (505)	372 (504)	272 (510)	311 (516)
0.12	21st	20th	7th	6th	432 (505)	434 (504)	370 (510)	377 (516)
0.10	35th	27th	4th	86th	470 (505)	453 (504)	350 (510)	614 (516)



9

This chart includes all students with PLS assigned to this class for the assessment period selected.

Class Report Key

WRT Word Recognition Task

VKT Vocabulary Knowledge Task

RCT Reading Comprehension Task

SKT Syntactic Knowledge Task

PLS Probability of Literacy Success

Additional Report Information

An asterisk(*) - Indicates that the student's score was achieved while the student was enrolled in a different school during the selected Assessment Period.

A Blank Score - Indicates that the student has not taken any assessments during the selected Assessment Period.

Missing PLS Score - A student must complete the RCT task before the system can calculate the PLS.

FAIR-FS **PMRN: Reports**

WAM School Report

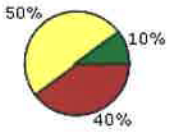
12-11-2017 02:13 PM

District:	Broward	**School:**	Somerset Acader	**School Year:**	2016 - 2017
Calendar:	District-Wide	**AP:**	1	**Grade Range:**	All
Teacher:	All	**Class-Section:**	All	**Student(s):**	All

Click to Print | Show Report | Show Legend

6th Grade Summary

Probability of Literacy Success



10

Median Percentile Rank

WRT	VKT	RCT	SKT
45th	22nd	14th	57th
10	10	10	9

Mean Ability Score

WRT	VKT	RCT	SKT
554 (505)	464 (504)	424 (510)	494 (516)
10	10	10	9

School Report Key

WRT Word Recognition Task

VKT Vocabulary Knowledge Task

RCT Reading Comprehension Task

SKT Syntactic Knowledge Task

FAIR-FS PMRN: Reports

WAM School Report

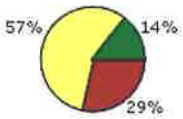
12-11-2017 02:13 PM

District:	Broward	School:	Somerset Acader	School Year:	2016 - 2017
Calendar:	District-Wide	AP:	2	Grade Range:	All
Teacher:	All	Class-Section:	All	Student(s):	All

Click to Print | Show Report | Show Legend

6th Grade Summary

Probability of Literacy Success



7

Median Percentile Rank

WRT	VKT	RCT	SKT
54th	49th	11th	41st
10	10	7	7

Mean Ability Score

WRT	VKT	RCT	SKT
591 (505)	520 (504)	426 (510)	480 (516)
10	10	7	7

School Report Key

WRT Word Recognition Task

VKT Vocabulary Knowledge Task

RCT Reading Comprehension Task

SKT Syntactic Knowledge Task

FAIR-FS PMRN: Reports

WAM School Report

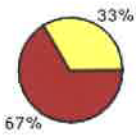
12-11-2017 02:13 PM

District:	Broward	School:	Somerset Acader	School Year:	2016 - 2017
Calendar:	District-Wide	AP:	3	Grade Range:	All
Teacher:	All	Class-Section:	All	Student(s):	All

Click to Print | Show Report | Show Legend

6th Grade Summary

Probability of Literacy Success



9

Median Percentile Rank

WRT	VKT	RCT	SKT
52nd	64th	4th	55th
9	9	9	9

Mean Ability Score

WRT	VKT	RCT	SKT
676 (505)	505 (504)	380 (510)	502 (516)
9	9	9	9

School Report Key

WRT Word Recognition Task
VKT Vocabulary Knowledge Task
RCT Reading Comprehension Task
SKT Syntactic Knowledge Task

FAIR-FS PMRN: Reports

WAM School Report

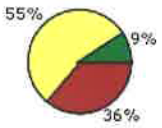
12-11-2017 02:12 PM

District:	Broward	School:	Somerset Acader	School Year:	2014 - 2015
Calendar:	District-Wide	AP:	1	Grade Range:	All
Teacher:	All	Class-Section:	All	Student(s):	All

Click to Print | Show Report | Show Legend

6th Grade Summary

Probability of Literacy Success



11

Median Percentile Rank

WRT	VKT	RCT	SKT
29th	22nd	21st	25th
11	11	11	10

Mean Ability Score

WRT	VKT	RCT	SKT
466 (505)	453 (504)	432 (510)	491 (516)
11	11	11	10

School Report Key

WRT Word Recognition Task

VKT Vocabulary Knowledge Task

RCT Reading Comprehension Task

SKT Syntactic Knowledge Task

FAIR-FS PMRN: Reports

WAM School Report

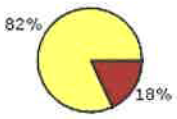
12-11-2017 02:10 PM

District:	Broward	School:	Somerset Acader	School Year:	2014 - 2015
Calendar:	District-Wide	AP:	2	Grade Range:	All
Teacher:	All	Class-Section:	All	Student(s):	All

Click to Print | Show Report | Show Legend

6th Grade Summary

Probability of Literacy Success



11

Median Percentile Rank

WRT	VKT	RCT	SKT
49th	40th	10th	57th
11	11	11	11

Mean Ability Score

WRT	VKT	RCT	SKT
483 (505)	485 (504)	412 (510)	506 (516)
11	11	11	11

School Report Key

WRT Word Recognition Task

VKT Vocabulary Knowledge Task

RCT Reading Comprehension Task

SKT Syntactic Knowledge Task

FAIR-FS PMRN: Reports

WAM School Report

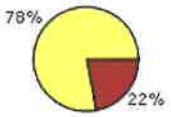
12-11-2017 02:09 PM

District:	Broward	School:	Somerset Acader	School Year:	2014 - 2015
Calendar:	District-Wide	AP:	3	Grade Range:	All
Teacher:	All	Class-Section:	All	Student(s):	All

Click to Print | Show Report | Show Legend

6th Grade Summary

Probability of Literacy Success



9

Median Percentile Rank

WRT	VKT	RCT	SKT
51st	59th	14th	58th
10	10	9	9

Mean Ability Score

WRT	VKT	RCT	SKT
490 (505)	513 (504)	426 (510)	572 (516)
10	10	9	9

School Report Key

WRT Word Recognition Task
VKT Vocabulary Knowledge Task
RCT Reading Comprehension Task
SKT Syntactic Knowledge Task

FAIR-FS Teacher Report

District: Broward
School: Somerset Academy Hollywood Middle School
Calendar: District-Wide
Grade Range: All
Teacher: 6, Brown, Tiffanie
Class - Section: All
Student(s): All
School Year: 2014 - 2015
Assessment Period: 1

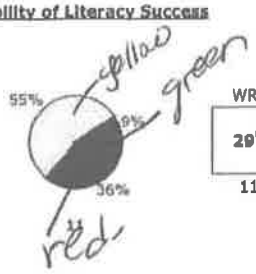
Print Teacher Report

Show Report

Show Legend

The K-2 reports are temporarily unavailable.

	Probability of Literacy Success				Median Percentile Rank				Mean Ability Score			
	WRT	VKT	RCT	SKT	WRT	VKT	RCT	SKT	WRT	VKT	RCT	SKT
⊞ 6th Grade Summary	29th	22nd	21st	25th	466 (505)	453 (504)	432 (510)	491 (516)				
	11	11	11	10	11	11	11	10				



Teacher Report Key

WRT Word Recognition Task

VKT Vocabulary Knowledge Task

RCT Reading Comprehension Task

SKT Syntactic Knowledge Task

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FAIR-FS Teacher Report

District: Broward
School: Somerset Academy Hollywood Middle School
Calendar: District-Wide
Grade Range: All
Teacher: 6, Brown, Tiffanie
Class - Section: All
Student(s): All
School Year: 2014 - 2015
Assessment Period: 2

Print Teacher Report
Show Report
Show Legend

The K-2 reports are temporarily unavailable.

	Probability of Literacy Success	Median Percentile Rank				Mean Ability Score			
		WRT	VKT	RCT	SKT	WRT	VKT	RCT	SKT
⊞ 6th Grade Summary	90% 10% yellow red	49th	40th	10th	57th	483 (505)	485 (504)	419 (510)	519 (516)
	10	11	11	10	10	11	11	10	10

Teacher Report Key

WRT Word Recognition Task

VKT Vocabulary Knowledge Task

RCT Reading Comprehension Task

SKT Syntactic Knowledge Task

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i-Ready Diagnostic & Instruction

Student Profile Report

Academic year: Current (2017-2018) **Class:** **now:** Test 1 - 09/27/17
Select Students by: Class **Student:**
School: Somerset Prep Middle - 5441 **Define "On**

Use this report to view a student's Diagnostic performance overall and t o help this student improve.

Overall Performance

✔ On or Above Level ◇ < 1 Level Below ✖ > 1 Level Below

Test	Placement	Scale Score	Standard Error
Test 1 - 9/27/2017	◇ Level 5	583	+/- 11.0

On Level

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Detail for Test 1 - 9/27/17

Domain		Placement	Scale Score
Foundational Skills	Phonological Awareness	✔ Tested Out	
Foundational Skills	Phonics	✔ Tested Out	
Foundational Skills	High-Frequency Words	✔ Tested Out	
	Vocabulary	◇ Level 5	573
	Comprehension: Literature	◇ Level 5	561
	Comprehension: Informational Text	✔ Mid 6	622

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Somerset Academy Hollywood Middle School #5419

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Diagnostic & Instruction

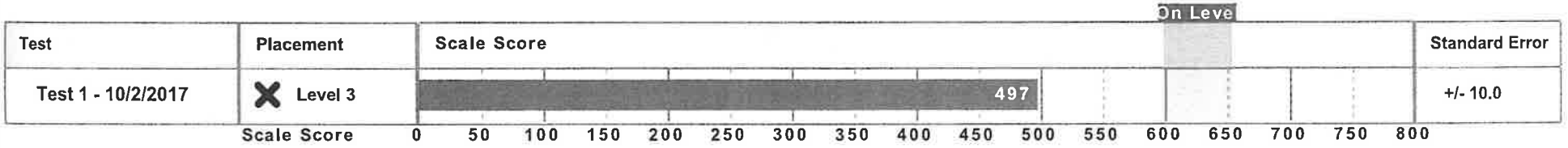
Student Profile Report

Academic year: Current (2017-2018)
Select Students by: Class
School: Somerset Prep Middle - 5441
Class:
Student:
Define "On
how: Test 1 - 10/02/17

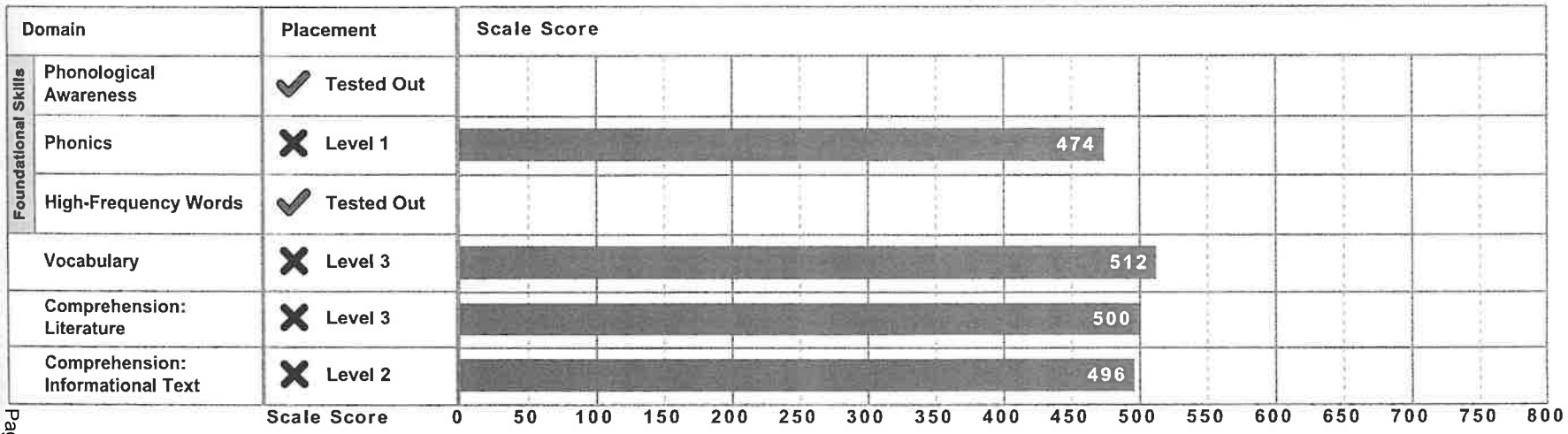
Use this report to view a student's Diagnostic performance overall and to help this student improve.

Overall Performance

✔ On or Above Level ◇ < 1 Level Below ✖ > 1 Level Below



Detail for Test 1 - 10/2/17



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Student Profile Report

Academic year: Current (2017-2018) **Class**

Show: Test 1 - 09/26/17

Select Students by: Class **Stude**
School: Somerset Prep Middle - 5441 **Defin**

Use this report to view a student's Diagnostic performance overal

oport to help this student improve.

Overall Performance

✔ On or Above Level ◇ < 1 Level Below ✖ > 1 Level Below

Test	Placement	Scale Score	Standard Error
Test 1 - 9/26/2017	✖ Level 3	537	+/- 11.0

On Leve

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Detail for Test 1 - 9/26/17

Domain		Placement	Scale Score
Foundational Skills	Phonological Awareness	✔ Tested Out	
Foundational Skills	Phonics	✔ Tested Out	
Foundational Skills	High-Frequency Words	✔ Tested Out	
	Vocabulary	✖ Level 4	559
	Comprehension: Literature	◇ Level 5	569
	Comprehension: Informational Text	✖ Level 1	463

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Somerset Academy Hollywood Middle School #5419

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Student Profile Report

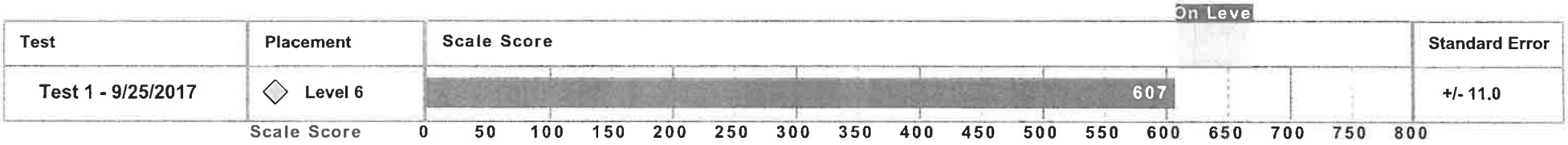
Academic year: Current (2017-2018) **Class:** est 1 - 09/25/17

Select Students by: Class **Student:**
School: Somerset Prep Middle - 5441 **Define "On Level":**

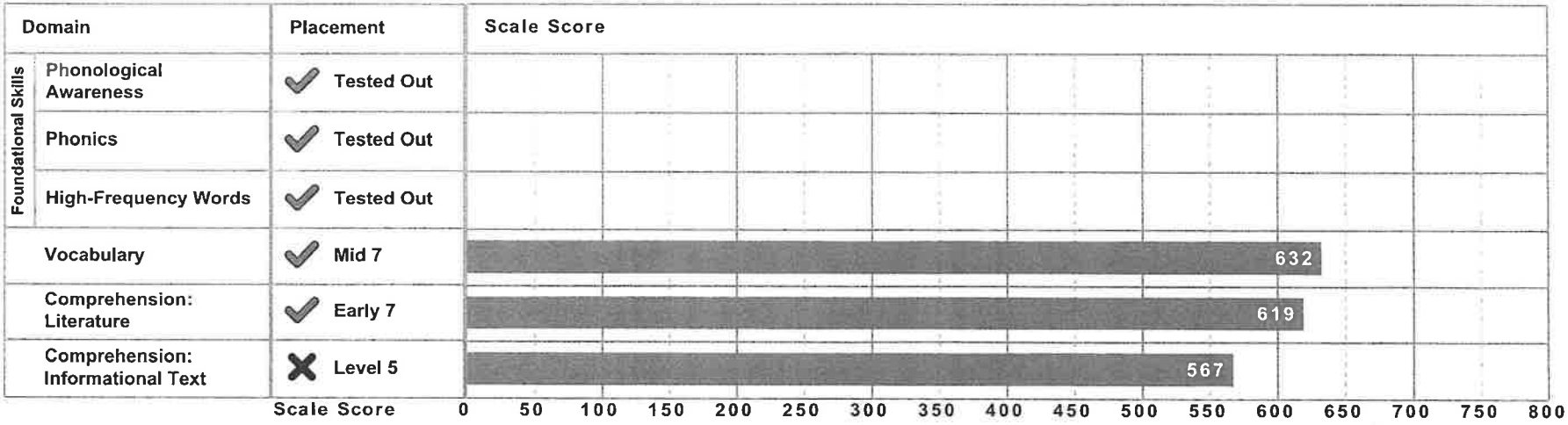
Use this report to view a student's Diagnostic performance overall and by domai s student improve.

Overall Performance

✔ On or Above Level ◇ < 1 Level Below ✖ > 1 Level Below



Detail for Test 1 - 9/25/17



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Student Profile Report

Academic year:	Current (2017-2018)	**Class:**	
Select Students by:	Class	**Student:**	
School:	Somerset Prep Middle - 5441	**Define "On Leve**	

Test 1 - 09/28/17

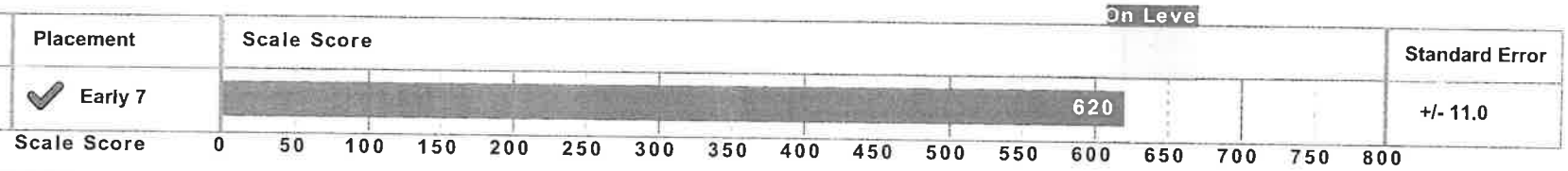
Use this report to view a student's Diagnostic performance overall and by do

p this student improve.

Overall Performance

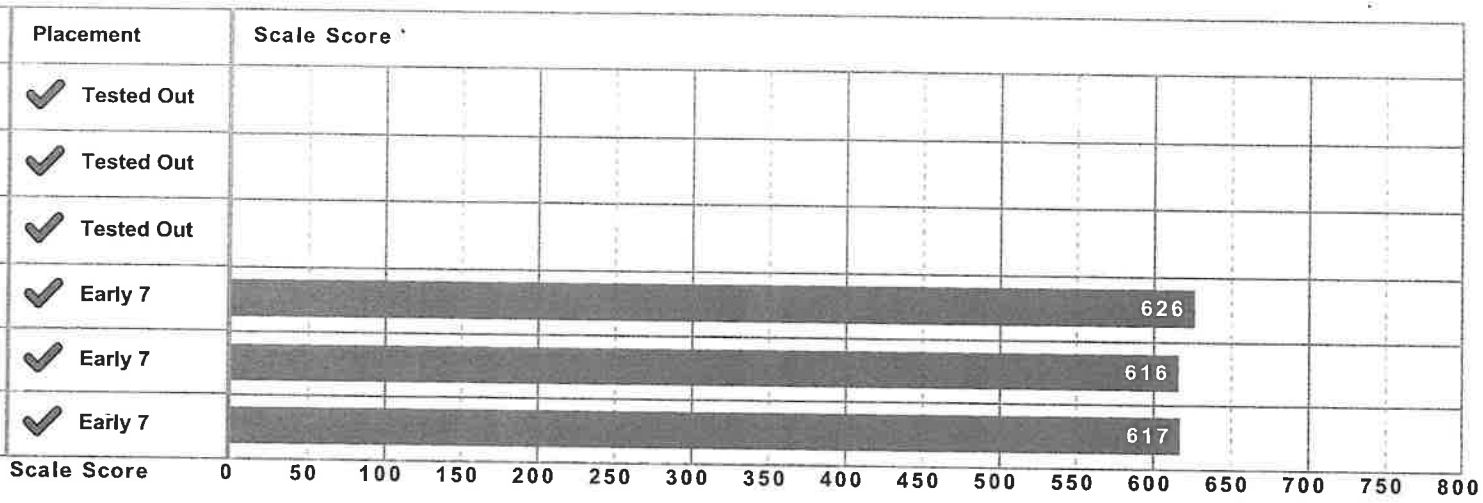
✔ On or Above Level ◇ < 1 Level Below ✖ > 1 Level Below

Test	Placement	Scale Score	Standard Error
Test 1 - 9/28/2017	✔ Early 7	620	+/- 11.0



Detail for Test 1 - 9/28/17

Domain		Placement	Scale Score
Foundational Skills	Phonological Awareness	✔ Tested Out	
	Phonics	✔ Tested Out	
	High-Frequency Words	✔ Tested Out	
	Vocabulary	✔ Early 7	626
	Comprehension: Literature	✔ Early 7	616
	Comprehension: Informational Text	✔ Early 7	617



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Student Profile Report

Academic year: Current (2017-2018)
Select Students by: Class
School: Somerset Prep Middle - 5441

Class:
Student:
Define "On Level

Test 1 - 09/28/17

Use this report to view a student's Diagnostic performance overall and by dor

this student improve.

Overall Performance

✔ On or Above Level ◇ < 1 Level Below ✖ > 1 Level Below

Test	Placement	Scale Score	Standard Error
Test 1 - 9/28/2017	✖ Level 5	576	+/- 11.0

On Level

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Detail for Test 1 - 9/28/17

Domain		Placement	Scale Score
Foundational Skills	Phonological Awareness	✔ Tested Out	
Foundational Skills	Phonics	✔ Tested Out	
Foundational Skills	High-Frequency Words	✔ Tested Out	
	Vocabulary	◇ Level 6	597
	Comprehension: Literature	✖ Level 5	582
	Comprehension: Informational Text	✖ Level 4	545

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Somerset Academy Hollywood Middle School #5419

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Student Profile Report

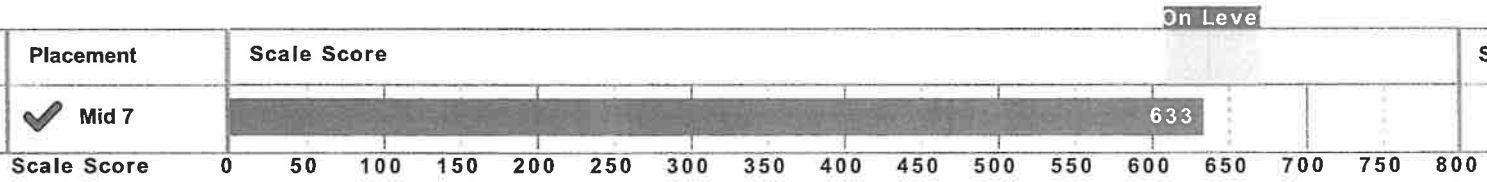
Academic year:	Current (2017-2018)	**Class:**	Test 1 - 09/26/17
Select Students by:	Class	**Student:**	
School:	Somerset Prep Middle - 5441	**Define "On Level":**	

Use this report to view a student's Diagnostic performance overall and by doma ...is student improve.

Overall Performance

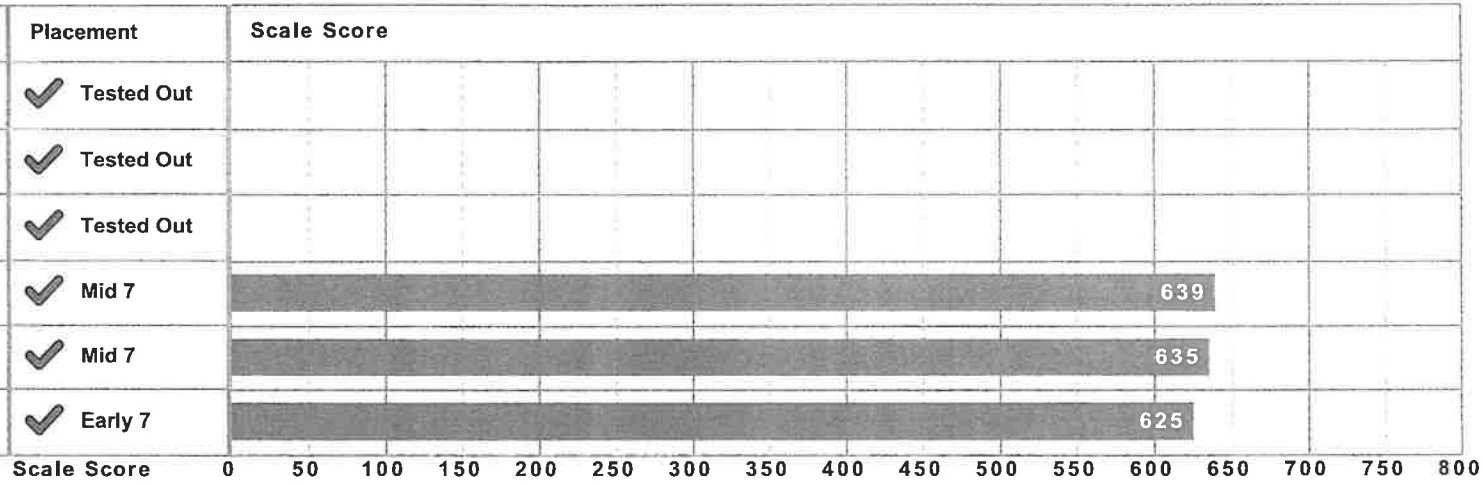
✔ On or Above Level ◇ < 1 Level Below ✖ > 1 Level Below

Test	Placement	Scale Score	Standard Error
Test 1 - 9/26/2017	✔ Mid 7	633	+/- 11.0



Detail for Test 1 - 9/26/17

Domain		Placement	Scale Score
Foundational Skills	Phonological Awareness	✔ Tested Out	
Foundational Skills	Phonics	✔ Tested Out	
Foundational Skills	High-Frequency Words	✔ Tested Out	
	Vocabulary	✔ Mid 7	639
	Comprehension: Literature	✔ Mid 7	635
	Comprehension: Informational Text	✔ Early 7	625



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Student Profile Report

Academic year: Current (2017-2018)
Class:
Test 1 - 09/26/17

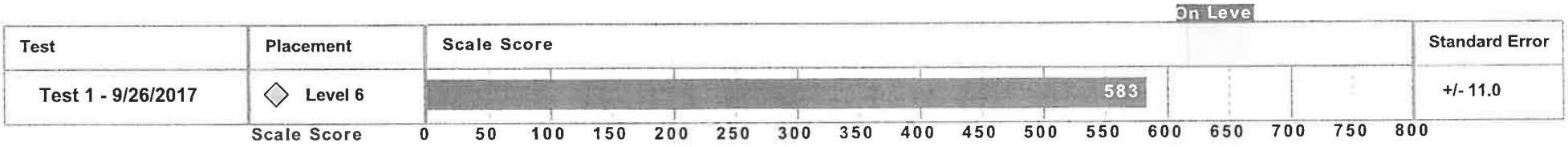
Select Students by: Class
School: Somerset Prep Middle - 5441
Student:
Define "On Level"

Use this report to view a student's Diagnostic performance overall and by dom

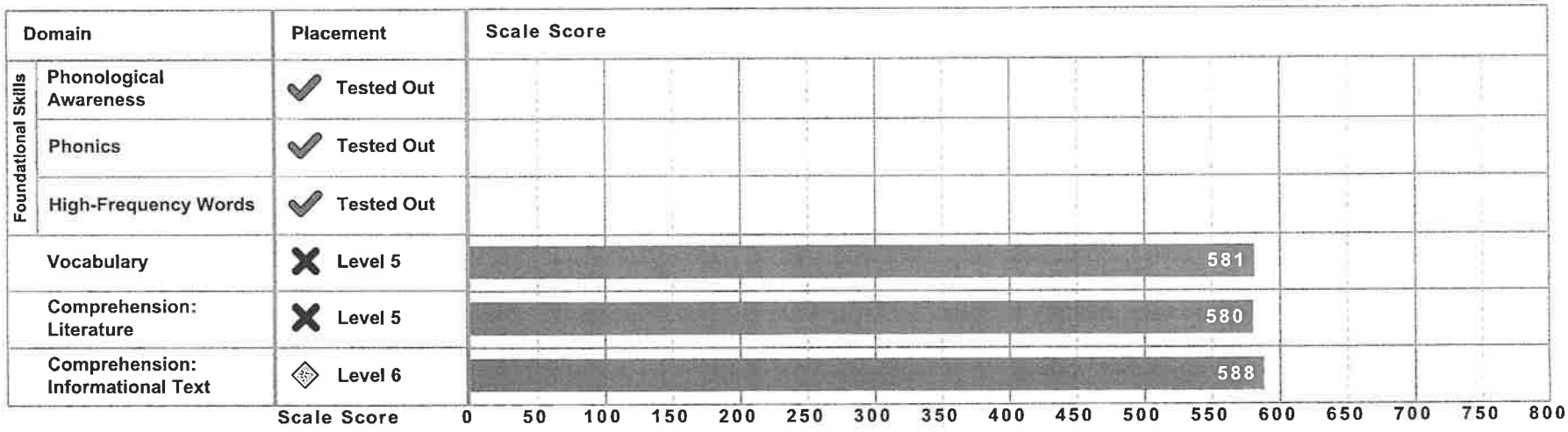
his student improve.

Overall Performance

✔ On or Above Level ◇ < 1 Level Below ✖ > 1 Level Below



Detail for Test 1 - 9/26/17



Somerset Academy Hollywood Middle School #5419

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i-Ready Diagnostic & Instruction

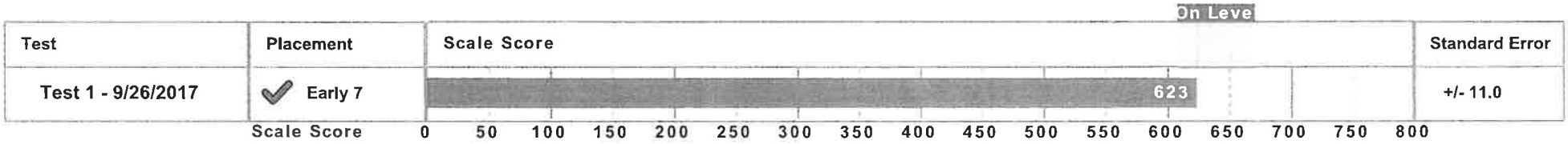
Student Profile Report

Academic year:	Current (2017-2018)	**Class:**	Test 1 - 09/26/17
Select Students by:	Class	**Student:**	
School:	Somerset Prep Middle - 5441	**Define "On Level"**	

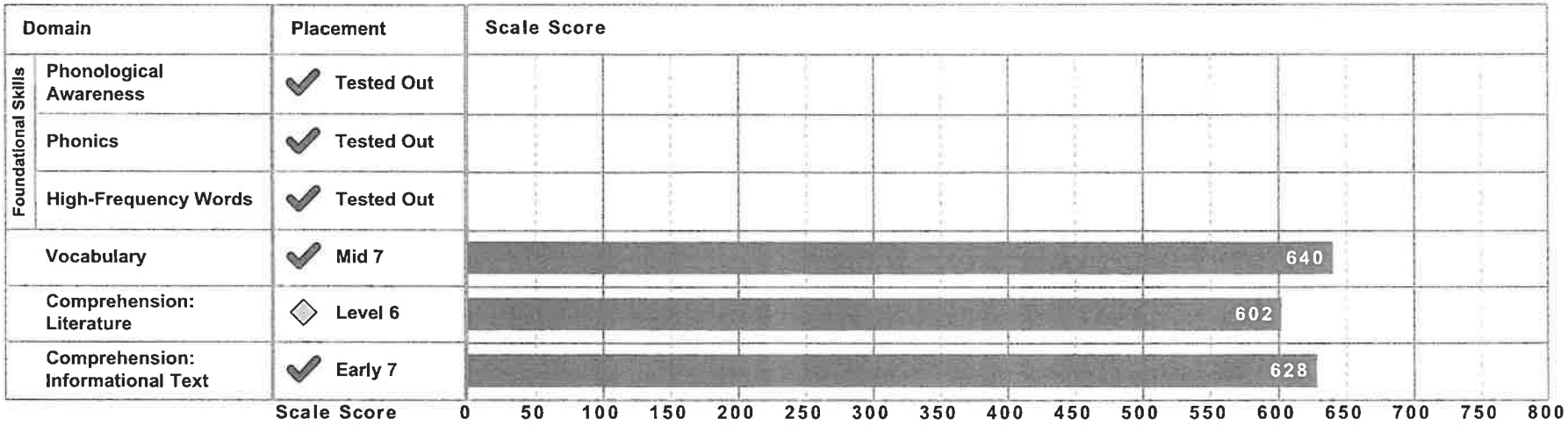
Use this report to view a student's Diagnostic performance overall and by doma is student improve.

Overall Performance

✔ On or Above Level ◇ < 1 Level Below ✖ > 1 Level Below



Detail for Test 1 - 9/26/17



Somerset Academy Hollywood Middle School #5419

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Student Profile Report

Academic year: Current (2017-2018)
Class:
Test 1 - 09/28/17

Select Students by: Class
School: Somerset Prep Middle - 5441
Student:
Define "On Level'

Use this report to view a student's Diagnostic performance overall and by dom

this student improve.

Overall Performance

✔ On or Above Level ◇ < 1 Level Below ✖ > 1 Level Below

Test	Placement	Scale Score	Standard Error
Test 1 - 9/28/2017	◇ Level 6	596	+/- 11.0

On Level

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Detail for Test 1 - 9/28/17

	Domain	Placement	Scale Score
Foundational Skills	Phonological Awareness	✔ Tested Out	
Foundational Skills	Phonics	✔ Tested Out	
Foundational Skills	High-Frequency Words	✔ Tested Out	
	Vocabulary	✔ Early 7	628
	Comprehension: Literature	✖ Level 5	564
	Comprehension: Informational Text	◇ Level 6	589

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Somerset Academy Hollywood Middle School #5419

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i-Ready
Diagnostic & Instruction

Student Profile Report

Academic year: Current (2017-2018)
Select Students by: Class
School: Somerset Prep Middle - 5441

Class:
Student:
Define "On Level":

est 1 - 10/10/17

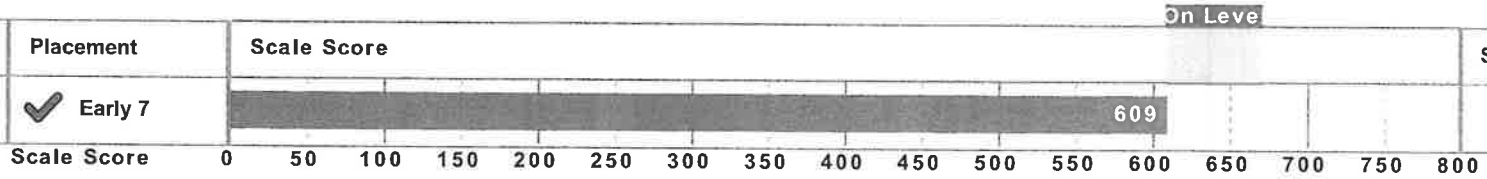
Use this report to view a student's Diagnostic performance overall and by domair

s student improve.

Overall Performance

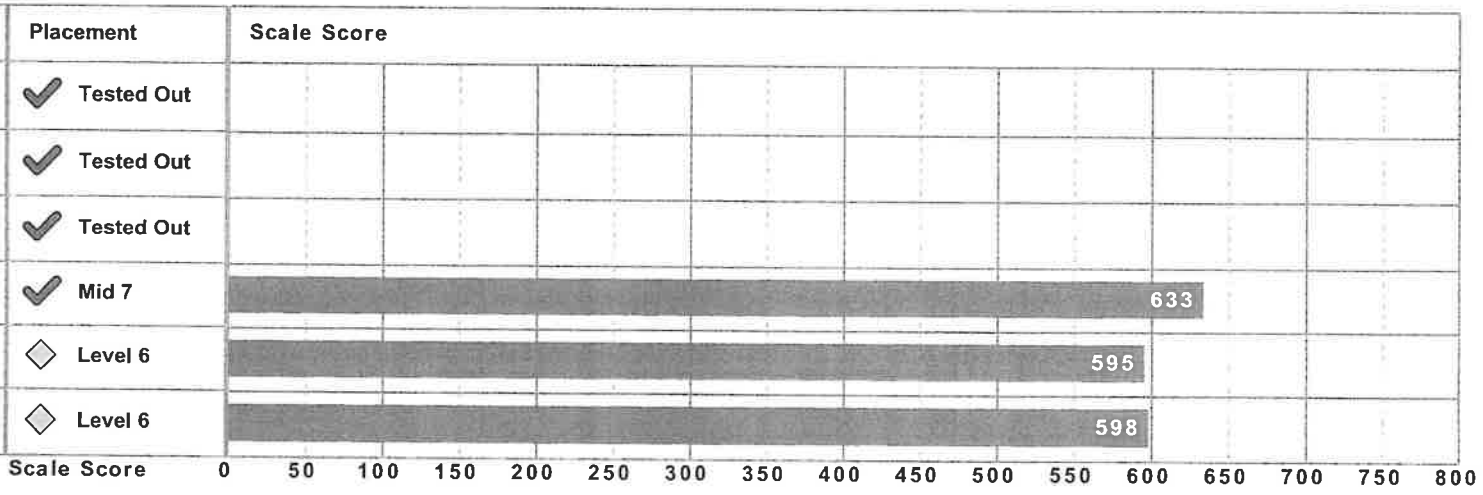
✔ On or Above Level ◇ < 1 Level Below ✖ > 1 Level Below

Test	Placement	Scale Score	Standard Error
Test 1 - 10/10/2017	✔ Early 7	609	+/- 11.0



Detail for Test 1 - 10/10/17

Domain		Placement	Scale Score
Foundational Skills	Phonological Awareness	✔ Tested Out	
	Phonics	✔ Tested Out	
	High-Frequency Words	✔ Tested Out	
	Vocabulary	✔ Mid 7	633
	Comprehension: Literature	◇ Level 6	595
	Comprehension: Informational Text	◇ Level 6	598



Somerset Academy Hollywood Middle School #5419

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Student Profile Report

Academic year: Current (2017-2018) **Class:** est 1 - 09/26/17

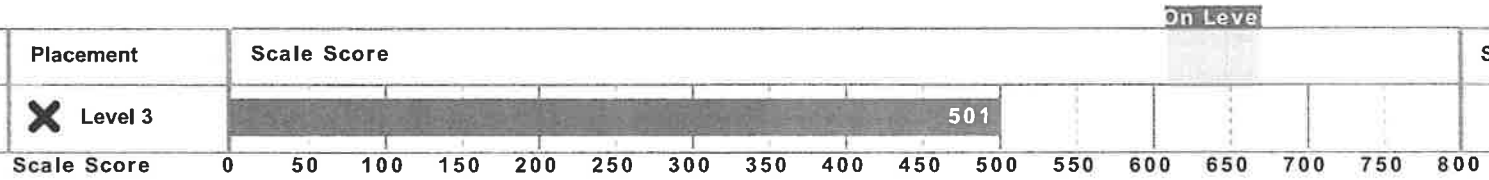
Select Students by: Class **Student:**
School: Somerset Prep Middle - 5441 **Define "On Level":**

Use this report to view a student's Diagnostic performance overall and by doma is student improve.

Overall Performance

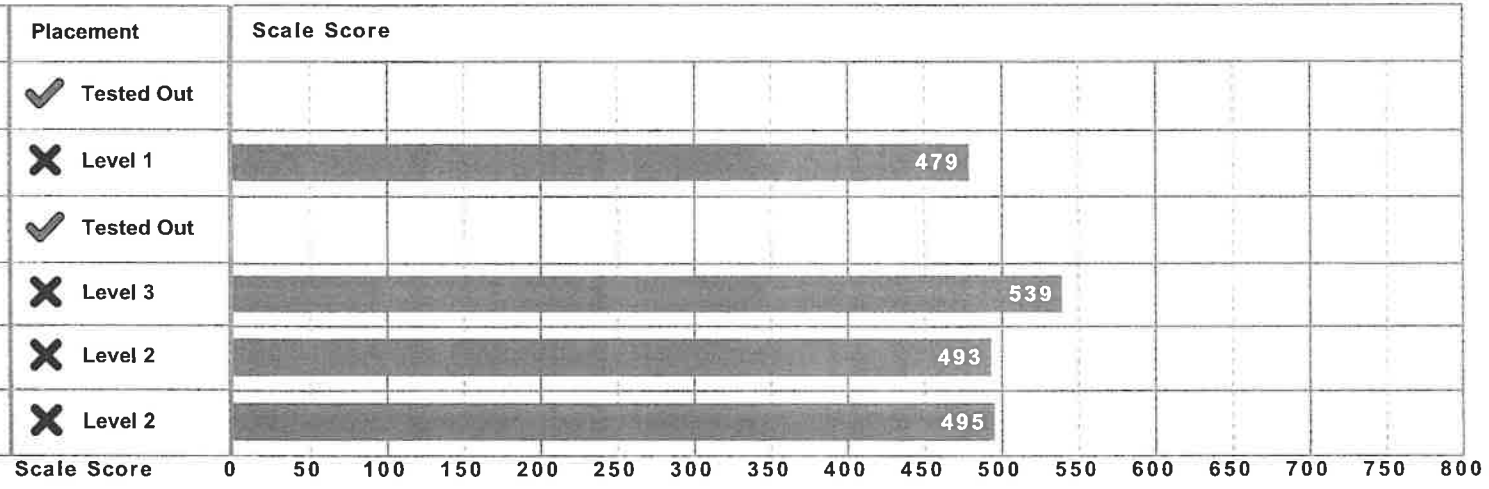
✔ On or Above Level ◇ < 1 Level Below ✖ > 1 Level Below

Test	Placement	Scale Score	Standard Error
Test 1 - 9/26/2017	✖ Level 3	501	+/- 10.0



Detail for Test 1 - 9/26/17

Domain		Placement	Scale Score
Foundational Skills	Phonological Awareness	✔ Tested Out	
Foundational Skills	Phonics	✖ Level 1	479
Foundational Skills	High-Frequency Words	✔ Tested Out	
	Vocabulary	✖ Level 3	539
	Comprehension: Literature	✖ Level 2	493
	Comprehension: Informational Text	✖ Level 2	495



Somerset Academy Hollywood Middle School #5419

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Student Profile Report

Academic year: Current (2017-2018)
Class:
Test 1 - 09/26/17

Select Students by: Class
Student:
School: Somerset Prep Middle - 5441
Define "On Level"

Use this report to view a student's Diagnostic performance overall and by dom
this student improve.

Overall Performance

✓ On or Above Level ◇ < 1 Level Below ✗ > 1 Level Below

Test	Placement	Scale Score	Standard Error
Test 1 - 9/26/2017	✗ Level 3	531	+/- 11.0

On Leve

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Detail for Test 1 - 9/26/17

Domain		Placement	Scale Score
Foundational Skills	Phonological Awareness	✓ Tested Out	
Foundational Skills	Phonics	✓ Tested Out	
Foundational Skills	High-Frequency Words	✓ Tested Out	
	Vocabulary	✗ Level 3	524
	Comprehension: Literature	✗ Level 3	500
	Comprehension: Informational Text	✗ Level 5	573

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Somerset Academy Hollywood Middle School #5419

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Student Profile Report

Academic year: Current (2017-2018) **Class:** Test 1 - 09/26/17

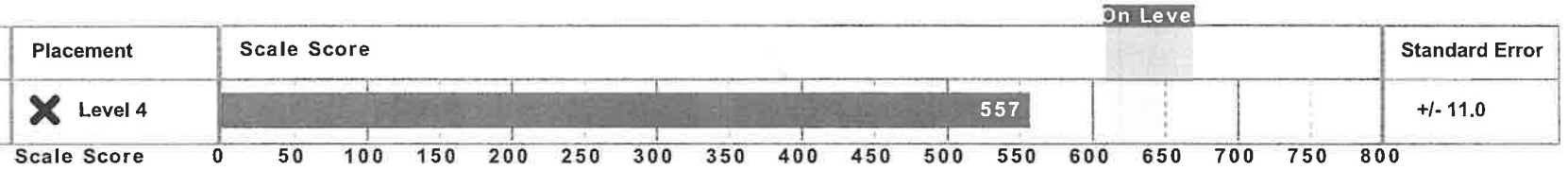
Select Students by: Class **Student:**
School: Somerset Prep Middle - 5441 **Define "On Level'**

Use this report to view a student's Diagnostic performance overall and by dom this student improve.

Overall Performance

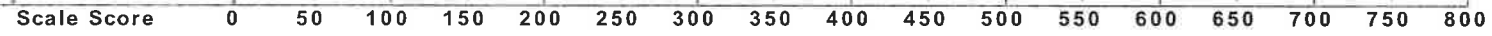
✔ On or Above Level ◇ < 1 Level Below ✖ > 1 Level Below

Test	Placement	Scale Score	Standard Error
Test 1 - 9/26/2017	✖ Level 4	557	+/- 11.0



Detail for Test 1 - 9/26/17

Domain		Placement	Scale Score
Foundational Skills	Phonological Awareness	✔ Tested Out	
	Phonics	✔ Tested Out	
	High-Frequency Words	✔ Tested Out	
	Vocabulary	✖ Level 5	577
	Comprehension: Literature	✖ Level 5	561
	Comprehension: Informational Text	✖ Level 3	528



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Student Profile Report

Academic year: Current (2017-2018)
Class:
est 1 - 09/27/17

Select Students by: Class
Student:
School: Somerset Prep Middle - 5441
Define "On Level":

Use this report to view a student's Diagnostic performance overall and by domai
is student improve.

Overall Performance

✔ On or Above Level ◇ < 1 Level Below ✖ > 1 Level Below

Test	Placement	Scale Score	Standard Error
Test 1 - 9/27/2017	✖ Level 6	590	+/- 11.0

On Level

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Detail for Test 1 - 9/27/17

Domain		Placement	Scale Score
Foundational Skills	Phonological Awareness	✔ Tested Out	
	Phonics	✔ Tested Out	
	High-Frequency Words	✔ Tested Out	
	Vocabulary	◇ Level 7	603
	Comprehension: Literature	◇ Level 7	597
	Comprehension: Informational Text	✖ Level 5	567

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

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Student Profile Report

Academic year: Current (2017-2018)
Class: est 1 - 09/27/17
Select Students by: Class
Student:
School: Somerset Prep Middle - 5441
Define "On Level":

Use this report to view a student's Diagnostic performance overall and by dom his student improve.

Overall Performance

✔ On or Above Level ◇ < 1 Level Below ✖ > 1 Level Below

Test	Placement	Scale Score	Standard Error
Test 1 - 9/27/2017	✖ Level 4	553	+/- 11.0

On Level

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Detail for Test 1 - 9/27/17

	Domain	Placement	Scale Score
Foundational Skills	Phonological Awareness	✔ Tested Out	
Foundational Skills	Phonics	✔ Tested Out	
Foundational Skills	High-Frequency Words	✔ Tested Out	
	Vocabulary	✖ Level 4	550
	Comprehension: Literature	✖ Level 6	584
	Comprehension: Informational Text	✖ Level 3	520

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

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Student Profile Report

Academic year: Current (2017-2018) **Class:** est 1 - 09/27/17

Select Students by: Class **Student:**
School: Somerset Prep Middle - 5441 **Define "On Level":**

Use this report to view a student's Diagnostic performance overall and by domain and customized ... his student improve.

Overall Performance

✔ On or Above Level ◇ < 1 Level Below ✖ > 1 Level Below

Test	Placement	Scale Score	Standard Error
Test 1 - 9/27/2017	✖ Level 5	570	+/- 11.0

On Level

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Detail for Test 1 - 9/27/17

Domain		Placement	Scale Score
Foundational Skills	Phonological Awareness	✔ Tested Out	
Foundational Skills	Phonics	✔ Tested Out	
Foundational Skills	High-Frequency Words	✔ Tested Out	
	Vocabulary	✖ Level 3	535
	Comprehension: Literature	✖ Level 5	577
	Comprehension: Informational Text	◇ Level 7	602

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

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Student Profile Report

Academic year: Current (2017-2018)
Class: st 1 - 10/10/17

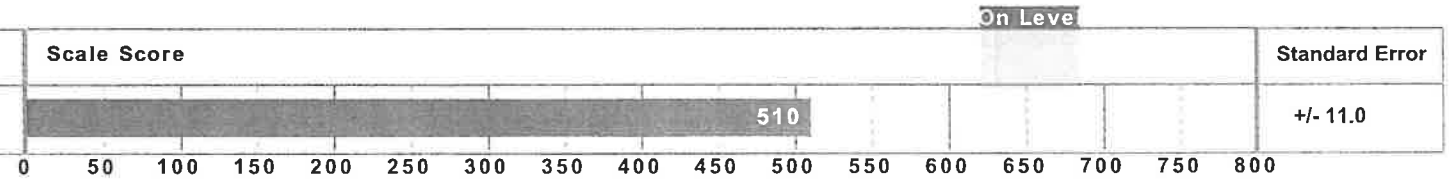
Select Students by: Class
Student:
School: Somerset Prep Middle - 5441
Define "On Level":

Use this report to view a student's Diagnostic performance overall and by domain and customized instructional support to help student improve.

Overall Performance

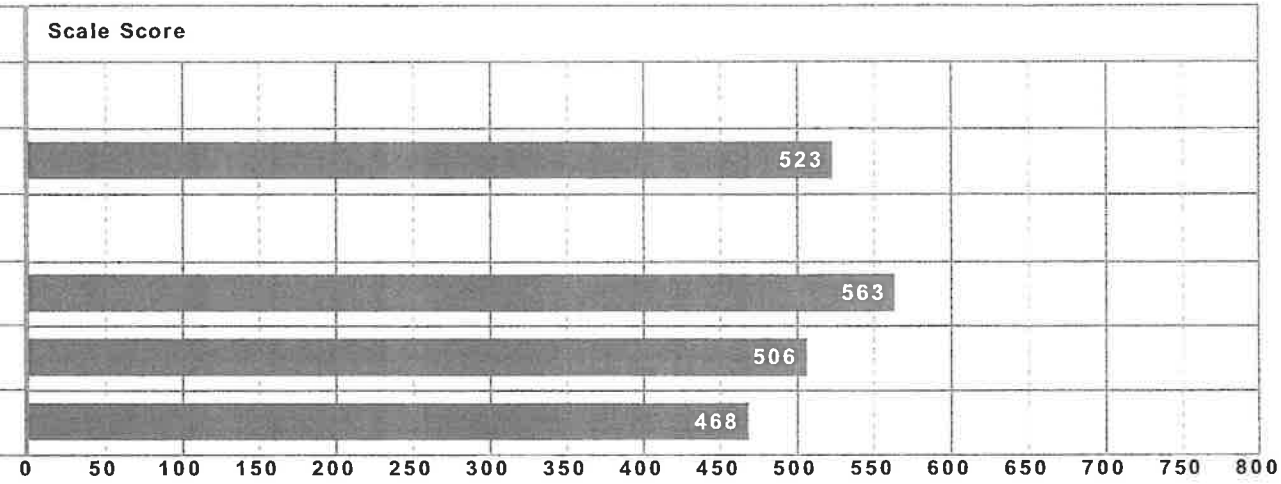
✔ On or Above Level ◇ < 1 Level Below ✖ > 1 Level Below

Test	Placement	Scale Score	Standard Error
Test 1 - 10/10/2017	✖ Level 3	510	+/- 11.0



Detail for Test 1 - 10/10/17

Domain		Placement	Scale Score
Foundational Skills	Phonological Awareness	✔ Tested Out	
Foundational Skills	Phonics	✖ Level 3	523
Foundational Skills	High-Frequency Words	✔ Tested Out	
	Vocabulary	✖ Level 4	563
	Comprehension: Literature	✖ Level 3	506
	Comprehension: Informational Text	✖ Level 1	468



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Student Profile Report

Academic year: Current (2017-2018)
Class:
Test 1 - 09/25/17

Select Students by: Class
Student:
School: Somerset Prep Middle - 5441
Define "On Level

Use this report to view a student's Diagnostic performance overall and by dor
this student improve.

Overall Performance

✓ On or Above Level ◇ < 1 Level Below ✗ > 1 Level Below

Test	Placement	Scale Score	Standard Error
Test 1 - 9/25/2017	✗ Level 3	530	+/- 11.0

On Level

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Detail for Test 1 - 9/25/17

Domain		Placement	Scale Score
Foundational Skills	Phonological Awareness	✓ Tested Out	
	Phonics	✓ Tested Out	
	High-Frequency Words	✓ Tested Out	
	Vocabulary	✗ Level 4	549
	Comprehension: Literature	✗ Level 4	545
	Comprehension: Informational Text	✗ Level 2	493

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Somerset Academy Hollywood Middle School #5419

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Performance Band Report for: 5419 Somerset Acad Hollywood Middle
Exam: Pre Test ELA Grade 6 Baseline (8/25/14)

October 27, 2014

Report Options:

Schools:	5419 Somerset Acad Hollywood Middle	Grades:	All
Courses:	All	Gender:	All
Teachers:	All	Ethnicities:	All
Custom Groups:	All	Ed Programs:	All
# Students:	9	Roster:	2014-2015 Fall, School Year

Overall Performance:

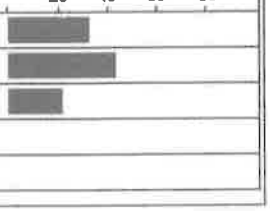
Percent of students at
Level 3
or above:

22%

Average Score: 20.1/40 (50%)

Per Band Performance:

Band	Range	# Students	%
Level 1	0.00-19.99	3	33%
Level 2	20.00-25.99	4	44%
Level 3	26.00-31.99	2	22%
Level 4	32.00-35.99	0	0%
Level 5	36.00-40.0	0	0%



Performance Band Report for: 5419 Somerset Acad Hollywood Middle
Exam: Pre Test Baseline Grade 6 Standards Assessment (8/26/14)

October 27, 2014

Report Options:

Schools:	5419 Somerset Acad Hollywood Middle	Grades:	All
Courses:	All	Gender:	All
Teachers:	All	Ethnicities:	All
Custom Groups:	All	Ed Programs:	All
# Students:	9	Roster:	2014-2015 Fall, School Year

Overall Performance:

Percent of students at
Level 3
or above:

0%

Average Score: 12.9/46 (28%)

Per Band Performance:

Band	Range	# Students	%
Level 1	0.00-22.99	8	89%
Level 2	23.00-29.89	1	11%
Level 3	29.90-36.79	0	0%
Level 4	36.80-41.39	0	0%
Level 5	41.40-46.0	0	0%

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Needs Analysis by Grade Report

Academic year:	Current (2013-2014)	**Define "On Level":**	Standard View
School:	SOMERSET ACADEMY HOLLYWOOD MIDDLE	**Show:**	Window 1 - 08/15/2013 - 08/14/2014
Subject:	Math		

Use this report to determine the domain-specific instructional needs of students in each grade in your school.

Grade 6

Number of Students Assessed: 19
Total Number of Students: 19

	● Window 1 - 08/15/2013 - 08/14/2014	
	Average Scale Score	**Students Below Level**
Overall Math Level	481	63% (12)
Number and Operations	484	79% (15)
Algebra and Algebraic Thinking	489	68% (13)
Measurement and Data	482	68% (13)
Geometry	466	84% (16)

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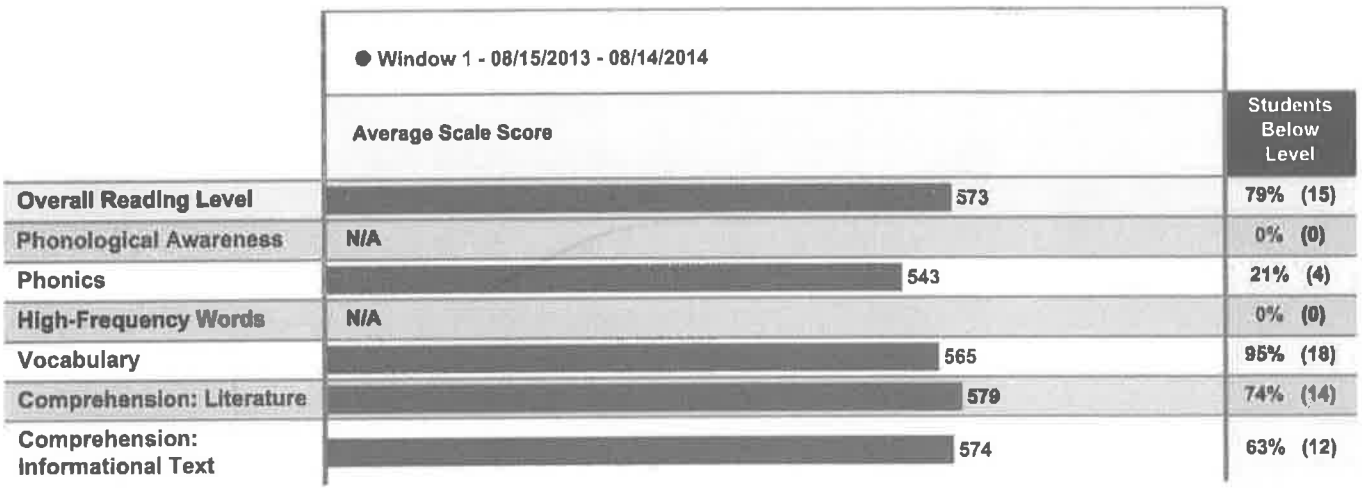
Needs Analysis by Grade Report

Academic year: Current (2013-2014)
School: SOMERSET ACADEMY HOLLYWOOD MIDDLE
Subject: Reading
Define "On Level": Standard View
Show: Window 1 - 08/15/2013 - 08/14/2014

Use this report to determine the domain-specific instructional needs of students in each grade in your school.

Grade 6

Number of Students Assessed: 19
Total Number of Students: 19



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Student Growth by Grade and Class Report

Academic year: Current (2014-2015)
School: SOMERSET ACADEMY HOLLYWOOD MIDDLE
Subject: Math

Show: Window 1 - 08/15/2014 - 12/31/2014
Compare: Window 2 - 01/01/2015 - 03/01/2016

Use this report to view student growth relative to end-of-year Growth Targets and see if they are performing On/Above Grade Level.

School Summary

School	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in School
SOMERSET ACADEMY HOLLYWOOD MIDDLE	174%	+23	13	44%	0%	9	11

School Detail by Grade

Grade	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in Grade
Grade 6	174%	+23	13	44%	0%	9	11

School Detail by Class

Class and Teacher(s)	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in Class
Sixth Grade Brown	174%	+23	13	44%	0%	9	11

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Student Growth by Grade and Class Report

Academic year: Current (2014-2015)
School: SOMERSET ACADEMY HOLLYWOOD MIDDLE
Subject: Reading

Show: Window 1 - 08/15/2014 - 11/20/2014
Compare: Window 2 - 05/01/2015 - 05/29/2015

Use this report to view student growth relative to end-of-year Growth Targets and see if they are performing On/Above Grade Level.

School Summary

School	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in School
SOMERSET ACADEMY HOLLYWOOD MIDDLE	115%	+17	15	20%	10%	10	11

School Detail by Grade

Grade	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in Grade
Grade 6	115%	+17	15	20%	10%	10	11

School Detail by Class

Class and Teacher(s)	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in Class
Sixth Grade Brown	115%	+17	15	20%	10%	10	11

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Student Growth by Grade and Class Report

Academic year: Current (2014-2015)
School: SOMERSET ACADEMY HOLLYWOOD MIDDLE
Subject: Reading

Show: Window 1 - 08/15/2014 - 12/31/2014
Compare: Window 2 - 01/01/2015 - 03/01/2016

Use this report to view student growth relative to end-of-year Growth Targets and see if they are performing On/Above Grade Level.

School Summary

School	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in School
SOMERSET ACADEMY HOLLYWOOD MIDDLE	143%	+21	15	60%	0%	10	11

School Detail by Grade

Grade	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in Grade
Grade 6	143%	+21	15	60%	0%	10	11

School Detail by Class

Class and Teacher(s)	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in Class
Sixth Grade Brown	143%	+21	15	60%	0%	10	11

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Student Growth by Grade and Class Report

Academic year: Current (2014-2015)
School: SOMERSET ACADEMY HOLLYWOOD MIDDLE
Subject: Math

Show: Window 1 - 08/15/2014 - 11/20/2014
Compare: Window 2 - 05/01/2015 - 05/29/2015

Use this report to view student growth relative to end-of-year Growth Targets and see if they are performing On/Above Grade Level.

School Summary

School	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in School
SOMERSET ACADEMY HOLLYWOOD MIDDLE	88%	+11	13	30%	0%	10	11

School Detail by Grade

Grade	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in Grade
Grade 6	88%	+11	13	30%	0%	10	11

School Detail by Class

Class and Teacher(s)	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in Class
Sixth Grade Brown	88%	+11	13	30%	0%	10	11

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Intervention Screener Report

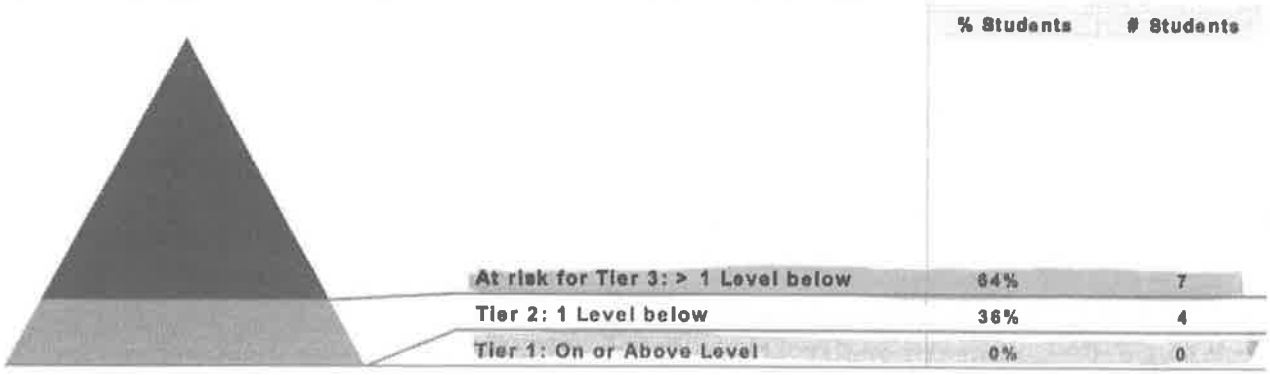
Academic year: Current (2014-2015)
School: SOMERSET ACADEMY HOLLYWOOD MIDDLE
Subject: Reading

Define "On Level": Standard View
Show: Window 1 - 08/15/2014 - 08/14/2015

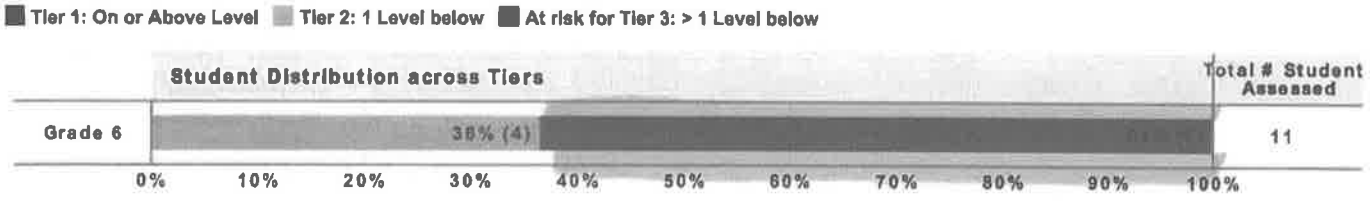
Use this report to review school-wide Diagnostic Assessment results by performance tiers for RTI.

School Summary

11 out of 11 Students Tested



Detail by Grade



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Intervention Screener Report

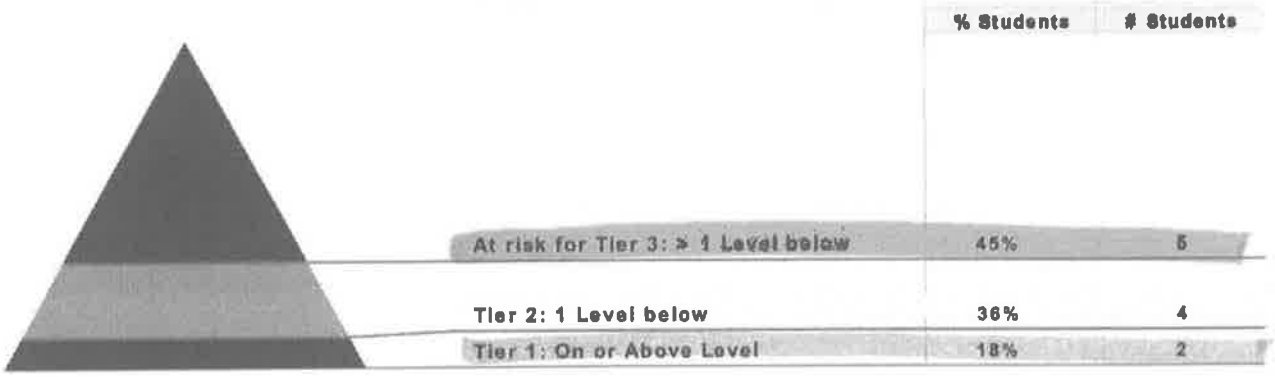
Academic year: Current (2014-2015)
School: SOMERSET ACADEMY HOLLYWOOD MIDDLE
Subject: Math

Define "On Level": Standard View
Show: Window 1 - 08/15/2014 - 08/14/2015

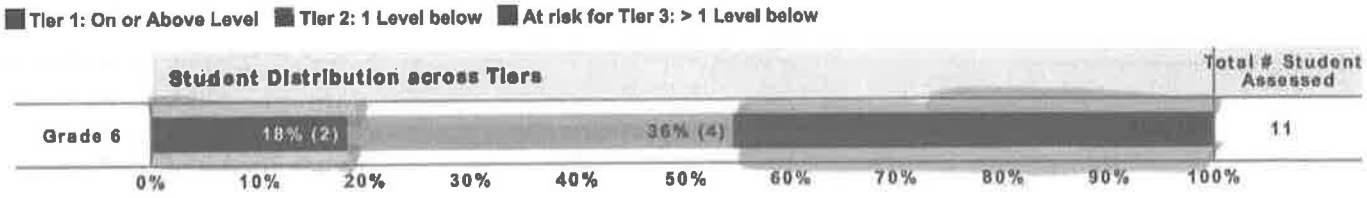
Use this report to review school-wide Diagnostic Assessment results by performance tiers for RTI.

School Summary

11 out of 11 Students Tested



Detail by Grade



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Intervention Screener Report

Academic year: Current (2014-2015)
School: SOMERSET ACADEMY HOLLYWOOD MIDDLE
Subject: Math

Define "On Level": Standard View
Show: Window 1 - 08/15/2014 - 08/14/2015

Detail by Student

■ Tier 1: On or Above Level ■ Tier 2: 1 Level below ■ At risk for Tier 3: > 1 Level below

Grade 6

Student	Overall Scale Score	Placement	Tier	Class
	497	Early 6	1	Sixth Grade
	495	Early 6	1	Sixth Grade
	490	Level 5	2	Sixth Grade
	483	Level 5	2	Sixth Grade
	480	Level 5	2	Sixth Grade
	473	Level 5	2	Sixth Grade
	463	Level 4	3	Sixth Grade
	461	Level 4	3	Sixth Grade
	449	Level 3	3	Sixth Grade
	448	Level 3	3	Sixth Grade
	385	Level K	3	Sixth Grade

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Needs Analysis by Grade Report

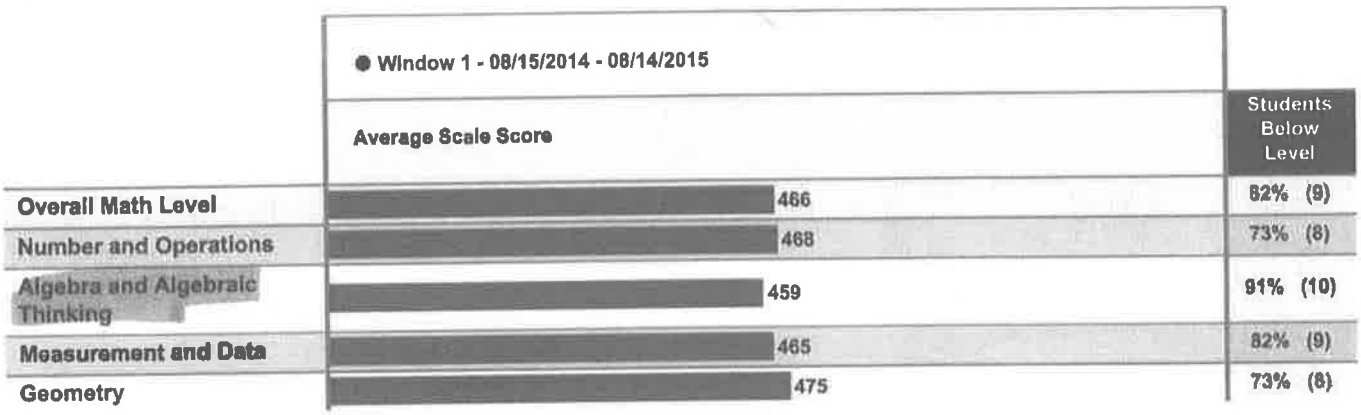
Academic year: Current (2014-2015)
School: SOMERSET ACADEMY HOLLYWOOD MIDDLE
Subject: Math

Define "On Level": Standard View
Show: Window 1 - 08/15/2014 - 08/14/2015

Use this report to determine the domain-specific instructional needs of students in each grade in your school.

Grade 6

Number of Students Assessed: 11
Total Number of Students: 11



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Needs Analysis by Grade Report

Academic year: Current (2014-2015)
School: SOMERSET ACADEMY HOLLYWOOD MIDDLE
Subject: Reading

Define "On Level": Standard View
Show: Window 1 - 08/15/2014 - 08/14/2015

Use this report to determine the domain-specific instructional needs of students in each grade in your school.

Grade 6

Number of Students Assessed: 11
Total Number of Students: 11

	● Window 1 - 08/15/2014 - 08/14/2015	
	Average Scale Score	Students Below Level
Overall Reading Level	534	100% (11)
Phonological Awareness	N/A	0% (0)
Phonics	490	45% (5)
High-Frequency Words	N/A	0% (0)
Vocabulary	543	91% (10)
Comprehension: Literature	531	91% (10)
Comprehension: Informational Text	525	91% (10)

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Performance by Grade and Class Report

Academic year: Current (2014-2015)
School: SOMERSET ACADEMY HOLLYWOOD MIDDLE
Subject: Reading

Define "On Level": Standard View
Show: Window 1 - 08/15/2014 - 08/14/2015

Use this report to view student performance and progress on the Diagnostic Assessment by grade and class.

Grade 6

	Window 1 - 08/15/2014 - 08/14/2015	Student Placement Distribution (%)					
	% Students On or Above Level	Below Level (Includes Emerging)	On Level	Above Level	Average Scale Score	Number of Students Assessed	Number of Total Students
Sixth Grade	0%	100%	0%	0%	534	11	11

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i-Ready Diagnostic & Instruction

Performance by Grade and Class Report

Academic year: Current (2014-2015)
School: SOMERSET ACADEMY HOLLYWOOD MIDDLE
Subject: Math

Define "On Level": Standard View
Show: Window 1 - 08/15/2014 - 08/14/2015

Use this report to view student performance and progress on the Diagnostic Assessment by grade and class.

Grade 6

	Window 1 - 08/15/2014 - 08/14/2015	Student Placement Distribution (%)					
	% Students On or Above Level	Below Level (Includes Emerging)	On Level	Above Level	Average Scale Score	Number of Students Assessed	Number of Total Students
Sixth Grade	18%	82%	18%	0%	466	11	11

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i-Ready Diagnostic & Instruction

Performance by Grade and Class Report

Academic year: Current (2014-2015)
School: SOMERSET ACADEMY HOLLYWOOD MIDDLE
Subject: Reading
Define "On Level": Standard View
Show: Window 1 - 08/15/2014 - 08/14/2015

Use this report to view student performance and progress on the Diagnostic Assessment by grade and class.

Grade 6

	Window 1 - 08/15/2014 - 08/14/2015	Student Placement Distribution (%)					
	% Students On or Above Level	Below Level (Includes Emerging)	On Level	Above Level	Average Scale Score	Number of Students Assessed	Number of Total Students
Sixth Grade	0%	100%	0%	0%	534	11	11

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i-Ready Diagnostic & Instruction

Performance by Grade and Class Report

Academic year: Current (2014-2015)
School: SOMERSET ACADEMY HOLLYWOOD MIDDLE
Subject: Math
Define "On Level": Standard View
Show: Window 1 - 08/15/2014 - 08/14/2015

Use this report to view student performance and progress on the Diagnostic Assessment by grade and class.

Grade 6

	Window 1 - 08/15/2014 - 08/14/2015	Student Placement Distribution (%)					
	% Students On or Above Level	Below Level (Includes Emerging)	On Level	Above Level	Average Scale Score	Number of Students Assessed	Number of Total Students
Sixth Grade	18%	82%	18%	0%	472	11	11

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i-Ready Diagnostic & Instruction

Needs Analysis by Grade Report

Academic year: Current (2014-2015)
School: SOMERSET ACADEMY HOLLYWOOD MIDDLE
Subject: Math
Define "On Level": Standard View
Show: Window 1 - 08/15/2014 - 08/14/2015

Use this report to determine the domain-specific instructional needs of students in each grade in your school.

Grade 6

Number of Students Assessed: 11
Total Number of Students: 11

	● Window 1 - 08/15/2014 - 08/14/2015	
	Average Scale Score	Students Below Level
Overall Math Level	472	82% (9)
Number and Operations	475	73% (8)
Algebra and Algebraic Thinking	467	91% (10)
Measurement and Data	473	82% (9)
Geometry	475	73% (8)

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i-Ready
Diagnostic & Instruction

Needs Analysis by Grade Report

Academic year: Current (2014-2015)
School: SOMERSET ACADEMY HOLLYWOOD MIDDLE
Subject: Reading
Define "On Level": Standard View
Show: Window 1 - 08/15/2014 - 08/14/2015

Use this report to determine the domain-specific instructional needs of students in each grade in your school.

Grade 6

Number of Students Assessed: 11
Total Number of Students: 11

	● Window 1 - 08/15/2014 - 08/14/2015 Average Scale Score	Students Below Level
Overall Reading Level	534	100% (11)
Phonological Awareness	N/A	0% (0)
Phonics	490	45% (5)
High-Frequency Words	N/A	0% (0)
Vocabulary	543	91% (10)
Comprehension: Literature	531	91% (10)
Comprehension: Informational Text	525	91% (10)

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i-Ready
Diagnostic & Instruction

Intervention Screener Report

Academic year: Current (2014-2015)
School: SOMERSET ACADEMY HOLLYWOOD MIDDLE
Subject: Reading

Define "On Level": Standard View
Show: Window 1 - 08/15/2014 - 08/14/2015

Detail by Student

■ Tier 1: On or Above Level ■ Tier 2: 1 Level below ■ At risk for Tier 3: > 1 Level below

Grade 6

Student	Overall Scale Score	Placement	Tier	Class
	586	Level 5	2	Sixth Grade
	577	Level 5	2	Sixth Grade
	574	Level 5	2	Sixth Grade
	569	Level 5	2	Sixth Grade
	565	Level 4	3	Sixth Grade
	557	Level 4	3	Sixth Grade
	536	Level 3	3	Sixth Grade
	508	Level 3	3	Sixth Grade
	493	Level 2	3	Sixth Grade
	453	Level 1	3	Sixth Grade
	452	Level 1	3	Sixth Grade

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BROWARD SCHOOLS VIRTUAL COUNSELOR APPLICATION

TEACHER: BROWN TIFFANIE SCHOOL: SOMERSET ACAD HOLLYWOOD MIDDLE

COURSE: 00000000 SECTION: 601 SCHOOL YEAR: 2014 - 2015

STUDENT CLASS ROLL

Most Recent Test Scores

Click on the headers below to sort by test score information.

(In the PMP Letter column * = Foreign Language)

—Select a view— —Select an action—

Percent of Class Scoring by SSS Achievement Level		
	SSS Reading	SSS Math
Achievement Level 5	0%	9%
Achievement Level 4	0%	9%
Achievement Level 3	36%	27%
Achievement Level 2	45%	27%
Achievement Level 1	18%	27%

Percent of Class by Weakest SSS Reading Area	
Subtest	Percentage
INFO TEXT	55%
READING APP	36%

Percent of Class by Weakest SSS Math Area	
Subtest	Percentage
GEO & MEASUREMENT	55%
EXP EQUATIONS & STATS	45%

								SSS READING				SSS MATH				
STUDENT NUMBER	STUDENT NAME	CUR GRD LVL	ELL	SWD	FRL	TEST DATE	LOWEST 30% IN SCHOOL	ACHV LVL	DEVEL SCORE	LEARNING GAINS	WEAKEST FCAT SUBTEST AREA	ACHV LVL	DEVEL SCORE	LEARNING GAINS	WEAKEST FCAT SUBTEST AREA	PMP LETTER
	ACABA	06			Y	4/22/2014		3	0228	YES	INFO TEXT	4	0234	YES	GEO & MEASUREMENT	
		06		Y	Y	4/22/2014	READING MATH	1	0181		LIT ANALYSIS	1	0199	YES	EXP EQUATIONS & STATS	R/M
		06	C1-LY		Y	4/22/2014	READING MATH	2	0203		READING APP	1	0189		EXP EQUATIONS & STATS	R/M
		06			Y	4/22/2014	READING MATH	1	0180		READING APP	1	0185		EXP EQUATIONS & STATS	R/M
		06				4/22/2014		3	0226		LIT ANALYSIS	5	0251		GEO & MEASUREMENT	
		06			Y	4/22/2014		2	0212	YES	READING APP	2	0211	YES	GEO & MEASUREMENT	R/M
		06			Y	4/22/2014		3	0223	YES	INFO TEXT READING APP	3	0225	YES	GEO & MEASUREMENT	
		06			Y	4/22/2014		2	0211		INFO TEXT	3	0225		EXP EQUATIONS & STATS	R
		06			Y	4/22/2014		2	0209	YES	INFO TEXT	2	0216	YES	EXP EQUATIONS & STATS	R/M
		06			Y	4/22/2014		3	0227	YES	INFO TEXT	3	0228	YES	GEO & MEASUREMENT	
		06			Y	4/15/2013		2	0201		INFO TEXT	2	0197		GEO & MEASUREMENT	

UDENT CLAS .T ttps://sbbcvpn.broward.k12.fl.us/f5-w-6874747 03a2f2f647 7683032$$/ tal/students/st...

TEACHER: BROWN TIFFANIE **SCHOOL: SOMERSET ACAD HOLLYWOOD MIDDLE**
COURSE: 00000000 SECTION: 601 SCHOOL YEAR: 2014

STUDENT CLASS ROLL

—Select a view— —Select an action—

BENCHMARK SUMMARY INFORMATION
ASSESSMENT DATE: 9/23/2013

75% Rdg -
40% Math
16 St. Rdg.

PERCENT OF CLASS BY WEAKEST BENCHMARK READING STRAND AREA	
Subtest	Percentage
INFO TEXT/ RESEARCH	50%
LIT ANALYSIS	25%
VOCAB	25%
READING APP	13%

PERCENT OF CLASS BY WEAKEST BENCHMARK MATH STRAND AREA	
Subtest	Percentage
GEOMETRY AND MEASUREMENT	47%
EXPRESSIONS AND EQUATIONS	33%
FRACTIONS, RATIOS AND STATS	27%

PREDICTED PROFICIENT RED = Student will most likely score at Achievement Level 1 or 2 in Subject Area if areas of weaknesses are not addressed
PREDICTED PROFICIENT GREEN = Student will likely score at or above Achievement Level 3 in Subject Area, but must continue to work towards mastery of all grade level benchmarks.
PREDICTED PROFICIENT YELLOW = Indicates that the student is on track for proficiency but needs additional support to ensure success

						READING			MATH			SCIENCE			GEOMETRY			ALGEBRA			BIOLOGY		
STUDENT NUMBER	STUDENT NAME	CUR GRD LVL	ELL	SWD	FRL	PERCENT CORRECT	PREDICTED PROFICIENT (definition)	WEAKEST AREA	PERCENT CORRECT	PREDICTED PROFICIENT (definition)	WEAKEST AREA	PERCENT CORRECT	PREDICTED PROFICIENT (definition)	WEAKEST AREA	PERCENT CORRECT	PREDICTED PROFICIENT (definition)	WEAKEST AREA	PERCENT CORRECT	PREDICTED PROFICIENT (definition)	WEAKEST AREA	PERCENT CORRECT	PREDICTED PROFICIENT (definition)	WEAKEST AREA
		06			Y	38	NO	INFO TEXT/ RESEARCH LIT ANALYSIS	25	NO	GEOMETRY AND MEASUREMENT												
		06			Y	52	YES	INFO TEXT/ RESEARCH	33	NO	EXPRESSIONS AND EQUATIONS												
		06	C1-LF		Y	63	YES	VOCAB	42	YES	EXPRESSIONS AND EQUATIONS												
		06	B2-LY			[illegible]	YES	INFO TEXT/ RESEARCH	[illegible]	YES	EXPRESSIONS AND EQUATIONS												
		06	C1-LY			66	YES	INFO TEXT/ RESEARCH	65	YES	EXPRESSIONS AND EQUATIONS												
		06			Y	21	NO	VOCAB	31	NO	FRACTIONS, RATIOS AND STATS												
		06			Y	[illegible]	YES	INFO TEXT/ RESEARCH	19	NO	GEOMETRY AND MEASUREMENT												
		06			Y	25	NO	READING APP	29	NO	GEOMETRY AND MEASUREMENT												
		06	C1-LY		Y	68	YES	LIT ANALYSIS															
		06	C1-LF			84	YES	LIT ANALYSIS	52	YES	FRACTIONS, RATIOS AND STATS												
		06				68	YES	VOCAB	29	NO	GEOMETRY AND MEASUREMENT												
		06	B2-LF		Y	[illegible]		LIT ANALYSIS VOCAB	31	NO	GEOMETRY AND MEASUREMENT												
		06			Y	[illegible]	YES	INFO TEXT/ RESEARCH	27	NO	GEOMETRY AND MEASUREMENT FRACTIONS, RATIOS AND												

									STATS												
06	C2-LZ		Y																		
06	C2-LZ		Y	79	YES	INFO TEXT/ RESEARCH	40	[illegible]	FRACTIONS, RATIOS AND STATS												
06			Y	41	NO	INFO TEXT/ RESEARCH	27	NO	GEOMETRY AND MEASUREMENT												
06			Y	[illegible]	YES	READING APP	48	YES	EXPRESSIONS AND EQUATIONS												

TEACHER: BROWN TIFFANIE SCHOOL: SOMERSET ACAD HOLLYWOOD MIDDLE
COURSE: 00000000 SECTION: 601 SCHOOL YEAR: 2014

STUDENT CLASS ROLL

—Select a View— —Select an Action—

BENCHMARK SUMMARY INFORMATION
ASSESSMENT DATE: 1/13/2014

Click Here to view September's Benchmark Strands

PERCENT OF CLASS BY WEAKEST BENCHMARK READING STRAND AREA	
Subtest	Percentage
READING APP	47%
VOCAB	33%
LIT ANALYSIS	27%
INFO TEXT/ RESEARCH	13%

PERCENT OF CLASS BY WEAKEST BENCHMARK MATH STRAND AREA	
Subtest	Percentage
GEOMETRY AND MEASUREMENT	73%
EXPRESSIONS AND EQUATIONS	27%

PREDICTED PROFICIENT RED = Student will most likely score at Achievement Level 1 or 2 in Subject Area (i.e. areas of weaknesses are not addressed.
PREDICTED PROFICIENT GREEN = Student will likely score at or above Achievement Level 3 in Subject Area but must continue to work towards full mastery of all grade level benchmarks.
PREDICTED PROFICIENT = Indicates that the student is on track for proficiency but needs additional support to ensure success.

						READING			MATH			SCIENCE			GEOMETRY			ALGEBRA			BIOLOGY		
STUDENT NUMBER	STUDENT NAME	CUR GRD LVL	ELL	SWD	FRL	PERCENT CORRECT	PREDICTED PROFICIENT (definition)	WEAKEST AREA	PERCENT CORRECT	PREDICTED PROFICIENT (definition)	WEAKEST AREA	PERCENT CORRECT	PREDICTED PROFICIENT (definition)	WEAKEST AREA	PERCENT CORRECT	PREDICTED PROFICIENT (definition)	WEAKEST AREA	PERCENT CORRECT	PREDICTED PROFICIENT (definition)	WEAKEST AREA	PERCENT CORRECT	PREDICTED PROFICIENT (definition)	WEAKEST AREA
					Y	25		LIT ANALYSIS	32		EXPRESSIONS AND EQUATIONS												
					Y			READING APP	32		GEOMETRY AND MEASUREMENT												
					Y	69	YES	READING APP			GEOMETRY AND MEASUREMENT												
					Y	34		READING APP	28		GEOMETRY AND MEASUREMENT												
						29	NO	LIT ANALYSIS	32		GEOMETRY AND MEASUREMENT												
					Y	34	NO	VOCAB LIT ANALYSIS	19		EXPRESSIONS AND EQUATIONS												
					Y			VOCAB			GEOMETRY AND MEASUREMENT												
						68	YES	VOCAB			GEOMETRY AND MEASUREMENT												
					Y	42		READING APP	68	YES	GEOMETRY AND MEASUREMENT												
								INFO TEXT/ RESEARCH VOCAB READING APP	33		EXPRESSIONS AND EQUATIONS												
					Y	51		READING APP	32		GEOMETRY AND MEASUREMENT												
					Y		YES	VOCAB	61	YES	GEOMETRY AND MEASUREMENT												
					Y	85	YES	LIT ANALYSIS	54	YES	GEOMETRY AND MEASUREMENT												
					Y	41		INFO TEXT/ RESEARCH			EXPRESSIONS AND EQUATIONS												
					Y	44		READING APP			GEOMETRY AND MEASUREMENT												

6/15 8/15 53%

40%

Florida Comprehensive English Language Learning Assessment
Spring 2014 School Report

SOMERSET ACADEMY HOLLYWOOD MIDDLE SCHOOL (5419)
BROWARD (06)
Grade: 06 **Test Level: C1**

SCHOOL ROSTER

Number of Students Listed = 3

	Student Birth	Student ID#	Home Language	Listening/Speaking Scale Score & Proficiency		Reading Scale Score & Proficiency		Writing Scale Score & Proficiency		Total Scale Score
			Spanish	685	LI	720	LI	697	LI	2102
			Spanish	790	P	760	P	742	HI	2292
			Spanish	767	P	760	P	742	HI	2269

subject.

P (Proficient)
HI (High Intermediate)
LI (Low Intermediate)
B (Beginning)

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170414@1905

Florida Comprehensive English Language Learning Assessment
Spring 2014 School Report

SOMERSET ACADEMY HOLLYWOOD MIDDLE SCHOOL (5419)
BROWARD (06)
Grade: 06 **Test Level: C1**

SCHOOL SUMMARY

Proficiency Level	LISTENING/SPEAKING			READING			WRITING			Students with Total Scale Score	Average Total Scale Score
	Number of Students	Percent of Students	Average Scale Score	Number of Students	Percent of Students	Average Scale Score	Number of Students	Percent of Students	Average Scale Score		
Beginning	0	0%	—	0	0%	—	0	0%	—	3	2221
Low Intermediate	1	33%	685	1	33%	720	1	33%	697		
High Intermediate	0	0%	—	0	0%	—	2	67%	742		
Proficient	2	67%	779	2	67%	760	0	0%	—		
TOTALS	3	100%	747	3	100%	747	3	100%	727		

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170514#1905

Florida Comprehensive English Language Learning Assessment
Spring 2014 School Report

SOMERSET ACADEMY HOLLYWOOD MIDDLE SCHOOL (5419)
BROWARD (06)

SCHOOL SUMMARY (All Grades)

Proficiency Level	LISTENING/SPEAKING		READING		WRITING		Students with Total Scale Score
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	
Beginning	0	0%	0	0%	0	0%	3
Low Intermediate	1	33%	1	33%	1	33%	
High Intermediate	0	0%	0	0%	2	67%	
Proficient	2	67%	2	67%	0	0%	
TOTALS	3	100%	3	100%	3	100%	

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170514#1905

TEACHER: BROWN TIFFANIE SCHOOL: SOMERSET ACAD HOLLYWOOD MIDDLE

COURSE: 00000000 SECTION: 601 SCHOOL YEAR: 2014

STUDENT CLASS ROLL

----Select a view---- ----Select an action----

			SSS MATH						SSS READ					
STUDENT NUMBER	STUDENT NAME	CUR GRD LVL	2013 SCALE SCORE	2012 SCALE SCORE	2013 ACHV LVL	2012 ACHV LVL	2013 DEVEL SCORE	2012 DEVEL SCORE	2013 SCALE SCORE	2012 SCALE SCORE	2013 ACHV LVL	2012 ACHV LVL	2013 DEVEL SCORE	2012 DEVEL SCORE
[redacted]		06	0	0	0	1	0	186	0	0	0	2	0	203
		06	0	0	2	2	216	208	0	0	3	3	226	217
		06	0	0	3	2	225	204	0	0	3	3	222	210
		06	0	0	3	2	228	208	0	0	2	2	209	207
		06	0	0	5	3	248	213	0	0	3	2	219	205
		06	0	0	0	0	0	0	0	0	0	0	0	0
		06	0	0	1	1	189	191	0	0	2	2	207	195
		06	0	0	3	3	222	220	0	0	1	1	190	189
		06	0	0	2	1	215	193	0	0	3	3	224	210
		06	0	0	4	2	239	203	0	0	4	3	235	212
		06	0	0	1	1	189	187	0	0	3	1	222	199
	A	06	0	0	0	0	0	0	0	0	0	0	0	0
		06	0	0	1	2	201	200	0	0	3	3	221	216
		06	0	0	4	4	243	230	0	0	2	3	208	211
		06	0	0	4	4	238	227	0	0	4	4	234	229
		06	0	0	2	2	206	203	0	0	3	2	217	201
		06	0	0	3	4	220	229	0	0	2	3	209	212

Florida Comprehensive English Language Learning Assessment
Spring 2015 School Report

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

SOMERSET ACADEMY HOLLYWOOD MIDDLE SCHOOL (5419)
BROWARD (06)
Grade: 06 **Test Level: C2**

SCHOOL ROSTER

Number of Students Listed = 1

Student Name	Student Birth Date	Student ID#	Home Language	Test Date	Listening/Speaking Scale Score & Proficiency		Reading Scale Score & Proficiency		Writing Scale Score & Proficiency		Total Scale Score
		0608028955	Other	03/04/15	774	P	728	LI	736	HI	2238

student not tested for the subject.
from the subject.
L

P (Proficient)
HI (High Intermediate)
LI (Low Intermediate)
B (Beginning)

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160915s2803

Florida Comprehensive English Language Learning Assessment
Spring 2015 School Report

FLORIDA DEPARTMENT OF EDUCATION

SOMERSET ACADEMY HOLLYWOOD MIDDLE SCHOOL (5419)
BROWARD (06)
Grade: 06 **Test Level: C2**

SCHOOL SUMMARY

Proficiency Level	LISTENING/SPEAKING			READING			WRITING			Students with Total Scale Score	Average Total Scale Score
	Number of Students	Percent of Students	Average Scale Score	Number of Students	Percent of Students	Average Scale Score	Number of Students	Percent of Students	Average Scale Score		
Beginning	0	0%	—	0	0%	—	0	0%	—	1	2238
Low Intermediate	0	0%	—	1	100%	728	0	0%	—		
High Intermediate	0	0%	—	0	0%	—	1	100%	736		
Proficient	1	100%	774	0	0%	—	0	0%	—		
TOTALS	1	100%	774	1	100%	728	1	100%	736		

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160915*2805

Florida Comprehensive English Language Learning Assessment
Spring 2015 School Report

FLORIDA DEPARTMENT OF EDUCATION

SOMERSET ACADEMY HOLLYWOOD MIDDLE SCHOOL (5419)
BROWARD (06)

SCHOOL SUMMARY (All Grades)

Proficiency Level	LISTENING/SPEAKING		READING		WRITING		Students with Total Scale Score
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	
Beginning	0	0%	0	0%	0	0%	
Low Intermediate	0	0%	1	100%	0	0%	
High Intermediate	0	0%	0	0%	1	100%	1
Proficient	1	100%	0	0%	0	0%	
TOTALS	1	100%	1	100%	1	100%	

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(Bubble Sheets) BAFS Assessments Scores View.

Course: 00000000
Term: 3

Course Title: HOMEROOM
Teacher: BROWN TIFFANIE

Section: 601
Location: 5419

BAFS Assessment ENG LANG ARTS GRADE: 06 (BAFS01 - ENG LANG ARTS) SCANNED RESULTS

Row #	Student Name	Student Number	Grade Level	Percent # Correct	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	Percent # Correct
			06	46 - 16/35	C	H	C	H	B	I	C	H	D	F	D	G	C	G	D	H	D	H	A	H	C	F	A	F	D	H	D	I	B	H	A	H	C	F	C	46 - 16/35
			06	26 - 9/35	B	G	C	G	D	H	A	F	D	I	C	F	D	G	C	H	A	F	C	H	D	F	C	G	A	I	A	I	B	H	B	I	D	F	B	26 - 9/35
			06	40 - 14/35	C	I	C	H	D	F	C	G	C	G	B	F	C	G	B	H	C	G	C	I	C	G	C	G	C	I	B	G	B	H	C	G	C	I	C	40 - 14/35
			06	31 - 11/35	A	G	C	I	B	I	A	I	C	G	D	G	A	G	C	H	A	H	C	H	B	G	C	I	D	I	A	G	A	H	D	G	B	I	C	31 - 11/35
			06	69 - 24/35	C	I	A	G	B	H	C	I	C	G	B	F	C	H	D	G	A	H	C	H	C	F	C	G	D	I	C	G	B	G	D	H	C	I	C	69 - 24/35
			06	40 - 14/35	B	I	A	H	A	F	B	F	C	I	D	F	D	G	D	F	C	G	A	H	C	G	A	I	A	I	A	I	A	H	D	H	C	I	A	40 - 14/35
			06	57 - 20/35	B	I	C	G	C	H	B	H	D	F	D	I	D	G	D	G	A	G	A	H	C	G	A	F	D	I	C	I	B	H	D	H	D	H	C	57 - 20/35
			06	37 - 13/35	C	H	A	I	B	H	A	G	B	G	A	G	C	H	D	G	C	G	A	I	C	F	C	F	C	I	C	F	B	I	C	F	C	G	B	37 - 13/35
			06	31 - 11/35	A	H	A	I	D	H	C	G	C	G	B	F	D	I	C	F	A	G	B	I	C	H	A	H	B	H	C	H	A	I	A	F	D	M	C	31 - 11/35
			06	46 - 16/35	C	G	D	F	D	G	C	F	D	G	D	F	D	I	B	F	B	G	A	H	C	F	C	G	D	F	A	I	B	H	A	H	A	G	C	46 - 16/35
			06	40 - 14/35	A	H	B	I	B	F	D	G	D	F	C	F	B	H	D	G	A	H	A	H	C	G	A	F	D	I	A	H	B	H	A	H	D	F	C	40 - 14/35
																																								42%

Return To Class Roll | Select Another Assessment

Somerset Academy Hollywood Middle School #5419

(Bubble Sheets) BAFS Assessments Scores View.

Course: 00000000
Term: 3

Course Title: HOMEROOM
Teacher: BROWN TIFFANIE

Section: 601
Location: 5419

BAFS Assessment MATHEMATICS GRADE: 06 (BAFS01-MATH) SCANNED RESULTS

Row #	Student Name	Student Number	Grade Level	Percent # Correct	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Percent # Correct
1			06	63 - 19/30	D	H	A	F	B	F	D	F	C	G	C	H	D	I	C	F	B	I	C	H	A	H	B	H	A	F	A	F	B	G	63 - 19/30
2			06	33 - 10/30	C	H	B	F	D	F	C	H	B	H	C	I	D	G	A	F	B	H	B	I	D	I	D	F	A	F	D	F	D	G	33 - 10/30
3			06	23 - 7/30	C	H	B	H	B	G	C	G	D	G	C	F	C	G	B	G	D	F	D	H	B	I	C	G	C	G	C	H	C	G	23 - 7/30
4			06	27 - 8/30	D	F	D	H	C	H	A	G	B	H	B	F	D	I	A	H	D	H	C	I	C	G	C	H	C	I	B	I	C	G	27 - 8/30
5			06	57 - 17/30	A	H	C	H	A	F	A	F	C	G	C	G	D	I	C	I	B	I	C	F	A	H	B	G	D	F	D	G	C	I	57 - 17/30
6			06	37 - 11/30	D	H	A	F	D	F	B	F	B	G	C	F	D	I	M	F	B	I	D	F	A	F	C	I	D	H	D	F	B	F	37 - 11/30
7			06	67 - 20/30	D	H	D	F	B	F	B	F	B	G	C	H	D	I	D	I	B	I	D	H	A	I	B	H	A	F	A	I	D	I	67 - 20/30
8			06	43 - 13/30	C	I	A	H	D	F	C	G	C	H	A	G	D	H	B	G	D	H	D	H	A	H	B	H	C	H	A	G	D	G	43 - 13/30
9			06	50 - 15/30	A	H	A	H	C	F	D	F	B	G	C	I	D	G	C	I	B	G	A	F	A	I	B	H	D	F	A	F	D	I	50 - 15/30
10			06	50 - 15/30	B	H	A	H	C	F	B	F	C	G	C	H	A	I	C	I	B	G	C	G	A	H	B	H	C	I	A	I	C	G	50 - 15/30
11			06	30 - 9/30	C	G	A	H	D	H	D	G	C	G	C	F	D	I	B	F	D	H	D	F	D	F	C	H	A	H	D	F	B	G	30 - 9/30
*																																			44%

Return To Class Roll | Select Another Assessment

Somerset Academy Hollywood Middle School #5419

(Bubble Sheets) BAFS Assessments Scores View.

Course: 10000100
Term: 3

Course Title: M/J INTENSIVE READ
Teacher: BROWN TIFFANIE

Section: 6011
Location: 5419

BAFS Assessment ENG LANG ARTS GRADE: 06 (BAFS02 - ENG LANG ARTS) SCANNED RESULTS

Row #	Student Name	Student Number	Grade Level	Percent # Correct	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Percent # Correct
			06	12 - 4/32 (2/10/2015 10:08:38 AM)	B	I	A	F	D	G	D	I	B	I	B	H	C	I	D	G	D	G	B	I	D	F	D	G	C	F	D	H	B	H	D	I	12 - 4/32 (2/10/2015 10:08:38 AM)
			06	50 - 16/32 (2/10/2015 10:08:36 AM)	C	G	B	G	D	G	D	I	D	H	C	F	B	I	C	G	C	H	C	G	B	H	B	H	C	I	B	I	C	I	B	G	50 - 16/32 (2/10/2015 10:08:36 AM)
			06	16 - 5/32 (2/10/2015 10:08:36 AM)	A	H	B	H	A	I	B	H	B	I	B	H	D	G	C	G	A	H	C	I	B	H	A	G	C	F	C	F	B	I	C	G	16 - 5/32 (2/10/2015 10:08:36 AM)
			06	28 - 9/32 (2/10/2015 10:08:36 AM)	C	I	A	G	D	F	B	G	A	G	B	F	D	G	A	G	B	F	A	G	C	F	B	F	A	G	A	I	C	I	B	H	28 - 9/32 (2/10/2015 10:08:36 AM)
			06	38 - 12/32 (2/10/2015 10:08:36 AM)	C	G	A	G	A	I	C	H	B	G	B	H	D	I	A	I	B	I	D	G	A	I	C	H	B	I	B	H	C	G	B	I	38 - 12/32 (2/10/2015 10:08:36 AM)
			06	34 - 11/32 (2/10/2015 10:08:36 AM)	C	I	A	H	D	H	B	H	B	I	C	M	B	I	A	I	B	F	A	I	B	G	A	G	B	G	B	I	A	I	C	I	34 - 11/32 (2/10/2015 10:08:36 AM)
																																					30%

Return To Class Roll Select Another Assessment

(Bubble Sheets) BAFS Assessments Scores View.

Course: 10080100
Term: 3

Course Title: M/J READ 1
Teacher: BROWN TIFFANIE

Section: 601
Location: 5419

BAFS Assessment ENG LANG ARTS GRADE: 08 (BAFS02 - ENG LANG ARTS) SCANNED RESULTS

Row #	Student Name	Student Number	Grade Level	Percent # Correct	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Percent # Correct
			08	47 - 15/32 (2/10/2015 10:08:38 AM)	C	F	B	H	D	I	C	H	A	G	C	F	D	H	C	G	B	G	C	G	B	I	D	I	C	I	B	I	A	F	D	F	47 - 15/32 (2/10/2015 10:08:36 AM)
			08	41 - 13/32 (2/10/2015 10:08:36 AM)	C	I	A	I	D	H	D	H	D	G	D	F	D	H	C	G	C	I	D	G	B	G	B	I	A	H	B	I	A	F	C	G	41 - 13/32 (2/10/2015 10:08:36 AM)
			08	59 - 19/32 (2/10/2015 10:08:36 AM)	C	F	B	I	D	H	B	H	B	G	C	I	B	H	A	H	B	H	C	G	C	H	D	G	D	I	B	H	C	I	D	G	59 - 19/32 (2/10/2015 10:08:36 AM)
			08	47 - 15/32 (2/10/2015 10:08:36 AM)	C	G	A	F	D	H	B	H	D	H	D	H	D	H	D	G	C	I	B	H	C	I	B	H	C	I	A	H	A	I	B	H	47 - 15/32 (2/10/2015 10:08:36 AM)
			08	44 - 14/32 (2/10/2015 10:08:36 AM)	C	F	B	I	D	H	D	G	A	G	C	F	B	G	A	G	B	F	A	G	D	I	D	H	A	I	A	H	B	G	A	I	44 - 14/32 (2/10/2015 10:08:36 AM)
																																					48%

Return To Class Roll Select Another Assessment

(Bubble Sheets) BAFS Assessments Scores View.

Course: 1205010G
Term: 3

Course Title: MG MATH 1
Teacher: BROWN TIFFANIE

Section: 801
Location: 5419

BAFS Assessment MATHEMATICS GRADE_06 (BAFS02-MATH) SCANNED RESULTS

Row #	Student Name	Student Number	Grade Level	Percent # Correct	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	Percent # Correct
	[redacted]			40 - 22/45 (2/10/2015 10:09:30 AM)	C	I	A	F	A	I	B	G	A	I	A	F	D	D	G	C	H	B	F	B	F	D	G	C	F	C	G	C	I	D	I	B	H	C	I	D	F	B	G	A	H	D	I	B	I	D	40 - 22/45 (2/10/2015 10:09:30 AM)
				- 24/45 (2/10/2015 10:09:30 AM)	C	H	B	H	A	I	H	F	C	I	A	I	C	G	A	H	D	H	B	F	C	G	A	F	A	H	F	C	P	C	I	C	F	C	I	D	G	C	G	B	G	C	G	B	G	C	03 - 24/45 (2/10/2015 10:09:30 AM)
				- 17/45 (2/10/2015 10:09:30 AM)	B	I	A	F	A	G	B	I	B	I	A	I	D	G	D	F	B	H	B	H	A	G	A	H	B	I	C	H	B	G	B	H	C	H	D	I	B	H	C	I	B	F	C	X	X	38 - 17/45 (2/10/2015 10:09:30 AM)
				- 19/45 (2/10/2015 10:09:30 AM)	C	H	A	I	B	I	B	G	C	I	A	G	D	G	C	H	D	F	B	F	A	G	A	H	E	C	I	C	I	B	B	H	B	H	B	C	I	C	I	B	H	D	I	B	F	C	40 - 18/45 (2/10/2015 10:09:30 AM)
				- 12/45 (2/10/2015 10:09:30 AM)	B	I	A	F	A	H	B	I	A	H	A	G	A	I	B	H	B	F	B	F	H	F	A	H	D	F	D	F	B	H	B	F	D	G	D	H	D	G	D	G	A	F	C	F	B	27 - 12/45 (2/10/2015 10:09:30 AM)
																																																	41%

Return To Class Roll Select Another Assessment

(Bubble Sheets) BAFS Assessments Scores View.

Course: 1204000A
Term: 3

Course Title: MU INTENSIVE MATH
Teacher: BROWN TIFFANIE

Section: 6011
Location: 5419

BAFS Assessment MATHEMATICS GRADE: 06 (BAFS02-MATH) SCANNED RESULTS

Row #	Student Name	Student Number	Grade Level	Percent # Correct	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	Percent # Correct
				15/45 (2/10/2015 10:09:30 AM)	B	I	B	I	C	I	B	I	D	I	D	I	D	G	C	F	C	G	B	H	D	F	C	I	B	H	B	G	C	G	B	H	B	H	C	G	D	F	A	I	B	G	C	I	C	33 - 15/45 (2/10/2015 10:09:30 AM)
				18/45 (2/10/2015 10:09:30 AM)	A	I	A	F	C	H	B	F	C	I	A	G	C	H	C	G	C	F	C	H	B	G	A	H	B	F	C	H	C	H	A	G	C	G	B	G	C	G	D	G	C	H	A	G	C	36 - 18/45 (2/10/2015 10:09:30 AM)
				6/45 (2/10/2015 10:09:30 AM)	B	I	C	F	B	H	B	H	C	G	A	G	A	G	D	F	D	G	D	F	B	I	B	G	C	I	C	H	D	F	B	I	D	G	B	F	C	G	C	I	B	H	C	G	B	13 - 6/45 (2/10/2015 10:09:30 AM)
				18/45 (2/10/2015 10:09:30 AM)	C	I	D	H	B	G	B	I	D	G	A	I	D	I	A	H	A	F	A	M	M	F	B	F	B	G	C	H	B	H	D	H	C	I	A	H	B	I	C	I	A	G	A	I	C	40 - 18/45 (2/10/2015 10:09:30 AM)
				12/45 (2/10/2015 10:09:30 AM)	C	F	B	F	C	I	A	I	B	I	D	I	B	I	C	F	B	G	C	M	M	M	A	F	C	G	C	F	B	H	D	F	B	G	A	I	A	G	B	I	C	M	C	H	C	27 - 12/45 (2/10/2015 10:09:30 AM)
																																																	30%

Return To Class Roll Select Another Assessment

(Bubble Sheets) BAFS Assessments Scores View.

Course: 1205020H
Term: 3

Course Title: MJ GEM 6
Teacher: BROWN TIFFANIE

Section: 601A
Location: 5419

BAFS Assessment ENG LANG ARTS GRADE: 06 (BAFS02 - ENG LANG ARTS) SCANNED RESULTS

Row #	Student Name	Student Number	Grade Level	Percent # Correct	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Percent # Correct
				/32 (2/10/2015 10:08:36 AM)	C	J	A	J	D	H	D	H	D	G	D	F	D	H	C	G	C	I	D	G	B	G	B	I	A	H	B	I	A	F	C	G	41 - 13/32 (2/10/2015 10:08:36 AM)
																																					41%

Return To Class Roll Select Another Assessment

APPENDIX H

Educational Performance Attachment: Approved Comprehensive Reading Plan

Charter School Participation for the 2017-2018 School Year
K-12 Comprehensive Research-Based Reading Plan – Due: May 31, 2017

Please check one statement below indicating your participation status in the District's K-12 Comprehensive Research-Based Reading Plan for 1718SY as outlined in your approved application and contract. Identify the research-based curriculum materials and progress monitoring assessments that will be used.

___X__ For 1718SY, my school **WILL PARTICIPATE** in the State-Approved School Board of Broward County, Florida's K-12 Comprehensive Research-Based Reading Plan, as outlined in our approved application/contract. A change in participation will require a contract amendment.

Research-Based Curriculum Materials:

Include Core Comprehensive Reading Program (CCRP - elementary), Comprehensive Intervention Reading Program (CIRP – secondary), phonics instructional materials (Supplemental Intervention Reading Program – SIRP) for most intensive secondary reading, and all SIRP for each grade level, K through 12. Be specific and use as much space as necessary to be thorough.

Elementary: K-5(6):
CCRP: _____
CIRP: _____
SIRP: _____

Middle: Grades 6-8:
CIRP: INSIDE National Geographic Learning (Levels A, B, & C)
SIRP: Rewards & Rewards Plus in Social Studies
ELA: Collections – Houghton Mifflin Harcourt

High: Grades 9-12:
CIRP:
SIRP:
ELA:

Progress Monitoring Assessment(s) for each grade level

(Required three times per year (pre, mid, post) for all K-2, and all Level 1 and 2 students in grades 3 - 12):

Kindergarten: ***FLKRS/WSS is required for all kindergarten students within the first 30 days of school, and must be administered three times per year (pre, mid, post).***

Other PM assessments used in K: _____

Grades 1-2:
_____

Grades 3-5:
_____

Grades 6-8: FAIR
_____

Grades 9-12:
_____

Somerset Academy Hollywood Middle School #5419
Charter School Name and Location Number

Principal's Signature

Grades 6 – 8
Grades Served 1718SY

5/31/17
Date

Please submit to Terri Coyle (coyle-rdia@browardschools.com) by due date.

Middle School Reading and Language Arts Curriculum

Courses	Books/Materials	Technology Instruction	Diagnostic Assessment	Resources
(6th -8th Grade) Intensive Reading	**Florida Ready** **INSIDE** **Reward & Rewards Plus** (Phonics Component)	iReady	iReady	**Newsela.com** (Informational Text/ Current Events) **Novel Studies**
(6th -8th Grade) Critical Thinking	**INSIDE**	iReady	iReady	**Newsela.com** (Informational Text/ Current Events) **Novel Studies**
(6th -8th Grade) Language Arts Lewis 6th Grade -Room D102	**Collections** **Vocabulary Workshop** **Sadlier** (Grammar for Writing)	Reading Plus	FAIR	**Novel Studies**

APPENDIX I

Educational Performance
Attachment: ELLevation Reports-Charter Schools
Renewal Report only

ELLevation Reports-Charter Schools Renewal Report

Somerset Hollywood Middle School (5419) does not have any LY students enrolled in the 2017-2018 school year. Furthermore, we do not have any active ESOL students in 5419.

FINANCIAL PERFORMANCE

Statutory References: Sections 1002.33(7)(a)9, 1002.33(7)(a)10, 1002.33(7)(a)11, 1002.33(9)(g), and 1002.33(9)(h), Florida Statutes

Financial Management:

A. Demonstration of Professional Competence and Sound Systems in Managing the Schools Financial Operations
B. Adherence to Generally Accepted Accounting Principles
C. Financial Reporting Requirements

In the narrative:

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

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

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

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

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

g. Employment records

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

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

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

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

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

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

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

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

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

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

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

The Board, at minimum, will be responsible for:

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

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

by revenue source and expenditures and detailed by function and object, as per the Sponsor's timelines.

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

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

The Principal will manage the day-to-day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the Principal will need to seek prior approval from the Board for expenditures over a pre-approved amount. The Principal will report at least quarterly to the Governing Board on the progress of the site-based budget and make recommendations and seek approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

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

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

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

Among others, these procedures require the school to:

- Utilize the standard state codification of accounts (Redbook) as a means of codifying all transactions pertaining to its operations for both internal and external reporting; the Board reserves the right to use GAAP in accordance with the Florida Statute.

- Open an operating bank account and a school fundraising account with an FDIC insured institution
- Record transactions managed by these accounts in a QuickBooks or similar program
- Reconcile monthly reports and bank statements and keep in monthly binders at the school
- Record and log all cash and checks received and deposit daily.
- Require dual signatures for all checks over $2500.00, as established by the Board
- Prepare disbursement voucher packages at school-site as authorized by the Principal and submit to ESP with appropriate supporting documentation
- Make disbursements only to authorized/approved vendors
- Conduct physical property inventories at the beginning and end of every school year to safeguard fixed assets.
- Categorize, label, and record all fixed assets in an Inventory Log which is updated throughout the school year as items are purchased and disposed
- Follow the procedures for proper disposal and inventory as detailed in the Internal Accounting Manual
- Retain documents for a specified amount of time

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

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

Sources of evidence for this section should include attachments of the following:

- **Fixed Assets Report Reconciled with General Ledger - Attached**
- **Financial Corrective Action Plan, If Applicable – Not Applicable**
- **Evidence of Resolution of any Financial Debts, If Applicable – Not Applicable**
- **Fixed Assets Report for Bond Items, If Applicable – On File**
- **Annual Budgets – On File**
- **Monthly Financial Reports – On File**
- **Quarterly Financial Reports – On File**
- **Annual Financial Audits – On File**
- **Cost Report – On File**

Evaluation Criteria: Financial Management

This section should provide the reviewer with a clear description of how the charter school's finances have been and will continue to be managed. All plans presented should be reasonable and appropriate.

FINANCIAL PERFORMANCE

Statutory References: Sections 1002.33(7)(a)10 and 1002.33(7)(a)11, Florida Statutes

Financial Viability:

A. Budgeting
B. Financial Obligations
C. Long-Term Financial Planning

In the narrative:

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

Somerset Academy Hollywood Charter Middle School #5419 has maintained balanced budgets and positive cash flows over the past five (5) years, as evidenced in the certified audited financial statements and notes thereto on file with the school district. As it can be seen in the most recent 2017-2018 annual budget that is on file, there is a positive cash flow and net cash flow of $34,510.00.

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

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

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

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

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

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

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

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

As evidenced by the 2016 special purpose financial statements provided to the BCPS, Somerset Academy, Inc. has a total net asset balance of over $54,580,937.00. Accordingly, it is anticipated that the school will continue to accumulate a surplus that will serve to increase the net asset balance of the entity. Somerset Academy Hollywood Charter Middle School #5419 has a combined surplus of over $37,807.00 in reserve as part of their sustainable long-term financial plan as it can be seen in the 2017 Audited Financials on file with FLDOE and BCPS.

Furthermore, as part of its sustainable long-term financial plan, the Governing Board has instituted sound business practices by establishing policies to ensure effective internal and external controls. Somerset Academy Hollywood Charter Middle School #5419 has, based on current enrollment trends, utilized the Revenue Estimate Worksheet for 2017-2018 (Appendix M- Revenue Estimate Worksheet) to forecast and create a Projected Five (5) Year Budget for 2018-2023 (Appendix L- Projected Five Year Budget). These measures will ensure the sound and sustainable long-term financial plan for school operations over the next five (5) years.

Sources of evidence for this section should include attachments of the following:

- **Projected Five (5) Year Budget for 2018-2023**
- **Revenue Estimate Worksheet for 2017-2018**
- **Financial Corrective Action Plan, If Applicable – Not Applicable**
- **Evidence of Resolution of any Financial Debts, If Applicable – Not Applicable**
- **Annual Budgets – On File**
- **Monthly Financial Reports – On File**
- **Quarterly Financial Reports – On File**
- **Annual Financial Audits – On File**

Evaluation Criteria: Financial Viability

This section should provide the reviewer with the details of the charter school's plan to improve/maintain its financial performance for the upcoming term of the charter agreement.

Attachments – Financial Performance

Please include in the appropriate section the attachments that are not identified as ON FILE in the Financial Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.

Financial Performance

- ☒ **Fixed Assets Report Reconciled with General Ledger**
- ☒ **Fixed Assets Report for Bond Items, If Applicable**
- ☐ **Financial Corrective Action Plan, If Applicable**
- ☐ **Evidence of Resolution of any Financial Debts, If Applicable**
- ☒ **Projected Five (5) Year Budget for 2017-2022**
- ☒ **Revenue Estimate Worksheet for 2016-2017**
- ☐ **Financial Corrective Action Plan, If Applicable**
- ☐ **Evidence of Resolution of any Financial Debts, If Applicable**

APPENDIX J

Financial Performance
Attachment: Fixed Assets Report Reconciled with General Ledger

SOMERSET ACADEMY HOLLYWOOD MIDDLE SCHOOL (5419)
Fixed Asset Listing as of 6/30/2017

Location	Asset Number	Date Acquired	Asset Description 1	Cost	Unrecovered Basis	G/L Asset Account Description	G/L Asset Account Number	Department	Asset Life
065419	2	7/2/2013	Florida School Book Dep 201372	$ 1,628.75	$ -	Capital Outlay:Furniture, Fixtures & Equipment:Textbooks	0640-0642	5100	300
065419	5	8/1/2013	Hertz Furniture 532355	$ 2,367.25	$ 710.17	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	5100	500
065419	1	8/8/2013	Fence Solutions 709	$ -	$ -	Capital Outlay:Furniture, Fixtures & Equipment:Landscaping, Fencing	0670-0671	5100	500
065419	4	8/9/2013	Engaged Learning ELS2438RY	$ 3,782.00	$ 1,134.60	Capital Outlay:Audio Visual Materials:Capitalized Audio-Visual	0620-0621	5100	500
065419	6	9/3/2013	Hertz Furniture 534483	$ 1,885.20	$ 565.56	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	5100	500
065419	9	9/23/2013	Florida School Book Dep 692376	$ 1,495.40	$ 448.62	Capital Outlay:Furniture, Fixtures & Equipment:Textbooks	0640-0642	5100	500
065419	10	10/10/2013	Florida School Book Dep 696704	$ 1,698.18	$ -	Capital Outlay:Furniture, Fixtures & Equipment:Textbooks	0640-0642	5100	300
065419	11	7/1/2014	CDW Government DX97261	$ 1,376.21	$ 688.11	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Computer Hardware	0640-0643	5100	500
065419	12	9/22/2015	Broward County Public Schools Tech Grant 255	$ 3,296.70	$ 2,307.69	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Computer Hardware	0640-0643	5100	500
				$ 17,529.69					

Total Fixed Assets Per Inventory Listing and GL	**$ 17,529.69**
Total Fixed Assets per Audit	**$ 17,529.00**
Variance (due to rounding)	**$ 0.69**

APPENDIX K

Financial Performance
Attachment: Fixed Assets Report for Bond Items, If Applicable

Database: ACADEMICA
Sort Group: Reference / Source / Entity / Period
Reference: 027668

General Journal
Academica
Period: 09/15 Thru 09/15

Somerset Hollywood Middle

Page: 1
Date: 9/14/2016
Time: 12:03 PM

Basis: Accrual

Source: PY

Period	Item	Entry	Ref	Src	Site	Entity Id	Account	Dept	Job	Description	Rev.	Stat.	Basis Code	Debit	Credit	Additional Description
09/15	7	9/15/2015	027668	PY	HO	065419	0640-0643	510C		Technology Grant - BCPS			A	3,296.70	0.00	
09/15	8	9/15/2015	027668	PY	HO	065419	4607-0000	329C		Technology Grant - BCPS			A	0.00	3,296.70	
Totals:														**3,296.70**	**3,296.70**	

KC

Broward County Public Schools **Order #: 255**

7720 West Oakland Park Blvd

Sunrise, Florida 33351

Order Form

School Name: SOMERSET ACAD HOLLYWOOD MIDDLE **School #:** 5419 **First Name:** Geyler

Address1: 9300 Pembroke Road **Last Name:** Herrera

Address2: **Phone:** 9544351570

City: Miramar **State:** FL **Zip:** 33025 **Email:** charter5419@browardschools.com

ID	EQUIPMENT INFORMATION	UNIT PRICE	MATERIAL #	QTY	TOTAL
60	IPad Mini 2 (with Retina) Display - Gray 16 GB, Wifi -Does not include Installation AppleCare 1 yr 56440100 6000 6000454190 3541 7400850040000000	$279 00	6005404	7	$1,953 00
16	iPad Retina and Mini PowerSync Tray - holds 10 iPads Bretford PowerSynch Tray- Secures, charges and syncs up to 10 iPads - See Specifications 56430100 6000 6000454190 3541 7400850040000000	$1,199 95	6005376	1	$1,199 95
15	Apple Wireless Keyboard For use with all iPad models 56440100 6000 6000454190 3541 7400850040000000	$69 00	6005410	2	$138 00
22	Califone Headphone (Mono) Mono headphone is the educator's standard for listening centers, literacy groups, ELL and ELD and other language learning activities. 250 inch plug Cannot be used on computers or iPads 56440100 6000 6000454190 3541 7400850040000000	$5 75	6002542	1	$5 75
GRAND TOTAL					$3,296 70

Please note: A 24 hour grace period has been provided to make changes or cancel your order. If you have a question about your order, please contact the Business Support Center at 754-321-0600

Electronic Signature Agreement: By selecting the "Submit" button, I am aware and approve of the technology items ordered on the attached form. I agree that my electronic signature is the legal equivalent of my manual signature. I am aware that this technology order will be processed by the School Board of Broward County, FL in accordance with district policies, procedures and agreements.

Signature Submitted Electronically on: 09/22/2015

Name: Geyler Herrera

For Office Use Only:

Remaining Balance: 368 30

iPad

Media

ENTERED 09/27/2015

Somerset Academy Hollywood Middle School
Depreciation Schedule by G/L Account Number
For the 12 Months Ended 06/30/16

Asset No.	Asset Description	Date Acquired	Method	Life	Sold?	Cost	Accum Depr 07/01/15	Current Depreciation	Accum Depr 06/30/16
621	Capital Outlay:Audio Visual Materials:Capitalized								
4	Engaged Learning ELS2438RY	08/09/13	ST LINE	05/00	N	3,782.00	1,134.60	756.40	1,891.00
	Total for (Capital Outlay:Audio Visual Materials:Capitalized)					3,782.00	1,134.60	756.40	1,891.00
641	Capital Outlay:Furniture, Fixtures & Equipment:Cap								
5	Hertz Furniture 532355	08/01/13	ST LINE	05/00	N	2,367.25	710.18	473.45	1,183.63
6	Hertz Furniture 534483	09/03/13	ST LINE	05/00	N	1,885.20	565.56	377.04	942.60
	Total for (Capital Outlay:Furniture, Fixtures & Equipment:Cap)					4,252.45	1,275.74	850.49	2,126.23
641T	Capital Outlay:Furniture, Fixtures & Equipment:Tex								
2	Florida School Book Dep 201372	07/02/13	ST LINE	03/00	N	1,628.75	814.38	542.91	1,357.29
9	Florida School Book Dep 692376	09/23/13	ST LINE	05/00	N	1,495.40	448.62	299.08	747.70
10	Florida School Book Dep 696704	10/10/13	ST LINE	03/00	N	1,698.18	849.09	566.06	1,415.15
	Total for (Capital Outlay:Furniture, Fixtures & Equipment:Tex)					4,822.33	2,112.09	1,408.05	3,520.14
642	Capital Outlay:Furniture, Fixtures & Equipment:Lan								
1	Fence Solutions 709	08/08/13	ST LINE	05/00	N	0.00	0.00	0.00	0.00
	Total for (Capital Outlay:Furniture, Fixtures & Equipment:Lan)					0.00	0.00	0.00	0.00
643	Capital Outlay:Furniture, Fixtures & Equipment:Cap								
11	CDW Government DX97261	07/01/14	ST LINE	05/00	N	1,376.21	137.62	275.24	412.86
12	Broward County Public Schools T	09/22/15	ST LINE	05/00	N	3,296.70	0.00	329.67	329.67
	Total for (Capital Outlay:Furniture, Fixtures & Equipment:Cap)					4,672.91	137.62	604.91	742.53
	Client Subtotal Before Sales					17,529.69	4,660.05	3,619.85	8,279.90
	Less Assets Sold					0.00			0.00
	Total					17,529.69	4,660.05	3,619.85	8,279.90

N924979

APPENDIX L

Financial Performance

Attachment: Projected Five (5) Year Budget for the 2018-2023

Somerset Academy Hollywood Middle School #5419					2018-19	2019-20	2020-21	2020-21	2021-22
ENROLLMENT	**Cost**	**Basis**	**2016-17 Audit**	**2017-18 Budget**					
Classrooms					1	1	1	1	1
K - 5					-	-	-	-	-
6 - 8					22	22	22	22	22
Total Enrollment			19	18	22	22	22	22	22
REVENUES									
State Sources with expected enrollment			$ 115,322.00	$ 110,200.00	$ 185,406.00	$ 187,260.06	$ 189,132.66	$ 191,023.99	$ 192,934.23
Federal Sources - NSLP funds 75% of students	$ 2.98	75%	$ 4,931.00	$ 6,440.00	$ 8,850.60	$ 8,983.36	$ 9,118.11	$ 9,254.88	$ 9,393.70
Local Sources - Lunch program paid students	$ 3.00	0%			$ -	$ -	$ -	$ -	$ -
Capital Outlay - (assumes sharring of local millage)	$ 603.78	Per Student	$ 5,350.00	$ 10,868.00	$ 13,283.11	$ 13,283.11	$ 13,283.11	$ 13,283.11	$ 13,283.11
Operating Grants and Contributions					$ -	$ -	$ -	$ -	$ -
Other Revenues			$ 560.00		$ -	$ -	$ -	$ -	$ -
Other Sources - Services					$ -	$ -	$ -	$ -	$ -
			$ 126,163.00	*$ 127,508.00*	*$ 207,539.71*	$ 209,526.53	$ 211,533.88	$ 213,561.98	$ 215,611.04
EXPENDITURES									
Instruction - 5000									
Salaries (includes classroom teachers, contract or hourly, and teacher aides)	See Staffing Plan				$ 42,600.00	$ 43,239.00	$ 43,887.59	$ 44,545.90	$ 45,214.09
Fringe Benefits					$ 8,946.00	$ 9,080.19	$ 9,216.39	$ 9,354.64	$ 9,494.96
Salaries (includes counselor, school nurse, health assistant)	See Staffing Plan				$ -	$ -	$ -	$ -	$ -
Fringe Benefits					$ -	$ -	$ -	$ -	$ -
Salaries (includes Media Specialist, Librarian)	See Staffing Plan				$ -	$ -	$ -	$ -	$ -
Fringe Benefits					$ -	$ -	$ -	$ -	$ -
Contracted Professional Services (includes Therapists & other contracted instructional services)	$ 500.00	ESE Student			$ 1,100.00	$ 1,116.50	$ 1,133.25	$ 1,150.25	$ 1,167.50
Classroom Supplies & Equipment	$ 35.00	Student			$ 770.00	$ 781.55	$ 793.27	$ 805.17	$ 817.25
Teacher Supplies	$ 45.00	Student			$ 990.00	$ 1,004.85	$ 1,019.92	$ 1,035.22	$ 1,050.75
Textbooks and/or ebooks/Student Activities	$ 75.00	Student			$ 1,650.00	$ 1,674.75	$ 849.94	$ 862.68	$ 437.81
Supplemetal instructional materials (CIRP/SIRP and Technology)	$ 45.00	Student			$ 990.00	$ 1,004.85	$ 1,019.92	$ 1,035.22	$ 1,050.75
Digital Education Content Materials (Leased)	$ 55.00	Student			$ 1,210.00	$ 1,228.15	$ 1,246.57	$ 1,265.27	$ 1,284.25
Computer - Equipment for Instruction (leased)	$ -	Classroom			$ -	$ -	$ -	$ -	$ -
Contracted Professional Services (counseling and psychological)	$ 800.00	ESE Student			$ 1,760.00	$ 1,786.40	$ 1,813.20	$ 1,840.39	$ 1,868.00
Workshops/Trainings	$ -	Teacher			$ -	$ -	$ -	$ -	$ -
Student Activities	$ 10.00	Student			$ 220.00	$ 223.30	$ 226.65	$ 230.05	$ 233.50
Sub-Total Instruction			*$ 13,946.00*	*$ 25,125.00*	*$ 60,236.00*	*$ 61,139.54*	*$ 61,206.70*	*$ 62,124.80*	*$ 62,618.56*
Instructional Support Services - 6000									
Salaries (includes Curriculum Specialist)					$ -	$ -	$ -	$ -	$
Fringe Benefits					$ -	$ -	$ -	$ -	$
Salaries (includes Technology Personnel)					$ -	$ -	$ -	$ -	$
Fringe Benefits					$ -	$ -	$ -	$ -	$
Online Assements	$ 4.50	Student			$ 99.00	$ 100.49	$ 101.99	$ 103.52	$ 105.07
Hardware Maintenance	$ 400.00	Classroom			$ 400.00	$ 406.00	$ 412.09	$ 418.27	$ 424.55
Sub-Total Instructional Support Services			*$ 51.00*		*$ 499.00*	*$ 506.49*	*$ 514.08*	*$ 521.79*	*$ 529.62*
Board - 7100									
Professional Services (Legal)	$ -	School			$ -	$ -	$ -	$ -	$
Insurance (General Liability, D&O, Professional Liability)	$ 2,200.00	Classroom			$ 2,200.00	$ 2,233.00	$ 2,266.50	$ 2,300.49	$ 2,335.00
Travel	$ -	Board Mem			$ -	$ -	$ -	$ -	$
Sub-Total Board			*$ 6,900.00*	*$ 9,000.00*	*$ 2,200.00*	*$ 2,233.00*	*$ 2,266.50*	*$ 2,300.49*	*$ 2,335.00*
School Administration - 7300									
Salaries (includes Principal, Secretary & other Office Personnel)					$ 47,500.00	$ 48,212.50	$ 48,935.69	$ 49,669.72	$ 50,414.77
Fringe Benefits					$ 9,975.00	$ 10,124.63	$ 10,276.49	$ 10,430.64	$ 10,587.10
Management Fees (Portion of the $450 fee charged by ESP)	$ 450.00	Student			$ 9,900.00	$ 10,048.50	$ 10,199.23	$ 10,352.22	$ 10,507.50
Equipment Rental / Lease	$ 300.00	Per Month			$ 3,600.00	$ 3,654.00	$ 3,708.81	$ 3,764.44	$ 3,820.91
Travel	$ 1,200.00	Administrator			$ 600.00	$ 609.00	$ 618.14	$ 627.41	$ 636.82

Somerset Academy Hollywood Middle School #5419					2018-19	2019-20	2020-21	2020-21	2021-22
Central Services - 7700									
Central services costs					$ 3,483.33	$ 3,483.33	$ 3,483.33	$ 3,483.33	$ 3,483.33
Sub-Total Facilities Acquisition & Construction			$ 2,850.00	$ 2,850.00	$ 3,483.33	$ 3,483.33	$ 3,483.33	$ 3,483.33	$ 3,483.33
Pupil Transportation Services - 7800									
Salaries (Drivers & Transportation workers)	See Staffing				$ -	$ -	$ -	$ -	$ -
Fringe Benefits					$ -	$ -	$ -	$ -	$ -
Contracted Transportation Services - $290 per bus per day 0% utilization	$ 290.00	0%			$ -	$ -	$ -	$ -	$ -
Sub-Total Pupil Transportation Services					$ -	$ -	$ -	$ -	$ -
Operation of Plant - 7900									
Salaries (Custodian, crossing guards, security)	See Staffing				$ -	$ -	$ -	$ -	$ -
Fringe benefits					$ -	$ -	$ -	$ -	$ -
Purchased Service (Custodial, fire and alarm, etc)	$ 2,100.00	Per Classroom			$ 2,100.00	$ 2,131.50	$ 2,163.47	$ 2,195.92	$ 2,228.86
Building Lease (per current lease)					$ 27,500.00	$ 27,500.00	$ 27,500.00	$ 27,500.00	$ 27,500.00
Lawn Maintenance	$ 200.00	Per Classroom			$ 200.00	$ 203.00	$ 206.05	$ 209.14	$ 212.27
Pest Control	$ 40.00	Per Classroom			$ 40.00	$ 40.60	$ 41.21	$ 41.83	$ 42.45
Security Services	$ 275.00	Per Month			$ 3,300.00	$ 3,349.50	$ 3,399.74	$ 3,450.74	$ 3,502.50
Property Insurance	$ -	Per Classroom			$ -	$ -	$ -	$ -	$ -
Telephone Services	$ 300.00	Per Month			$ 3,600.00	$ 3,654.00	$ 3,708.81	$ 3,764.44	$ 3,820.91
Water & Sewer	$ 80.00	Per Classroom			$ 80.00	$ 81.20	$ 82.42	$ 83.65	$ 84.91
Electricity	$ 1,350.00	Per Classroom			$ 1,350.00	$ 1,370.25	$ 1,390.80	$ 1,411.67	$ 1,432.84
Sub-Total Operation of Plant			$ 18,891.00	$ 32,621.00	$ 38,170.00	$ 38,330.05	$ 38,492.50	$ 38,657.39	$ 38,824.75
Maintenance of Plant - 8100									
Repairs & Maintenance	$ 2.00	Sq. Ft.			$ 2,860.00	$ 2,860.00	$ 2,860.00	$ 2,860.00	$ 2,860.00
Supplies									
Sub-Total Maintenance of Plant				$ 7,500.00	$ 2,860.00	$ 2,860.00	$ 2,860.00	$ 2,860.00	$ 2,860.00
Administrative Technology Services - 8200									
Systems Operation	$ -	Per Classroom			$ -	$ -	$ -	$ -	$ -
Systems Planning & Analysis									
Sub-Total Administrative Technology Services					$ -	$ -	$ -	$ -	$ -
Debt Service - 9200									
Redemption of Principal						$ -			
Interest *(Interest Only at 6%)*					$ -				
Sub-Total Debt Service					$ -	$ -	$ -	$ -	$ -
Contingency									
Operating expense contigency - 2% of FEFP - Considered restricted funds	2%				$ -	$ -	$ 4,230.68	$ 4,271.24	$ 4,312.92
Sub-Total Contingency					$ -	$ -	$ 4,230.68	$ 4,271.24	$ 4,312.92
Total Expenditures			$ 101,331.00	$ 90,846.00	$ 198,520.65	$ 202,486.52	$ 208,369.94	$ 210,937.77	$ 213,105.84
Excess of Revenues over Expenditures			$ 24,832.00	$ 36,662.00	$ 9,019.06	$ 7,040.01	$ 3,163.94	$ 2,624.21	$ 2,505.00

Somerset Academy Hollywood Middle School #5419					2018-19	2019-20	2020-21	2020-21	2021-22
Advertising and Promotion	$ 10.00	Student			$ 220.00	$ 223.30	$ 226.65	$ 230.05	$ 233.50
License Fees	$ 200.00				$ 200.00	$ 203.00	$ 206.05	$ 209.14	$ 212.27
Dues and Subcriptions	$ 4.00	Student			$ 88.00	$ 89.32	$ 90.66	$ 92.02	$ 93.40
Postage	$ 50.00	Classroom			$ 50.00	$ 50.75	$ 51.51	$ 52.28	$ 53.07
Printing	$ 225.00	Classroom			$ 225.00	$ 228.38	$ 231.80	$ 235.28	$ 238.81
Office Supplies	$ 25.00	Student			$ 550.00	$ 550.00	$ 550.00	$ 550.00	$ 550.00
Office Equipment	$ 1,500.00				$ -	$ 1,522.50	$ 1,545.34	$ 1,568.52	$ 1,592.05
Computer Equipment	$ 1,000.00	Administrator			$ 500.00	$ 507.50	$ 515.11	$ 522.84	$ 530.68
Sub-Total School Administration			*$ 49,585.00*	*$ 10,900.00*	*$ 73,408.00*	*$ 76,023.37*	*$ 77,155.47*	*$ 78,304.55*	*$ 79,470.87*
Facilities Acquisition & Construction - 7400									
Sub-Total Facilities Acquisition & Construction					*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Fiscal Services - 7500									
Salaries (Business Manager, Accounting & Bookkeeping Personnel)					$ -	$ -	$ -	$ -	$ -
Fringe Benefits					$ -	$ -	$ -	$ -	$ -
Fee to County School Board - up to 250 students					$ 3,708.12	$ 3,745.20	$ 3,782.65	$ 3,820.48	$ 3,858.68
Planning, Research, Development and Evaluation (Part of ESP's Fee)	$ -				$ -	$ -	$ -	$ -	$ -
Professional Services - Annual Audit	$ 6,500.00				$ 6,500.00	$ 6,597.50	$ 6,696.46	$ 6,796.91	$ 6,898.86
Sub-Total Fiscal Services			*$ 2,850.00*	*$ 2,850.00*	*$ 10,208.12*	*$ 10,342.70*	*$ 10,479.12*	*$ 10,617.39*	*$ 10,757.55*
Food Services - 7600									
Salaries (Food Service Workers)					$ -	$ -	$ -	$ -	$ -
Fringe Benefits					$ -	$ -	$ -	$ -	$ -
Food, Materials & Supplies - Vendor provided meals 75% Participaticn	$ 2.46	Per Meal per day			$ 7,306.20	$ 7,415.79	$ 7,527.03	$ 7,639.94	$ 7,754.53
Equipment Rental / Lease (provided by food vendor)									
Inspection fees	$ 75.00	Twice per year			$ 150.00	$ 152.25	$ 154.53	$ 156.85	$ 159.20
Sub-Total Food Services			*$ 6,258.00*		*$ 7,456.20*	*$ 7,568.04*	*$ 7,681.56*	*$ 7,796.79*	*$ 7,913.74*

Staffing Plan

Somerset Academy Hollywood Middle School #5419

Fringe Benefit Rate	21.00%					
FICA	6.20%					
Medicare	1.45%					
FUTA	$ 189.00					
SUTA	$ 189.00					
Workers Comp & Payroll Costs	1.38%					
401K Contribution	4.00%					
Health Insurance per Employee	$ 4,440.00	$370 Per month per Employee				
Average Pay	$ 60,066.67	9,019	7,040	3,164	2,624	2,505

		2018-19 High	2019-20	2020-21	2020-21	2021-22
Instruction Staff						
Teachers (ESE or ESOL certified teacher)	41,500	1	1	1	1	1
Substitute Teachers	1,100	1	1	1	1	1
Other Teachers (ESE, ESOL, see Budget Narrative)	42,500					
Paraprofessionals	18,000					
Supplements	578					
	103,678	1	1	1	1	1
Pupil Personnel Services						
ESE Teacher/Specialist	42,000					
Nurse	35,000					
	77,000	-	-	-	-	-
Media Services						
Media Specialist	41,000					
Instruction Related Technology						
Instruction IT	41,000					
	41,000	-	-	-	-	-
School Administration						
Principal	95,000	0.50	0.50	0.50	0.50	0.50
Assistant Principal	62,000					
Administrative Assistant	28,081					
Registrar	23,500					
Other Clerical	19,000					
	227,581	0.50	0.50	0.50	0.50	0.50
Fiscal Services						
Business Manager	40,000					
	40,000	-	-	-	-	-
Food Services						
Food Service Workers	14,000					
	14,000	-	-	-	-	-
	-	-	-	-	-	-
Operation of Plant						
Custodian	20,801					
Security	20,801					
	41,602	-	-	-	-	-
TOTAL EMPLOYEES		2	2	2	2	2
Average performance pay increase	1.5%					
Instruction Staff						
Homeroom Teachers		41,500	42,123	42,754	43,396	44,047
Substitute Teachers		1,100	1,117	1,133	1,150	1,167
Other Teachers (ESE, ESOL, Reading/Math Coaches)		-	-	-	-	-
Supplements		-	-	-	-	-
		42,600	43,239	43,888	44,546	45,214
Benefits:		8,946	9,080	9,216	9,355	9,495
Pupil Personnel Services						
ESE Teacher/Specialist		-	-	-	-	-
Nurse		-	-	-	-	-
		-	-	-	-	-
Benefits:		-	-	-	-	-
Media Services						
Media Specialist		-	-	-	-	-
		-	-	-	-	-
Benefits:		-	-	-	-	-
School Administration						
Principal		47,500	48,213	48,936	49,670	50,415
Assistant Principal		-	-	-	-	-
Administrative Assistant		-	-	-	-	-
Registrar		-	-	-	-	-
		47,500	48,213	48,936	49,670	50,415
Benefits:		9,975	10,125	10,276	10,431	10,587
Fiscal Services						
Business Manager		-	-	-	-	-
		-	-	-	-	-
Benefits:		-	-	-	-	-
Food Services						
Food Service Workers		-	-	-	-	-
		-	-	-	-	-
Benefits:		-	-	-	-	-
Operation of Plant						
Custodian		-	-	-	-	-
Security		-	-	-	-	-
		-	-	-	-	-
Benefits:		-	-	-	-	-
Total Payroll & Benefits		109,021	110,656	112,316	114,001	115,711

School Design

Somerset Academy Hollywood Middle School #5419

District: Broward

ESE Percent	10.00%					
ESOL Percent	12.00%					
Free & Reduced Lunch Percent	75.00%					
Occupancy		100%	100%	100%	100%	100%
Homeroom Classrooms		22	22	22	22	22

	2018-19	2019-20	2020-21	2020-21	2021-22
Kindergarten					
1st Grade					
2nd Grade					
3rd Grade					
4th Grade					
5th Grade					
6th Grade	1			1	
7th Grade		1			1
8th Grade			1		
9th Grade					
10th Grade					
11th Grade					
12th Grade					
	1	1	1	1	1

Student Teacher Ratio

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	0	0	0	0	0
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	0	0	0	0	0
6th Grade	22	0	0	22	0
7th Grade	0	22	0	0	22
8th Grade	0	0	22	0	0
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
	0	22	22	22	22

Students by Grade Budgeted Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	0	0	0	0	0
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	0	0	0	0	0
6th Grade	22	0	0	22	0
7th Grade	0	22	0	0	22
8th Grade	0	0	22	0	0
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
	22	22	22	22	22

ESE Guaranteed Allocation:	**Grade Level**	**Matrix Level**	**FTE**
Additional Funding from the	K-3	251	0
ESE Guaranteed Allocation.	K-3	252	
Enter the FTE from 111,112,	**K-3**	**253**	
& 113 by grade and matrix	**4-8**	**251**	2
level. Students who do not	4-8	252	
have a matrix level should be	4-8	253	
considered 251. *The total*	*9-12*	*251*	0
should equal all FTE from	*9-12*	*252*	
programs 111, 112 & 113 above.	*9-12*	*253*	
		Total ESE	2.00

Somerset Academy Hollywood Middle School #5419

REVENUES			
State Sources with expected enrollment			FEFP Revenue utilizing the revenue worksheet provided by the FLDOE
Federal Sources - NSLP funds 75% of students	$ 2.98	75%	The reimbursement provided by the National School Lunch Program (NSLP)
Local Sources - Lunch program paid students	$ 3.00	30%	The amount per meal for paid lunches
Capital Outlay - (assumes sharring of local millage)	$ 603.78	Per Student	An estimate of the Capital Outlay amount based on the $150 more allocated for the 2015-16 school year. The amount is kept constant for each year of the budget. The school is eligible after year 3.
Other Sources - Services			Revenue from before care/after care, fund raising activities, field trips, and other internal revenue
EXPENDITURES			
Instruction			
Salaries (Includes classroom teachers, contract or hourly, and teacher aides)	See Staffing Plan		Salaries in the staffing plan are for Full Time Equivalent (FTE) instruction positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Contracted Professional Services (includes Therapists & other contracted instru	$ 500.00	ESE Student	Contracted instructional services as outlined in the application
Classroom Supplies & Equipment	$ 35.00	Student	Student Agendas, Study Island USA Test Prep, Classroom Supplies and other items used within the classroom
Teacher Supplies	$ 45.00	Student	Supplies for the teacher to outfit the classroom
Textbooks and/or ebooks/Student Activities	$ 75.00	Student	Textbooks and other instructional materials as described in the curriculum section of the application (Carnegie Course 1&2 Skills Practice, Algebra 1 Gold Series)
Supplemental instructional materials (CIRP/SIRP and Technology)	$ 45.00	Student	Other supplemental curriculum as detailed in the application
Digital Education Content Materials (Leased)	$ 55.00	Student	Digital content material as described in the curriculum section (iReady, GoMath, etc.). The materials would be funded over time. Expenditure listed is for the annual costs.
Computer - Equipment for Instruction (leased)	$ -	Classroom	Computer equipment to be utilized in the classroom. The expenditure outlined is the annual cost to lease the equipment on a three lease. If the school receives a CSP grant the equipment would be purchased
Sub-Total Instruction			
Pupil Personnel Services			
Salaries (Includes counselor, school nurse, health assistant, Curriculum specialist	See Staffing Plan		Salaries in the staffing plan are for Full Time Equivalent (FTE) positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Contracted Professional Services (counseling and psychological)	$ -	ESE Student	Contracted instructional support services as outlined in the application (eg. ESE Specialist,school counselor)
Sub-Total Pupil Personnel Services			
Media Services			
Salaries (Includes Librarian)			Salaries in the staffing plan are for Full Time Equivalent (FTE) media service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Sub-Total Media Services			
Curriculum Development			
Salaries (Includes Curriculum Specialist)			Salaries in the staffing plan are for Full Time Equivalent (FTE) curriculum positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)	$ -	Student	The services provided in the ESP's $450 per student fee for Curriculum Planning, Research, Development and Evaluation - The amount stated is a component of the ESP fee
Student Activities	$ 10.00	Student	
Sub-Total Curriculum Development			
Staff Development			
Workshops/Trainings	$ -	Teacher	The costs associated with providing staff development as described in the application
Sub-Total Staff Development			
Instruction Related Technology			
Salaries (Includes Technology Personnel)			
Fringe Benefits			
Online Assesments	$ 4.50	School	Online Assesments in order for the charter school to be in compliance with the District's ELL Plan
Hardware Maintenance	$ 400.00	Classroom	The costs associated with maintaining the computer hardware. This amount is paid to outside contractors
Sub-Total Instruction Related Technology			
Board			
Professional Services (Legal)	$ -	School	Outside legal expenses
Insurance (General Liability, D&O, Professional Liability)	$ 2,200.00	Classroom	The costs of the Professional Educators Liability policy
Travel	$ -	Board Mem	The costs for board members to attend meetings and/or conferences
Sub-Total Board			
General Administration			
Management Fees (Portion of the $450 fee charged by ESP)	$ 450.00	Student	The management fee paid to the ESP
Administrative Fee			
Sub-Total General Administration			
School Administration			
Salaries (Includes Principal, Secretary & other Office Personnel)			
Fringe Benefits			
Equipment Rental / Lease	$ 300.00	Per Month	Office equipment leases
Travel	$ 1,200.00	Administrator	Travel expense for the administrative staff to attend meetings and workshops.
Advertising and Promotion	$ 10.00	Student	Expenditures related to the marketing of the school. This amount includes items such as direct mail, banners, etc.
License Fees	$ 200.00		Annual Government license fees
Dues and Subscriptions	$ 4.00	Student	Costs for subscription services
Postage	$ 50.00	Classroom	Postage and overnight mail costs
Printing	$ 225.00	Classroom	Printing material and supplies
Office Supplies	$ 25.00	Student	General office supplies
Office Equipment	$ 1,500.00		Annual costs of the office equipment
Computer Equipment	$ 1,000.00	Administrator	Annual costs of the administrative computer equipment.
Sub-Total School Administration			

Somerset Academy Hollywood Middle School #5419

Facilities Acquisition & Construction			
Building Lease / Rent (see budget summary for calculation)			Facility lease costs are based on the current lease - In the 2016-17 school year the school had significant investments in the facility
Sub-Total Facilities Acquisition & Construction			
Fiscal Services			
Salaries (Business Manager, Accounting & Bookkeeping Personnel)			Salaries in the staffing plan are for Full Time Equivalent (FTE) fiscal service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Fee to County School Board - up to 250 students			The fee paid to the school district as stipulated in statute
Planning, Research, Development and Evaluation (Part of ESP's Fee)	$ -		The portion of the fee paid to the ESP for providing back office accounting and other fiscal services.
Professional Services - Annual Audit	$ 6,500.00		The costs of the annual audit paid to the outside auditor
Sub-Total Fiscal Services			
Food Services			
Salaries (Food Service Workers)			Salaries in the staffing plan are for Full Time Equivalent (FTE) food service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Food, Materials & Supplies - Vendor provided meals 105% Participation	$ 2.46	Per Meal per day	The contract cost per meal paid to an approved NSLP provider
Equipment Rental / Lease (provided by food vendor)	$ -		No cost. The equipment is provided by the NSLP provider
Inspection fees	$ 75.00	Twice per year	Health inspection fees
Sub-Total Food Services	$		
Pupil Transportation Services			
Salaries (Drivers & Transportation workers)			N/A
Fringe Benefits			
Contracted Transportation Services - $290 per bus per day 0% utilization	$ 290.00	40%	The cost for providing busing. The percentage of students that will be utilizing busing. The cost is per bus per day based on a 65 student capacity bus
Sub-Total Pupil Transportation Services			
Operation of Plant			
Salaries (Custodian, crossing guards, security)	See Staffing		Salaries in the staffing plan are for Full Time Equivalent (FTE) Operation of Plant positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe benefits			As calculated in the staffing plan
Purchased Service (Custodial, fire and alarm, etc)	$ 2,100.00	Per Classroom	The costs for contracted custodial services and other contracted service for the operation of the facility
Lawn Maintenance	$ 200.00	Per Classroom	Contracted lawn service
Pest Control	$ 40.00	Per Classroom	Contracted pest service
Security Services	$ 275.00	Per Month	Contracted security alarm monitoring
Property Insurance	$ -	Per Classroom	The expenditure for property insurance including windstorm
Telephone Services	$ 300.00	Per Month	Monthly phone service expenses
Water & Sewer	$ 80.00	Per Classroom	City Water & Sewer costs
Electricity	$ 1,350.00	Per Classroom	The costs electrical service
Sub-Total Operation of Plant			
Maintenance of Plant			
Repairs & Maintenance	$ 2.00	Sq. Ft.	Repairs & Maintained of the facility
Supplies	$ -		
Sub-Total Maintenance of Plant			
Administrative Technology Services			
Systems Operation	$ -	Per Classroom	Contracted costs to maintain the IT infrastructure
Systems Planning & Analysis	$ -		
Sub-Total Administrative Technology Services			
Redemption of Principal	0		Repayment of start up loan
Interest *(Interest Only at 6%)*	0		Interest on start up loan.
Sub-Total Debt Service	0		
Contingency			
Operating expense contingency - 2% of FEFP - Considered restricted funds	2%		

APPENDIX M

Financial Performance

Attachment: Revenue Estimate Worksheet for

2017-2018

Revenue Estimate Worksheet for Somerset Academy Hollywood Middle School #5419
Based on the 2017-18 FEFP First Calculation

School District: **Broward**

1. 2017-18 FEFP State and Local Funding

Base Student Allocation $4,203.95 District Cost Differential: 1.0260

Program (1)	Number of FTE (2)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2017-18 Base Funding (WFTE x BSA x DCD) (5)
101 Basic K-3	0.00	1.107	0.0000	$ -
111 Basic K-3 with ESE Services	0.00	1.107	0.0000	$ -
102 Basic 4-8	17.00	1.000	17.0000	$ 73,325
112 Basic 4-8 with ESE Services	2.00	1.000	2.0000	$ 8,627
103 Basic 9-12	0.00	1.001	0.0000	$ -
113 Basic 9-12 with ESE Services	0.00	1.001	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.619	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.619	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.619	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		5.526	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		5.526	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		5.526	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	0.00	1.212	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	3.00	1.212	3.6360	$ 15,683
130 ESOL *(Grade Level 9-12)*	0.00	1.212	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.001	0.0000	$ -
Totals	22.00		22.6360	$ 97,635

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE *(Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to Notes (a) below.)*	2017-18 Base Funding (WFTE x BSA x DCD)
Advanced Placement		$ -
International Baccalaureate		$ -
Advanced International Certificate		$ -
Industry Certified Career Education		$ -
Early High School Graduation		$ -
Small District ESE Supplement		$ -
Total Additional FTE	0.0000	Additional Base Funds $ -
Total Funded Weighted FTE	22.6360	Total Base Funding $ 97,635

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	0.00	PK-3	251	$ 1,058	$ -
Additional Funding from the ESE		PK-3	252	$ 3,418	$ -
Guaranteed Allocation. Enter the FTE		PK-3	253	$ 6,974	$ -
from 111,112 and 113 by grade and	2.00	4-8	251	$ 1,187	$ 2,374
matrix level. Students who do not have		4-8	252	$ 3,546	$ -
a matrix level should be considered 251.		4-8	253	$ 7,102	$ -
This total should equal all FTE from	0.00	9-12	251	$ 845	$ -
programs 111, 112 and 113 above.		9-12	252	$ 3,204	$ -
		9-12	253	$ 6,760	$ -
Total FTE with ESE Services	2.00			Total ESE Guarantee	$ 2,374

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE 22.00 + District's Total UFTE: 272,510.56 = 0.0081%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE 22.64 + District's Total WFTE: 296,721.23 = 0.0076%

4. Supplemental Academic Instruction (UFTE share)	(b)	55,152,819	x	0.0081%	$ 4,467
300 Lowest Performing Schools Allocation	(d)				$ -
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional					
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	0	x	0.0081%	$ -
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	4,738,628	x	0.0081%	$ 384
7. Safe Schools Allocation (UFTE share)	(b)	5,961,715	x	0.0081%	$ 483
8. Instructional Materials Allocation (UFTE share)	(b)	20,972,553	x	0.0081%	$ 1,699
Dual Enrollment Instructional Materials Allocation	(f)				$ -
ESE Applications Allocation:					$ -
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.					
9. Declining Enrollment (WFTE share)	(c)	0	x	0.0076%	$ -

10. Sparsity Supplement (WFTE share)	(c)	0	x	0.0076%	$	-
11. Reading Allocation (WFTE share)	(c)	12,110,356	x	0.0076%	$	920
12. Discretionary Local Effort (WFTE share)	(c)	136,602,089	x	0.0076%	$	10,382
13. Proration to Funds Available (WFTE share)	(c)	0	x	0.0076%	$	-
14. Discretionary Lottery (WFTE share)	(c)	4,706,348	x	0.0076%	$	358

15. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X DCD	X Allocation factors		
PK - 3	0.0000	1.0260	1,317.03	=	0
4-8	22.6360	1.0260	898.36	=	20,864
9-12	0.0000	1.0260	900.53	=	0
Total *	22.6360			Total Class Size Reduction Funds	$ 20,864

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

16. Student Transportation	(g)				
Enter All Adjusted Fundable Riders	120	x	382	$	45,840
Enter All Adjusted ESE Riders		x	1,392	$	-

17. Federally Connected Student Supplement (h)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands		$0.00	$0.00	$ -
Civilians on Federal Lands		$0.00	$0.00	$ -
Students with Disabilities			$0.00	$ -
Total				$ -

18. Florida Teachers Classroom Supply Assistance Program	(i)	$	-
19. Food Service Allocation	(j)	$	-
	Total	$	185,406

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(k)		
If you have more than a 75% ESE student population, please place a 1 in the following box:		$	-
Average Revenue per Student:		$	8,427.55

NOTES:

(a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.

(b) District allocations multiplied by percentage from Item 3A.

(c) District allocations multiplied by percentage from Item 3B.

(d) Additional funds are provided within the Supplemental Academic Instruction Allocation to support an additional hour of reading instruction in the 300 lowest performing elementary schools pursuant to s. 1011.62(1)(f),F.S. Charter schools that are on the list of 300 lowest performing elementary schools ould consult their district sponsor to obtain these additional funds.

(e) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S.

(f) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.

(g) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(h) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

(i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Financial Performance Attachment: Evidence of Resolution of any Financial Debts (Not Applicable)

ORGANIZATIONAL PERFORMANCE

All schools will commit to the Florida Educational Equity Act, Section 1000.05(2)(a), Florida Statutes and other Federal and/or State statutes that forbid discrimination on the basis of race, gender, marital status, ethnicity or disability.

Statutory References: Sections 1002.33(7)(a)7, 1002.33(7)(a)8, 1002.33(7)(a)11, 1002.33(9)(e), 1002.33(10), 1002.33(16)(a)4, 1002.33(16)(a)5, and 1006.147, Florida Statutes

Student Enrollment and Conduct:

A. Student Enrollment Trends
B. Racial/Ethnic Composition of the Student Body
C. Enrollment Procedures
D. School Environment

In the narrative:

A. Explain if the charter school's actual enrollment has been consistent with its projections. If it has not been consistent, what measures has the charter school taken to increase student enrollment.

Student Enrollment Trends

Somerset Academy Hollywood Charter Middle School #5419's enrollment has been consistent with the facility space to support the program. Although the initial application anticipated high enrollment numbers, the school has ensured that its enrollment supports fiscal responsibility to operate its program, and physical responsibility to ensure that the school is in compliance with local regulations and guidelines regarding occupancy. In July 2015, the school relocated to Miramar to expand its educational program and offer a quality school-choice option to families in the area. As of the October FTE, the school has a total of 19 students enrolled in grades 6-8. (Appendix N - Enrollment Reports)

B. Provide the demographics of the community the charter school serves. Is the racial/ethnic composition reflective of the community or other public schools in the same school district?

Racial/Ethnic Composition of the Student Body

The direct community that Somerset Academy Hollywood Charter Middle School #5419 serves is the City of Miramar. The racial/ethnic composition of the school is reflective of the community it serves and of other public schools in the same school district zone. The current demographics of Somerset Academy Hollywood Charter Middle School #5419 reflect that 0% of the students are Hispanic, 16% are Black, 0% are Asian, 0% are multiracial, and 3% are Caucasian. As a point of comparison, the neighboring schools are comparable in student body composition. At Renaissance Charter Middle School at Pines in Pembroke Pines, Florida, the current demographics reflect that the students are 12% Hispanic, 77% Black, 5%White, 3% Asian, and 0% multiracial.

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

Enrollment Procedures

Somerset Academy Hollywood Charter Middle School #5419 implements enrollment procedures in compliance with applicable law and as described in the contract. Any eligible student, as described in Fla.Stat.§1002.33(10), who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity. An open admissions policy will be implemented wherein the School will be open to any student residing in the County. If the number of applicants exceeds capacity all applicants shall have an equal chance of being admitted through a random selection process, lottery, as outlined in Somerset Academy Inc. Board Policies which is in conformity with Florida's charter school legislation. If the number of applicants is less than or equal to the number of available slots each qualified applicant will be accepted and enrolled. If the number of applicants meeting the established criteria of the charter exceeds the stated capacity of the school, or individual classroom or program, each child will be placed in a random lottery (the "Lottery"). Each application will be given a number, and all numbers for each classroom/program will be placed in a database. Numbers will be drawn on a random basis and all slots available per grade will be filled based on the rank order of their drawing. The remaining numbers will be used to create the waiting list (the list will be developed based on the rank order in which the remaining assigned lottery numbers are randomly drawn).

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

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

Additionally, in order to minimize any traffic impact caused by the school and ensure that the school is available

to serve the residents of the neighborhood where the school is located, the Governing Board of the charter school may elect to limit the enrollment process to target students residing within a reasonable distance of the school as provided under Fla. Stat. §1002.33 (10)(e).

The School will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Staff at the School will accommodate the needs of students enrolled at the school to ensure a positive learning experience.

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

School Environment

Somerset Academy Hollywood Charter Middle School #5419 maintains a safe and secure learning environment. For any minor incidents that occurred at the school, the appropriate corrective actions were taken to ensure the safety and security of the school and its students (Discipline Incident Summary). All procedures of Broward County Public Schools (BCPS) are followed, utilizing the BCPS Code of Student Conduct and Administrative Discipline Matrix as a guide. (Appendix P -Discipline Incident Summary)

Note: As this document can be requested as part of a public records request, please remove any student specific identifiers that may be visible in any of the sources of evidence requested below. This includes , ID numbers, parental information, birthdays, addresses…

Sources of evidence for this section should include attachments of the following:

- **Student Enrollment Reports**
- **Discipline Reporting (Each Category, Prior 5 Years)**
- **Copy of Registration Forms in Parent's Primary Language (English plus top 3) – On File**

Evaluation Criteria: Student Enrollment and Conduct

This section should provide the reviewer with detailed information about the student population and how it corresponds to what the initial projections were. The charter school should elaborate on the methods that will be taken to meet or improve this area of focus for the upcoming term of the charter agreement.

ORGANIZATIONAL PERFORMANCE

Statutory References: Sections 1002.33(7)(a)11, 1002.33(7)(a)13, 1002.33(9)(e), 1002.33(16)(a)5, 1002.33(18)(a), and 1002.33(18)(b). Florida Statutes

Facilities:

A. Facilities Compliance
B. Health and Safety

In the narrative:

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

Facilities Compliance

Somerset Academy Hollywood Charter Middle School #5419 has an adequate number of classrooms designed to meet all pertinent classroom design standards set forth by the governing agency. The facility also includes the following uses: library, cafeteria, restrooms, gymnasium/auditorium, sports fields, and administrative offices. The facility complies with the Florida Building Code pursuant to Section 1013.37, Florida Statutes, and with applicable state minimum building codes pursuant to Chapter 553, Florida Statutes, and state minimum fire protection codes pursuant to Section 633.025, Florida Statutes, as adopted by the authority in whose jurisdiction the facility is located. For the years 2013-2017, the onsite evaluation reports by the district acknowledge that the school facilities are up to code and that the facilities are conducive to a good learning environment in compliance with applicable facilities laws.

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

Health and Safety

Somerset Academy Hollywood Charter Middle School #5419 complies with applicable health regulations as evidenced by the Fire and Health Inspection Reports – on file with the office of Charter School Management and Support. The school stays current on all health inspections. Fire drills are conducted and logged on a monthly basis in compliance with the law. Copies of these drills are also provided on a monthly basis to the Broward County Public School charter school office. Evacuation plans are available and are planned to ensure the safe evacuation of all persons from all areas of the school (Appendix Q - Comprehensive Emergency/Evacuation Plans). For the years 2013-2017, evidence of compliance with applicable health and safety laws are seen in Fire and Health Inspections and Food Service Inspection – on file with the office of Charter School Management and Support). In addition, the district has noted compliance during the annual on-site monitoring visit where it is acknowledged that the school has records of all facility inspections for building, fire, and safety on file.

Sources of evidence for this section should include attachments of the following:

- **Comprehensive Safety/Emergency/Evacuation Plans – On File**
- **Valid Certificates of Occupancy – On File**
- **Health, Safety and Fire Reports by District and/or Municipality – On File**
- **Fire and Health Inspections (District and/or Local) – On File**
- **Fire Drill Reports (10) and Tornado Drills (2) – On File**

Evaluation Criteria: Facilities

This section should provide the reviewer with a clear and concise plan for the charter school to maintain/improve its facilities for the upcoming term of the charter agreement.

ORGANIZATIONAL PERFORMANCE

Statutory References: Sections 1002.33(7)(a)14, 1002.33(7)(a)15, 1002.33(12)(f), 1002.33(12)(g), 1002.33(16)(b), 1012.55(1), 1012.39(1)(a), 1012.39(1)(b), and 1012.39(1)(c), Florida Statutes
State Board Rules: Rules 6A-1.0502(10), 6A-1.0502(11), 6A-1.0503(1), 6A-1.0503(2), 6A-1.0503(3), and 6A-1.0503(4), Florida Administrative Code

Governance, Staff and Parents:

A. Governance Structure
B. Compliance with Sunshine Laws
C. Instructional Staff
D. Parental Involvement

In the narrative:

A. Explain how the charter school implements the governance structure as defined in the school's contract.

Governance Structure

Somerset Academy Hollywood Charter Middle School #5419 utilizes a governance and leadership system that promotes student performance and system effectiveness. The Governing Board of directors of Somerset Academy Inc. is responsible for the management of the school and provides continued oversight of school operations. The Board is committed to the mission of the school and is cognizant of their responsibility to effectively and properly manage public funds. The school implements the governing structure as defined in the charter contract, by laws, and articles of incorporation.

In addition, the Governing Board has contracted with Academica Corporation, an educational service and support organization, to provide the schools with: fiscal compliance and support, legal guidance, insurance compliance, human resource support and management, fiscal plant acquisition, maintenance and support, and guidance in federal, state and local regulations relating.

Governance Roles and Responsibilities

Somerset Academy Hollywood Charter Middle School #5419's Governing Board develops policies and procedures that promote the effective operation of the school. This includes clearly defined lines of authority, relationships and accountability which support the vision, purpose, beliefs and goals of the school as defined in the school's contract on file with the school district. It is the Governing Board's role to review, amend and establish new policies for the schools at each meeting that are reviewed annually. This allows the governing body to exercise continuous and effective oversight of the school's operations. The Governing Board establishes the school's hierarchy of authority, defines rules and regulations required of all staff in the performance of their job, outlines benefits, and provides for evaluation and mentoring of all staff members. The

educational administrative team provides the Governing Board with the school's policy manual each year for adoption at the annual board meeting. The Board is provided with orientation and training when they are appointed their position and annually, as needed. The training is in compliance with the Florida State Department of Education and is procured by an approved state vendor.

The Governing Board for Somerset Academy Hollywood Charter Middle School #5419 oversees business operations and sets policies for all the charter schools that fall under its domain. At each meeting, the budget-expenditures and income is reviewed and adjusted as needed to ensure that a balanced budget with a reserve is achieved at the end of each academic school year. The Board establishes and monitors work policies and procedures to ensure effective operation of each school, and promotes data analysis. The conclusions learned from data obtained Board are analyzed, and through team collaboration with school administrators, plans are developed to drive continuous student growth. The principal reports to the Governing at each quarterly scheduled public meeting and at special public meetings called throughout the year. Each school has its own operations manual and handbooks for the teachers, students, and parents that set the guidelines for the day-to-day operations of the school. These manuals/handbooks, and their updates, are reviewed and approved by the Governing Board.

Somerset principals and the Governing Board work as a collaborative team to maintain high achievement, outstanding performance, and to ensure that each student will meet or exceed proficiency. Dialogues between Governing Board members and administrative staff occur at Governing Board meetings. The Governing Board provides guidance, insight and direction with assistance from the educational service provider (Academica). Together, Somerset Academy Hollywood Charter Middle School #5419 stakeholders focus on school programs, plans and policies to remove any obstacles that may affect student and teacher safety and performance.

B. Provide an explanation or verification of how the charter school complies with state Sunshine Laws and laws governing public records.

Compliance with Sunshine Laws

The Governing Board meets regularly, as required by state law and its charter. The Board adopts a meeting schedule of its annual, quarterly and special meetings in compliance with provisions of state law, its charter contract and corporate bylaws. All meeting dates are posted with ample time on www.somersetacademyschools.com and our school's website, www.somersetcentral.org, for parents and the public to access. The board complies with the state Sunshine Laws and laws governing public records. All Somerset Academy, Inc. Board meetings are open to the public and provide an opportunity for public comment. Meeting agendas are made available for all meetings. Members of the public who wish to speak at a board

meeting are recommended to contact Academica to make such arrangements at least 12 hours prior to the meeting's start time. All members of the public that wish to address the Board have a maximum amount of time (3 minutes) to speak at the discretion of the Board Chair. Meeting minutes, budgets, and audited financial reports are posted on the school's website. The Governing Board members participate in the Florida Consortium of Charter Schools Board Governance Training as required by the State of Florida Department of Education. For the years, 2013-2017, evidence of compliance with applicable governance laws is seen in monitoring visits, the onsite evaluation reports created by the district where it is acknowledged that there is a record kept of board meetings and that the Charter Board has bylaws regarding how they function as a governing body.

As per public record law, parents may request to inspect and copy their child's record in writing, in person or over the phone. The school responds to requests in a timely manner and produces the records in accordance with applicable law. Parents who are unable to attend board meetings may find the parent liaison's contact information on our website (Screen shot of parent liaison information in website). This person works to bridge the communication between school and home by helping parents get the information, help and support they need to ensure their child's academic and social success in school. Somerset Academy Hollywood Charter Middle School #5419 maintains an updated website, www.somersetcentral.org in order to enrich parental engagement and comply with s. 1002.33 (9)(p), F.S. (Appendix W-Screen shots of website requirements).

C. Employment/Staffing

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

Qualifications of Instructional Staff

Somerset Academy Charter Middle School #5419 meets state and federal staffing qualification requirements (Appendix R - Staffing Report). All teachers are required to hold a Bachelor's degree or higher in their field and a valid teaching certificate. District created reports confirm that there is a record kept of teaching certificates for all teachers (Appendix S- Certification Self Audits), original college transcripts and any out-of-state certificates. Each teacher and principal is highly qualified. Each member of the staff adheres to the school's policies and procedures as stated in the employee handbook.

It is the Governing Board's role to determine the effectiveness of its administrators. Prior to the implementation

of Race to the Top, the Governing Board evaluated each principal utilizing the same criteria on a standardized evaluation form which reviewed its own strategic plan, vision and purpose. After electing to be a part of the District's Race to the Top plan, the Board adopted the district's evaluation tool, BASA, in accordance with state approved standards. For the 2017-2018 school year, the board approved the SASA, an administrative evaluation tool developed by school based administrators. The current system is in accordance with F.S. 1012.34 (Appendix T - SASA administrator evaluation tool). Each principal is evaluated at least once a year. The governing board has been trained for the use of this system in accordance with state approved standards.

It is then the role of the principal to determine the effectiveness of teacher performance (Appendix T - SADE teacher evaluation tool) and student achievement and report his/her findings to the governing board. The Florida School Grades reports is a useful tool in evaluating the school's overall effectiveness.

The district has adopted a pay-for-performance salary schedule as set forth in Florida Statute 101.22 that provides annual salary adjustments for instructional personnel based upon performance determined under Florida statute 1012.34 (Appendix U - Pay Per Performance Plan Approval, Pay Per Performance Salary Schedule).

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

Parental Involvement

Parents are encouraged to be actively involved in the school's operations (Appendix X - School newsletter and website snapshot). Parental and community involvement in school matters continues to be a fundamental and required part of the philosophy and operation of Somerset Academy Hollywood Charter Middle School #5419 as stated in the Student/Parent Contract.

The school ensures that parents, teachers, community members and other stakeholders are actively engaged in the design and implementation of the school's mission. Somerset Academy Hollywood Charter Middle School #5419 encourages and welcomes community members and families to become active stakeholders at the school level along with staff and are also encouraged to assist in the development of our school wide plan. Each Somerset family is mandated to meet a volunteer requirement each school year which confirms their commitment to making Somerset Academy Hollywood Charter Middle School #5419 a success, while ensuring their child's accomplishments in school.

Sources of evidence for this section should include attachments of the following:

- **Staffing Reports**
- **Certification Self-Audits**
- **Screen Shots of Website Requirements as per s. 1002.33(9)(p), F.S.**
- **Screen Shot of Parent Liaison Information in Website as per s. 1002.33(7)(d)1, F.S.**
- **Sample of School Newsletters Requesting Parental Involvement**
- **Blank Copy of Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in an Approved Plan – On File**
- **Copy of Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan – On File**
- **Governing Board Meeting Agendas and Minutes – On File**
- **Certificates of Governing Board Training Current Governing Board Members – On File**
- **Employee Handbook – On File**
- **Student Contract – On File**
- **Parent Contract – On File**
- **Parent Handbook – On File**

Evaluation Criteria: Governance, Staff and Parental Involvement

This section should provide the reviewer with adequate information in regards to the governance of the school and that the governing board is acting in accordance with Sunshine Laws. All instructional staff at the charter school should meet the state and federal qualifications and be evaluated and paid according to approved evaluation systems and salary schedules. Parental involvement should be actively involved in a manner that aligns with the charter school's mission and educational program.

Attachments – Organizational Performance

Please include in the appropriate section the attachments that are not identified as ON FILE in the Organizational Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.

Organizational Performance

- ☒ **Student Enrollment Reports**
- ☒ **Copy of Registration Forms in Parent's Primary Language (English plus top 3)**
- ☒ **Discipline Reporting (Each Category, Prior 5 Years)**
- ☒ **Comprehensive Emergency/Evacuation Plans**
- ☒ **Staffing Reports**
- ☒ **Certification Self-Audits**
- ☒ **Blank Copy of Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in an Approved Plan**
- ☒ **Copy of Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan**
- ☒ **Screen Shots of Website Requirements as per s. 1002.33(9)(p), F.S.** (*Clearly indicate the required elements: the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers, or education management corporations associated with the school; the school's annual budget and its annual independent fiscal audit; the school's grade pursuant to s. 1008.34; and, on a quarterly basis, the minutes of governing board meetings)*
- ☒ **Screen Shot of Parent Liaison Information in Website as per s. 1002.33(7)(d)1, F.S.**
- ☒ **Sample of School Newsletters Requesting Parental Involvement**

FOR DOCUMENTS IDENTIFIED AS ON FILE: DO NOT RESUBMIT UNLESS THERE HAS BEEN A SUBSTANTIAL CHANGE SINCE PRIOR SUBMISSION

APPENDIX N

Organizational Performance

Attachment: Student Enrollment Reports

PANEL: ___ L03. ENROLLMENT COUNTS YEAR: 18

SCHL/TYP 5419 _ SOMERSET ACAD HOLLYWOOD MIDDLE AREA: __ Curr/Next: C 11/29/17

GRADE	WHITE	BLACK	PACIF	INDIAN	ASIAN	MULTI	MALE	FEMALE	TOTAL	HISP
06	1	2	0	0	0	0	1	2	3	1
07	1	10	0	0	0	0	4	7	11	2
08	1	4	0	0	0	0	3	2	5	0
TOTAL	3	16	0	0	0	0	8	11	19	3

PF1=HELP 3=EXIT 5=REFRESH 6=PREVIOUS PANEL 7=BKWD 8=FWD 9=NEXT PANEL 12=ESCAPE
No additional pages...Next? TERML: QPADEV

APPENDIX O

Organizational Performance
Attachment: Copy of Registration Forms in Parent's Primary Language (English plus top 3)

and submit a Registration Packet during the designated registration period (printed below) in order to finalize the registration process. Failure to do so may affect a student's application status. Submitting a Student Application Form is not a confirmation of registration in the school and does not guarantee enrollment for any grade level or school year.

All student enrollments shall be subject to a random lottery and to the racial/ethnic balance provisions described in F.S. 1002.33 (7)(a)(8). The enrollment schedule for the 2017-2018 academic year is listed below:

***Somerset Academy Hollywood Charter Middle School 2017-2018* Enrollment Dates:**

- Reenrollment and Sibling Registration of Current Students: February 6-17, 2017
- First Enrollment Period: February 27 – March 23, 2017
- Second Enrollment Period: April 10 – April 28, 2017
- Third Enrollment Period: May 10, 2017 – on-going
  - should seats become available a lottery will be conducted to fill open seats by random drawing

- First Enrollment Period Lottery: April 3, 2017
- First Enrollment Period Lottery Notification: April 5, 2017 (after 3 pm)
- First Enrollment Acceptance Due to School by: April 7, 2017
- First Enrollment Registration Completion Date: April 28, 2017

- Second Enrollment Period Lottery: May 10, 2017
- Second Enrollment Period Lottery Notification: May 12, 2017
- Second Enrollment Period Lottery Acceptance Due to School by: May 16, 2017
- Second Enrollment Period Lottery Registration Completion Date: June 2, 2017

Please respond below:

How did you hear about our school? (Circle one) *Postcard* *Mailer Insert* *Neighbor* *Family/Friend* *Other:* _____

What was the deciding factor for applying for your child to attend this school? _____

_____ _____

PARENT'S OR LEGAL GUARDIAN'S SIGNATURE DATE

Your privacy is important to us. Somerset Academy will not share, sell or disclose your personal information to third parties. It will only be used to transmit information pertaining to our organization.

FOR SCHOOL USE ONLY

Date Received: _____ Received By: _____

☐ Check here if you would like to be a member of the Somerset *Academy Preparatory Middle School* Parent Association. I would like to receive updates via email regarding the school to the following email address:

_____

SOMERSET ACADMEY HOLLYWOOD CHARTER MIDDLE SCHOOL

Formulário de pedido de 2017-2018 estudante

Após a conclusão desta aplicação, seu filho será considerado para o registo de escola ano de 2017-2018 para:

SOMERSET ACADEMY HOLLYWOOD CHARTER MIDDLE SCHOOL

Por favor, preencha **um aplicativo por aluno e retornar**

Academia de Somerset Hollywood carta escola
9300 Pembroke Road Miramar, FL 33025
954-435-1570

Nome do aluno: _____

Último nome nome inicial do meio

Sexo: Masculino feminino nível para 2017-2018: _____

Data do aluno de nascimento: Student ID #: _____

Nome da última escola
frequentou:_____

O aluno já frequentou uma escola pública? Sim não

Nome dos pais/encarregados de
educação: _____

Endereço: _____

Rua cidade estado CEP

Casa n º telefone: trabalho telefone #: _____

Telefone celular #: outros telefone #: _____

Endereço de e-
mail: _____

Por favor inclua o seu endereço de e-mail para agilizar a notificação de aceitação do seu filho.

Listar todos os irmãos de idade escolar, a ser registrado no *Somerset Academia Hollywood carta Middle School*:

Nome	Data de nascimento	Escola de corrente	2017-2018 Grau

Como você ouviu sobre ensino médio Somerset Hollywood carta?_____

Somerset Academy é uma escola pública, aberta a todos os alunos elegíveis que residem no Condado de *Broward* e sem prejuízo das preferências previstas no F.S. 1002.33(10)(d) e aí descritos.

Após cada período de inscrição, os pais/encarregados de educação será notificado do status de elegibilidade do seu aluno. Todos os candidatos elegíveis são obrigados a preencher e enviar um pacote de registo durante o período de registo designado (impresso abaixo da) , a fim de finalizar o processo de registro. A não observância pode afetar o status do aplicativo do aluno. Submeter um formulário de pedido de estudante não é uma confirmação da inscrição na escola e não garante a inscrição para qualquer nível de grau ou ano escolar.

Todas as matrículas de aluno devem ser sujeito a um sorteio aleatório e das disposições de equilíbrio racial/étnico, descrito em 1002.33 F.S. (7)(a)(8). O cronograma de matrículas para o ano lectivo de 2017-2018 está listado abaixo:

Academia de Somerset Hollywood carta ensino médio 2017-2018 **Datas de inscrição:**

- Reenrollment e registo de irmãos dos alunos atuais: 6-17 de fevereiro de 2017
- Primeiro período de inscrição 27 de fevereiro – 23 de março de 2017
- Segundo período de inscrição: 10 de abril-28 de abril de 2017
- Terceiro período de inscrição: 10 de maio de 2017 – em curso
  - devem lugares tornar-se disponível um sorteio será realizado para preencher os lugares vagos por sorteio aleatório
- Primeira inscrição período loteria 3 de abril de 2017
- Primeira notificação de loteria do período de inscrição: 5 de abril de 2017 (após 15:00)
- Primeira inscrição aceitação devido à escola por: 7 de abril de 2017
- Data de conclusão de registo de primeira inscrição: 28 de abril de 2017
- Segundo sorteio período de inscrição: 10 de maio de 2017
- Segunda notificação de loteria período de inscrição: 12 de maio de 2017
- Segunda inscrição período loteria aceitação devido à escola por: 16 de maio de 2017
- Segunda inscrição loteria período registo data de conclusão: 2 de junho de 2017

Por favor, responda abaixo:
*Como você ouviu sobre a nossa escola? (Circule um) Cartão postal Mailer Insert vizinho/amigo família outros:*_____

*Qual foi o fator decisivo para a aplicação para o seu filho a frequentar esta escola?*_____

DOS PAIS OU ASSINATURA DATA DO TUTOR LEGAL

Sua privacidade é importante para nós. Academia de Somerset não irá compartilhar, vender ou divulgar suas informações pessoais a terceiros. Ele só vai ser usado para transmitir informações referentes a nossa organização.

ESCOLA APENAS PARA USO

Data de recebimento: _ recebido por: _

Confira aqui se você gostaria de ser um membro do Somerset *escola preparatória Academia* Associação de pai. Eu gostaria de receber atualizações via e-mail sobre a escola para o seguinte endereço de e-mail:

_____

2017-2018 Student Application Form

SOMERSET ACADEMY CHARTER HOLLYWOOD CHARTER SCHOOL

Al completar esta solicitud, se considerará su hijo para el 2017-2018 año escolar registro de:

Por favor llene **una solicitud por estudiante y**

Somerset Academy Charter Hollywood School
9300 Pembroke Road Miramar, FL 33025
954-435-1570

Nombre del
estudiante: _____

Último nombre primer nombre inicial de segundo

Género: Masculino femenino grado para 2017-2018: _____

Fecha del estudiante de nacimiento: estudiante ID #: _____

Nombre de la última escuela
asistió: _____

¿Ha asistido el estudiante alguna vez a una escuela pública? Sí No

Nombre de los padres o
tutores: _____

Dirección: _____

Calle ciudad Estado Código post: _____

Inicio teléfono: trabajo número de teléfono: _____

Teléfono celular #: otro número de teléfono: _____

Dirección de correo
electrónico: _____
Por favor incluya su dirección de correo electrónico para agilizar la notificación de aceptación de su hijo.

Lista de todos los hermanos de edad escolar registrados en *Somerset Academia Hollywood Charter Middle School*:

Nombre	Fecha de nacimiento	Escuela actual	2017-2018 Grado

¿Cómo se enteró acerca de la escuela secundaria Somerset Academy Hollywood Charter Middle School carta?

_____

Somerset Academy es una escuela de carta pública, abierta a todos los estudiantes elegibles que residen en el Condado de *Broward* y conforme a las preferencias previstas en 1002.33(10)(d) F.S. y que allí se detallan.

Después de cada período de inscripción, el padre o tutor será notificado del estatus de elegibilidad de los estudiantes. Todos son destinatarios exige completar y presentar un paquete de inscripción durante el plazo de inscripción señalado ( ) impreso por debajo de) para finalizar el proceso de registro. No hacerlo puede afectar el estado de la aplicación de un estudiante. Enviar un formulario de inscripción de estudiante no es una confirmación de inscripción en la escuela y no garantiza la inscripción de cualquier grado o año escolar.

Todas las inscripciones de estudiante será sujeto a una lotería al azar y a las disposiciones de equilibrio racial o étnico se describe en 1002.33 Inc. (7)(a)(8). El horario de inscripción para el año 2017-2018 se enumera a continuación:

***Somerset Academy Hollywood Charter Middle School 2017-2018* Fechas de inscripción:**

- Reinscripción y registro de hermanos de alumnos: 6-17 de febrero de 2017
- Primer período de inscripción 27 de febrero – 23 de marzo de 2017
- Segundo período de inscripción: 10 de abril – 28 de abril de 2017
- Tercer período de inscripción: 10 de mayo de 2017 – en curso

– sean asientos disponibles se realizará una lotería para llenar asientos abiertos por sorteo al azar

- Primera inscripción período lotería 03 de abril de 2017
- Primera notificación de la lotería del período de inscripción: 05 de abril de 2017 (después de 15:00)
- Primera aceptación de inscripción por escuela: 07 de abril de 2017
- Primera fecha de la terminación del registro de inscripción: 28 de abril de 2017
- Segunda lotería período de inscripción: 10 de mayo de 2017
- Segunda notificación de lotería período de inscripción: 12 de mayo de 2017
- Segunda inscripción período lotería aceptación debido a la escuela: 16 de mayo de 2017
- Segunda inscripción período lotería registro fecha de terminación: 02 de junio de 2017

Por favor responder a continuación:
*¿Cómo se enteró acerca de nuestra escuela? (Circule uno) Postal correo inserto vecino familia/amigo otros:*_____
*¿Cuál fue el factor decisivo para la aplicación de su hijo asistir a esta escuela?*_____

DE LOS PADRES O FIRMA FECHA DEL TUTOR LEGAL

Su privacidad es importante para nosotros. Somerset Academy Hollywood Charter Middle School no compartir, vender o revelar su información personal a terceros. Sólo se utilizará para transmitir la información referente a nuestra organización.

PARA USO ESCOLAR

Fecha recibido: ___ recibido por: ___

SOMERSET ACADEMY HOLLYWOOD CHARTER MIDDLE SCHOOL

Fòm aplikasyon 2017-2018 elèv

Sou bout aplikasyon sa a, pitit ou yo gen pou konsidere pou enskripsyon ane lekòl 2017-2018 pou:

SOMERSET ACADEMY HOLLYWOOD CHARTER MIDDLE SCHOOL

Tanpri ranpli **yon aplikasyon pa elèv epi retounen**

Somerset Academy Hollywood Charter Middle
School
9300 Pembroke wout Miramar, nan 33025
954-435-1570

Non elèv sa a! _____

Dènye non non mitan inisyal

Idantite senksyèl, Gason fanm nivo klas pou 2017-2018: _____

, Dat nesans elèv yo: elèv DIDANTITE #: _____

Non dènye lekòl ki te asiste:_____

Voye elèv la tout tan tout tan te asiste yon lekòl piblik nan? Wi non

Non paran oubyen gadyen: _____

Adrès ou: _____

Kòd postal eta vil nan Ri
Lakay telefòn #: travay nimewo telefòn: _____

Telefòn pòtab telefòn #: lòt nimewo telefòn: _____

Mel adrès ou: _____
Genyen adrès kouryèll ou ekspedye sèl ki aksepte moun pitit ou a.

Lis tout paran gen laj lekòl pou ka anrejistre nan *Somerset Academy Hollywood konstitisyon Middle School*:

fe-apel	dat fet	Kouran lekòl	2017-2018 Klas

Ki jan ou te fè tande sou Somerset Hollywood konstitisyon Middle School?

_____

Somerset Academy se yon piblik manevre privilèj lekòl la, louvri pou tout elèv ki kalifye ki rete nan eta *Broward* , ak ki sijè préférences te founi pou nan F.S. 1002.33(10)(d) an e te dekrive y.

Swivan chak peryòd anwolman, paran/gadyen ap resevwa yon estati pou elèv yo. Tout yo gen dwa aplikan ki mande pou li konplete epi remèt yon enskripsyon Paquet pandan la vil peryòd enskripsyon (desen ak lank sou) pou tre pwosesis enskripsyon an. Pa fè sa kapab afekte estati aplikasyon yon elèv sa a. Envoi yon fòm aplikasyon elèv se pa yon konfimasyon enskripsyon nan lekòl la ak pa garanti anwolman pou yon nivo klas osinon yon ane lekòl.

Tout elèv inscriptions pwal ki siyè lotri o aza yon ansanm ak pwovizyon balans sou baz ras/etnik te dekri nan 1002.33 F.S. (7)(a)(8). Orè anwolman a pou ane akademik 2017-2018 lis pi ba pase:

Somerset Academy Hollywood Charter Middle School 2017-2018

- Reenrollment ak enskripsyon rè/sè aktyèl elèv: fevriye 6-17, 2017
- Pwemye peryòd anwolman 27 fevriye-23 mas 2017
- Dezyèm peryòd anwolman: 10 Avril-28 avril 2017
- Twazyèm peryòd anwolman: Me 10, 2017-ki ap
  - ta dwe chèz tounen disponib lotri yon ap kondwi pou ranpli chèz louvri sou desen o aza
- Premye anwolman règ lotri 3 avril 2017
- Premye anwolman règ lotri Notifikasyon: Avril 5, 2017 (apwè 3 h)
- Premye anwolman aksepte moun dwe lekòl pa: 7 Avril 2017
- Premye anwolman enskripsyon bout dat: Avril 28, 2017
- Dezyèm anwolman règ lotri: Me 10, 2017
- Dezyèm anwolman règ lotri Notifikasyon: Me 12, 2017
- Dezyèm anwolman règ lotri aksepte moun dwe lekòl pa: 16 Me 2017
- Dezyèm anwolman règ lotri enskripsyon bout dat: Jen 2, 2017

Tanpri reponn pi ba pase:

*Ki jan ki te fè ou tande sou lekòl nou? (Cercle yonn) Katpòs Mailer Insérer vwazen fanmi/zanmi lòt:*_____
*Sa ki te décider faktè pou aplike pou pitit ou pou yo ale nan lekòl sa a?*_____

PARAN AN OUBYEN SIYATI DAT RESPONSAB, GADYEN LEGAL LA

Ou sou enfòmasyon prive ki enpòtan pou nou. Somerset Academy pral pataje, vann pa bay enfòmasyon pèsonèl ou pou twazyèm pati. Li pral sèlman pou itilize pou transmèt enfòmasyon Retorik-òganizasyon nou an.

POU LEKÒL SÈLMAN KI DWE ITILIZE
Dat te resevwa: ___ te resevwa pa: ___

Tcheke isit la si ou ta vle pou yon manb lan Somerset *Academy Préparatoires lekòl mwayen* Asosyasyon paran . Mwen ta renmen resevwa FAQ via fè kouryèll konsènan lekòl la pou fè kouryèll adrès sa a:

SOMERSET ACADMEY HOLLYWOOD CHARTER MIDDLE SCHOOL

Formulário de pedido de 2017-2018 estudante

Após a conclusão desta aplicação, seu filho será considerado para o registo de escola ano de 2017-2018 para:

SOMERSET ACADEMY HOLLYWOOD CHARTER MIDDLE SCHOOL

Por favor, preencha **um aplicativo por aluno e retornar**

Academia de Somerset Hollywood carta escola
9300 Pembroke Road Miramar, FL 33025
954-435-1570

Nome do aluno: _____

Último nome nome inicial do meio

Sexo: Masculino feminino nível para 2017-2018: _____

Data do aluno de nascimento: Student ID #: _____

Nome da última escola
frequentou:_____

O aluno já frequentou uma escola pública? Sim não

Nome dos pais/encarregados de
educação: _____

Endereço: _____

Rua cidade estado CEP

Casa n º telefone: trabalho telefone #: _____

Telefone celular #: outros telefone #: _____

Endereço de e-
mail: _____

Por favor inclua o seu endereço de e-mail para agilizar a notificação de aceitação do seu filho.

Listar todos os irmãos de idade escolar, a ser registrado no *Somerset Academia Hollywood carta Middle School*:

Nome	Data de nascimento	Escola de corrente	2017-2018 Grau

Como você ouviu sobre ensino médio Somerset Hollywood carta?_____

Somerset Academy é uma escola pública, aberta a todos os alunos elegíveis que residem no Condado de *Broward* e sem prejuízo das preferências previstas no F.S. 1002.33(10)(d) e aí descritos.

Após cada período de inscrição, os pais/encarregados de educação será notificado do status de elegibilidade do seu aluno. Todos os candidatos elegíveis são obrigados a preencher e enviar um pacote de registo durante o período de registo designado (impresso abaixo da) , a fim de finalizar o processo de registro. A não observância pode afetar o status do aplicativo do aluno. Submeter um formulário de pedido de estudante não é uma confirmação da inscrição na escola e não garante a inscrição para qualquer nível de grau ou ano escolar.

Todas as matrículas de aluno devem ser sujeito a um sorteio aleatório e das disposições de equilíbrio racial/étnico, descrito em 1002.33 F.S. (7)(a)(8). O cronograma de matrículas para o ano lectivo de 2017-2018 está listado abaixo:

Academia de Somerset Hollywood carta ensino médio 2017-2018 Datas de inscrição:

- Reenrollment e registo de irmãos dos alunos atuais: 6-17 de fevereiro de 2017
- Primeiro período de inscrição 27 de fevereiro – 23 de março de 2017
- Segundo período de inscrição: 10 de abril-28 de abril de 2017
- Terceiro período de inscrição: 10 de maio de 2017 – em curso
  - devem lugares tornar-se disponível um sorteio será realizado para preencher os lugares vagos por sorteio aleatório
- Primeira inscrição período loteria 3 de abril de 2017
- Primeira notificação de loteria do período de inscrição: 5 de abril de 2017 (após 15:00)
- Primeira inscrição aceitação devido à escola por: 7 de abril de 2017
- Data de conclusão de registo de primeira inscrição: 28 de abril de 2017
- Segundo sorteio período de inscrição: 10 de maio de 2017
- Segunda notificação de loteria período de inscrição: 12 de maio de 2017
- Segunda inscrição período loteria aceitação devido à escola por: 16 de maio de 2017
- Segunda inscrição loteria período registo data de conclusão: 2 de junho de 2017

Por favor, responda abaixo:
*Como você ouviu sobre a nossa escola? (Circule um) Cartão postal Mailer Insert vizinho/amigo família outros:*_____

*Qual foi o fator decisivo para a aplicação para o seu filho a frequentar esta escola?*_____

DOS PAIS OU ASSINATURA DATA DO TUTOR LEGAL

Sua privacidade é importante para nós. Academia de Somerset não irá compartilhar, vender ou divulgar suas informações pessoais a terceiros. Ele só vai ser usado para transmitir informações referentes a nossa organização.

ESCOLA APENAS PARA USO

Data de recebimento: _recebido por: _

Confira aqui se você gostaria de ser um membro do Somerset *escola preparatória Academia* Associação de pai. Eu gostaria de receber atualizações via e-mail sobre a escola para o seguinte endereço de e-mail:

_____

Office Use Only					
Student Name: _____	Student #: _____	School/Teacher: _____	Date: _____	Grade Level: ___	Entry Code: ___

Established 1915
BROWARD County Public Schools

Student Registration Form

Only the parent/guardian (F.S. §1000.21(5)) who registers the student (i.e., completes this form) may withdraw the student from his/her current school, unless there is documentation of extenuating circumstances indicating otherwise. If the information below changes, it is the parent's/guardian's responsibility to notify the school in writing within 10 school days. The personal information you provide on this form will be kept confidential (in a protected area) and only used and disclosed by school and District staff on a need-to-know basis.

Student's Last Name (Legal)	Suffix	First Name (Legal)	Middle Name	Affirmed Name	
Student's Primary Home Address	**Apt #**	**City**	**State**	**Zip Code**	**Gender**
					☐ Male ☐ Female
Home Phone #	**Student's Cell Phone #**		**Student's E-mail Address**		

SSN *Not required for enrollment or graduation. F.S. §1008.386 requires SBBC to request the SSN for its information management system.	Date Student First Entered School in USA	Date of Birth	Birthplace (City/State/Country)

Student Lives With		Ethnicity	Race (Check all that apply)	
☐ One Parent	☐ Legal Guardian	☐ Non-Hispanic or Non-Latino	☐ White	☐ Native American/Native Alaskan
☐ Both Parents (same address)	☐ Independent Student	☐ Hispanic or Latino	☐ Black/African-American	☐ Native Hawaiian/Pacific Islander
☐ Both Parents (different address)	☐ Other: _____		☐ Asian	

Registering Parent's Last Name (Legal)	Suffix	First Name (Legal)	Driver License #	Relationship to Student
Registering Parent's Work Phone #	**Registering Parent's Cell Phone #**		**Registering Parent's E-mail Address**	

Non-Registering Parent's Last Name (Legal)	Suffix	First Name (Legal)	Driver License #	Relationship to Student
Non-Registering Parent's Work Phone #	**Non-Registering Parent's Cell Phone #**		**Non-Registering Parent's E-mail Address**	

Non-Registering Parent's Home Address	Apt #	City	State	Zip Code

Home Language Survey (If the answer is "Yes" to any of these questions, the student must be tested for English proficiency.)		
☐ Yes ☐ No	Is a language other than English used in the home?	If "yes", which language? _____
☐ Yes ☐ No	Does the student have a first language other than English?	If "yes", which language? _____
☐ Yes ☐ No	Does the student most frequently speak a language other than English?	If "yes", which language? _____

Form 4709 (Revised 08/17)

Somerset Academy Hollywood Middle School #5419

Office Use Only					
Student Name: _____	Student #: _____	School/Teacher: _____	Date: _____	Grade Level: ___	Entry Code: ___

The student's primary residence is: (Check only one)	
☐ ***owned*** by the parent/guardian.	☐ ***shared*** with someone by choice (<u>not</u> due to financial hardship) with a valid Affidavit of Shared Residency.
☐ ***rented*** with a valid lease agreement. Expiration Date: _____	☐ ***shared*** with someone due to loss of housing, economic hardship or similar reason. (McKinney-Vento eligible)

Is the student's primary residence a:		Does the student live <u>or</u> is either parent employed:	
☐ Yes ☐ No	Public space, vehicle of any kind, bus or train station, abandoned building, substandard housing, or similar setting?	☐ Yes ☐ No	In low rent housing (such as Section 8 subsidized housing)?
☐ Yes ☐ No	Transitional/emergency shelter?	☐ Yes ☐ No	On Indian Lands?
☐ Yes ☐ No	Hotel/motel, trailer park, or camping ground due to lack of alternative adequate accommodations?	☐ Yes ☐ No	On federal property, a federally owned military installation, or NASA owned property?

Is either parent:	
☐ Yes ☐ No	An active duty member of the uniformed services, including the National Guard and Reserve? If yes, which division?_____
☐ Yes ☐ No	A veteran, medically discharged, or killed while on active duty from the uniformed services? If yes, which division?_____
☐ Yes ☐ No	Employed in agriculture or fishing industries anytime in the past three years?

Has the student previously been:			
☐ Yes ☐ No	On a 504 plan?	☐ Yes ☐ No	Retained (repeated the same grade)?
☐ Yes ☐ No	In an ESOL program?	☐ Yes ☐ No	In a home education program?
☐ Yes ☐ No	In Exceptional Student Education (ESE)?	☐ Yes ☐ No	Convicted of a felony?
☐ Yes ☐ No	In a magnet program?	☐ Yes ☐ No	Expelled from school?

Previous School Name	City/State/Country	Years Attended	Grade	Type
				☐ Public ☐ Private ☐ Home Education

The above information is correct and complete to the best of my knowledge. In the event of a change of name, address, or phone, I will notify the school office in writing within ten (10) days. I understand that students whose parents are found, after appropriate investigation, to have submitted fraudulent information in an effort to enroll a student in a school to which the student is not assigned shall be immediately withdrawn by the school and the parent must enroll the student in the appropriate boundaried school or follow the reassignment procedures. I have read and understand that I must submit appropriate proof of residency documentation, per School Board Policy 5.1. Florida Statutes §837.06 provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of the second degree. Florida Statutes §92.525 provides that whoever knowingly makes a false declaration under penalties of perjury is guilty of the crime of perjury by false written declaration, a felony of the third degree.

Print Registering Parent Name	Registering Parent Signature	Date

Office Use Only				
☐Immunization Form 680	☐Health Exam	Medical Exemption: ☐Religious ☐Medical ☐Temporary (date): _____		☐ Back to School Forms Provided
☐Proofs of Residency	☐Shared Housing Form	☐HEART Form(s)	☐504 ☐ESOL ☐ESE (Disability): ____	School Records: ☐Requested ☐Received
☐Acting Parent Form	☐Temporary Custody	☐Reassignment (Code): _____	☐Proof of Birth Date (Specify document): _____	

Form 4709 (Revised 08/17)

Somerset Academy Hollywood Middle School #5419

Office use only					
Student Name: _____	Student #: _____	School/Teacher: _____	Date: _____	Grade Level: ___	Entry Code: ___

BROWARD County Public Schools

Formulario de inscripción del estudiante

Solo el padre/tutor (F.S. §1000.21 (5)) que inscribe a el/la estudiante (p. ej., quien llena este formulario) puede retirarlo(a) de su escuela actual, a menos que existan documentos que indiquen causas de fuerza mayor. Si hay algún cambio en la información de abajo, es responsabilidad del padre/tutor notificar a la escuela por escrito en un plazo de 10 días escolares. La información personal que presente en este formulario será tratada de forma confidencial (en una zona protegida), y la escuela y funcionarios del Distrito la usarán y divulgarán en la medida que sea necesaria.

Apellido del estudiante (legal)	Sufijo	Nombre (legal)	Segundo nombre	Nombre social	
Dirección residencial y principal del estudiante	**Apto. #**	**Ciudad**	**Estado**	**Código Postal**	**Género**
					☐ Masculino ☐ Femenino
N.º de teléfono de la casa	**N.º de celular del estudiante**		**Correo electrónico del estudiante**		
N.º de Seguro Social * No es obligatorio para la inscripción o graduación. El Estatuto de la Florida §1008.386 requiere que SBBC solicite el N. º de Seguro Social para su sistema de gestión de información.	**Fecha que el estudiante ingresó por primera vez a una escuela en los EE.UU**	**Fecha de nacimiento**	**Lugar de nacimiento (Ciudad/Estado/País)**		

El estudiante vive con/*es		Origen étnico	Raza (Marque todas las que apliquen)	
☐ Un padre	☐ Tutor legal	☐ No hispano o No latino	☐ Blanca	☐ Amerindia/Nativo de Alaska
☐ Ambos padres (el mismo domicilio)	☐ *Estudiante independiente	☐ Hispano o latino	☐ Negra/Afroamericana	☐ Nativo de Hawái/otra Isla del Pacífico
☐ Ambos padres (diferente domicilio)	☐ Otro: _____		☐ Asiática	

Apellido del padre que inscribe (legal)	Sufijo	Nombre (legal)	N.º de licencia de conducir	Relación con el estudiante
N.º de teléfono de trabajo del padre que inscribe	**N.º de celular del padre que inscribe**		**Correo electrónico del padre que inscribe**	

Apellido del padre que no inscribe (legal)	Sufijo	Nombre (legal)	N.º de licencia de conducir	Relación con el estudiante
N.º de teléfono de trabajo del padre que no inscribe	**N.º de celular del padre que no inscribe**		**Correo electrónico del padre que no inscribe**	

Dirección residencial del padre que no inscribe	Apto. #	Ciudad	Estado	Código Postal

Encuesta del idioma que se habla en casa (Si responde "Sí" a cualquiera de estas preguntas, el estudiante debe ser evaluado en el dominio del idioma inglés)		
☐ Sí ☐ No	¿Se habla un idioma diferente al inglés en casa?	Si respondió "sí", ¿qué idioma? _____
☐ Sí ☐ No	¿El estudiante tiene un primer idioma diferente al inglés?	Si respondió "sí", ¿qué idioma? _____
☐ Sí ☐ No	¿El estudiante generalmente habla un idioma diferente al inglés?	Si respondió "sí", ¿qué idioma? _____

BED<Sp#168/mds/07/17>
Document translated by the Bilingual/ESOL Department (07/17)

Somerset Academy Hollywood Middle School #5419

Office use only					
Student Name: _____	Student #: _____	School/Teacher: _____	Date: _____	Grade Level: ___	Entry Code: ___

La residencia principal del estudiante es (Solo marque una)	
☐ ***propia*** del padre/tutor	☐ ***compartida*** por mutuo acuerdo (no por problemas económicos), con una Declaración Jurada de Vivienda Compartida válida
☐ ***rentada*** con un contrato de alquiler válido. Fecha de vencimiento: _____.	☐ ***compartida*** debido a: pérdida de vivienda, dificultades económicas, o por razones similares. (califica para McKinney-Vento)

¿La residencia principal del estudiante es...		¿El estudiante vive en o alguno de los padres trabaja en...	
☐ Sí ☐ No	un lugar público, un vehículo de cualquier tipo, un autobús o una estación de tren, un edificio abandonado, una vivienda precaria o lugar similar?	☐ Sí ☐ No	una vivienda de renta baja (como una vivienda subsidiada del Plan 8)?
☐ Sí ☐ No	un albergue temporal/de emergencia?	☐ Sí ☐ No	tierras de los indios americanos?
☐ Sí ☐ No	un hotel/motel/parque de casas móviles, o en un campamento debido a la carencia de un alojamiento alternativo y adecuado?	☐ Sí ☐ No	una propiedad federal, una instalación militar adquirida por el gobierno federal, o una propiedad de la NASA?

¿Uno de los padres...	
☐ Sí ☐ No	es miembro del servicio activo de los servicios uniformados, incluso la Guardia y la Reserva Nacional? Si respondió sí, ¿qué división? _____
☐ Sí ☐ No	es veterano, y ha sido dado de baja por estado de salud, o ha muerto durante su servicio activo de los servicios uniformados? Si respondió sí, ¿qué división? _____
☐ Sí ☐ No	ha estado empleado en la industria agrícola o pesquera en cualquier momento durante los últimos tres años?

¿El estudiante anteriormente...		¿El estudiante anteriormente...	
☐ Sí ☐ No	ha estado en el plan 504?	☐ Sí ☐ No	ha sido retenido (repitió el mismo grado)?
☐ Sí ☐ No	ha estado en el programa ESOL?	☐ Sí ☐ No	ha estado en un programa de educación en el hogar?
☐ Sí ☐ No	ha estado en el programa de Educación para Estudiantes Excepcionales (ESE)?	☐ Sí ☐ No	ha sido condenado por un delito grave?
☐ Sí ☐ No	ha estado en un programa magnet?	☐ Sí ☐ No	ha sido expulsado de una escuela?

Nombre de la última escuela	Ciudad/Estado/País	Años de asistencia	Grado	Tipo
				☐ Pública ☐ Privada ☐ Educación en el hogar

La información de arriba es correcta y completa a mi mejor saber y entender. En caso de cambio de nombre, dirección o teléfono, lo notificaré por escrito a la oficina de la escuela en un plazo de diez (10) días. Yo entiendo que los estudiantes a cuyos padres se les descubra, tras la investigación pertinente, haber presentado información falsa para poder inscribir a sus hijos en escuelas que no les corresponden, serán retirados de dichas escuelas inmediatamente y sus padres deberán inscribirlos en las escuelas correspondientes a su zona escolar o seguir el proceso de transferencia.
Yo he leído y entendido que debo presentar la documentación de verificación de domicilio correspondiente, según la Norma de la Junta Escolar 5.1. La sección 837.06 de los Estatutos de la Florida establece que cualquiera que brinde una declaración falsa por escrito con la intención de engañar a un funcionario público en el ejercicio de sus funciones oficiales será considerado culpable de un delito menor de segundo grado. La sección 92.525 de los Estatutos de la Florida establece que cualquiera que brinde una declaración falsa bajo pena de perjurio es culpable del delito de perjurio por rendir una declaración falsa por escrito, un delito de tercer grado.

Nombre del padre que inscribe (en imprenta)	Firma del padre que inscribe	Fecha:

Office use only				
☐Immunization Form 680	☐Health Exam	Medical Exemption: ☐Religious ☐Medical ☐Temporary (date): _____		☐ Back to School Forms Provided
☐Proofs of Residency	☐Shared Housing Form	☐HEART Form(s)	☐504 ☐ESOL ☐ESE (Disability): ____	School Records: ☐Requested ☐Received
☐Acting Parent Form	☐Temporary Custody	☐Reassignment (Code): _____	☐Proof of Birth Date (Specify document): _____	

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Somerset Academy Hollywood Middle School #5419

Office Use Only					
Student Name: _____	Student #: _____	School/Teacher: _____	Date: _____	Grade Level: ___	Entry Code: ___

Established 1915
BROWARD County Public Schools

Student Registration Form – Haitian Creole

Fòm Enskripsyon pou Elèv

Se sèl paran/gadyen (F.S. §1000.21(5)) ki enskri elèv-la (savledi ki ranpli fòm-sa) ki kapab retire elèv-la nan lekòl li ye koulyeya, esepte si gen dokimantasyon sikonstans esepsyonnèl ki endike otreman. Se responsabilite paran/gadyen pou notifye alekri lekòl-la nan 10 jou si enfòmasyon ki anba a ta vin chanje. Tout enfòmasyon ak ransèyman pèsonnèl ou ban-nou sou fòm-sa va rete konfidansyèl (nan yon kote pwoteje) epi estaf lekòl ak Distrik-la kapab itilize, revele/kominike sèlman enfòmasyon ki nesesè.

Siyati elèv (Non Legal)	Sifiks	Prenon (Prenon Legal)	Non Mitan	Elèv *transgender:* Non deklare *(Affirmed name)*	
Adrès Prensipal Kay Elèv-la	**Apt #**	**Vil**	**Leta**	**Zipkòd**	**Sèks - *Gender***
					Gason Fi
# Telefòn kay-ou	**# selilè elèv-la**		**Imel adrès/kourye elektwonnik elèv-la**		
SSN *Nimewo kat sosyal sekirite pa obligatwa pou anwolman oswa pou diplome. F.S. §1008.386 ekzije SBBC mande nimewo kat SSN pou jesyon sistèm enfòmasyon-li.	**Dat elèv-la antre pou lapremyè fwa nan lekòl Ozetazini**	**Dat nesans**	**Kote elèv-la fèt (Vil/Leta/Peyi)**		

Elèv-la abite avèk		Etnisite	Ras (Tcheke tout sa ki aplikab)	
Yon Paran (manman oswa papa l)	Gadyen (*Legal Guardian*)	Pa Ispanik oswa pa Latino	Blan	Amerendyen/Natifnatal Alaska
Toude Paran-li (nan menm adrès)	Elèv-la endepandan	Ispanik oswa Latino	Nwa/Afriken-Ameriken	Awayen/Natifnatal zil Pasifik
Toude Paran (adrès diferan)	Lòt: _____		Azyatik	

Siyati Paran k'ap enskri elèv-la (Non Legal)	Sifiks	Prenon (Prenon Legal)	# Lisans chofè	Sa li ye pou elèv-la
# Telefòn travay Paran k'ap enskri elèv-la	**# telefòn selilè Paran k'ap enskri elèv-la**		**Imel adrès Paran k'ap enskri elèv-la**	

Siyati Paran ki pap enskri elèv-la (Non Legal)	Sifiks	Prenon (Prenon Legal)	# Lisans chofè	Sa li ye pou elèv-la
# Telefòn travay Paran ki pap enskri elèv-la	**# Telefòn selilè Paran ki pap enskri elèv-la**		**Imel adrès Paran ki pap enskri elèv-la**	

Adrès kay Paran ki pap enskri elèv-la	Apt #	Vil	Leta	Zipkòd

Ankèt sou Lang ki pale lakay (Si repons-la se "Wi" nan nenpòt keksyon-sa-yo, elèv-la dwe pran yon tès Anglè pou detèminen nivo l nan lang Anglè.)			
Wi	Non	Èske nou pale lakay-nou yon lòt lang ki pa Anglè?	Si "wi", ki lang nou pale? _____
Wi	Non	Èske elèv-la pale yon premye lang ki pa Anglè?	Si"wi", ki lang li pale? _____
Wi	Non	Èske elèv-la pale pi souvan nan yon lòt lang ki pa Anglè?	Si"wi", ki lang li pale? _____

Somerset Academy Hollywood Middle School #5419

Office Use Only					
Student Name: _____	Student #: _____	School/Teacher: _____	Date: _____	Grade Level: ___	Entry Code: ___

Adrès prensipal elèv-la: (Tcheke yon sèl kare sèlman)	
Paran/gadyen se ***pwopriyetè/mèt*** kay-la.	***pataje*** kay, m chwazi fè aranjman pou m abite ak yon lòt moun (pa akòz pwoblèm ekonomik) mwen gen Afidavi sou lojman moun pataje, ki valid.
N'ap lwe avèk yon kontra lwaye (lease) valid. Dat espirasyon: _____	***pataje*** kay, mwen abite ak yon lòt moun akòz mwen pèdi lojman mwen, pwoblèm ekonomik oswa lòt rezon similè. (McKinney-Vento elijib)

Èske rezidans prensipal elèv-la nan:			**Èske elèv-la abite oswa youn nan paran-li anplwaye menm kote-a:**		
Wi	Non	Yon espas piblik, nan nenpòt veyikil, oto, bis oswa estasyon tren, bildin abandone, lojman ki pa nan bonneta oswa lòt lojman ki pa adekwa?	Wi	Non	Nan lojman ki pa chè (tankou lojman Leta sibvansyone Section 8)?
Wi	Non	Yon abri (cheltè – *shelter*) pou sitiyasyon ijans/nan abri tranzisyon?	Wi	Non	Sou rezèv Amerendyen (Indian Lands)?
Wi	Non	Otel/motel, pak woulòt (trailer park), oswa sou teren kanpin poutèt pat gen lòt altènatif epitou mank akomodasyon sifizan?	Wi	Non	Sou pwopriyete gouvènman federal, enstalasyon militè ke gouvènman federal-la posede, oswa sou pwopriyete NASA?

Èske youn nan paran elèv-la se:		
Wi	Non	Yon manm aktif nan sèvis ann inifòm Lame, National Guard ak Reserve ladann tou? Si wi, ki divizyon Lame? _____
Wi	Non	Yon veteran, revoke pou rezon medikal, oswa te mouri pandan li te nan Lame? Si wi, ki divizyon Lame? _____
Wi	Non	Anplwaye nan endistri agrikilti oswa endistri lapèch nenpòt lè diran twa anne ki sot pase yo?

Èske elèv-la:					
Wi	Non	Gen yon plan, 504 plan?	Wi	Non	Double (refè menm klas-la - *grade*)?
Wi	Non	Nan yon pwogram ESOL?	Wi	Non	Nan yon pwogram edikasyon adomisil - *home education program?*
Wi	Non	Nan yon pwogram edikasyon esepsyonèl - *Exceptional Student Education ESE?*	Wi	Non	Kondane pou yon krim (felony)?
Wi	Non	Nan yon pwogram magnet?	Wi	Non	Yo te espilse elèv-la, mete l deyò?

Non lekòl elèv-la te ale anvan	**Vil/Leta/Peyi**	**Pou konben anne**	**Klas - *Grade***	**Ki kalite lekòl**
				Piblik Prive Ansèyman lakay

Mwen sètifye ransèyman mwen bay anwo-a kòrèk epi vre. Nan ka mwen ta vin chanje non, adrès oswa telefòn, mwen va notifye alekri direksyon lekòl-la nan dis (10) jou. Mwen konprann si yo jwenn paran yon elèv depoze fo papye e bay fo ransèyman pou anwole elèv-la nan yon lekòl ki pa zòn-ni, yo va retire elèv-la touswit epi paran-an dwe al anwole pitit-li nan lekòl ki apwopriye nan zòn kay-li oswa swiv pwosedi transfè nan yon lòt lekòl. Mwen li epi konprann mwen dwe soumèt dokiman kòrèk kòm prèv adrès rezidansyèl, konfòmeman ak politik epi regleman School Board Policy 5.1. Lwa Florida Statutes §837.06 espesifye klèman nenpòt moun ki konsyamman fè yon fo deklarasyon alekri nan lentansyon twonpe vijilans yon anplwaye nan fonksyon ofisyèl-li, moun sa koupab yon deli dezyèm degre. Lwa Leta Florid, Statutes §92.525, espesifye klèman nenpòt moun ki konsyamman fè yon fo deklarasyon anba sanksyon fo sèman, moun-la koupab krim *perjury* sou fo deklarasyon alekri. Se yon krim (feloni) twazyèm degre.

Ekri an lèt detache Non Paran k'ap enskri elèv-la	**Siyati Paran k'ap enskri elèv**	**Dat**

Office Use Only				
Immunization Form 680	Health Exam	Medical Exemption: Religious Medical Temporary (date): _____		Back to School Forms Provided
Proofs of Residency	Shared Housing Form	HEART Form(s)	504 ESOL ESE (Disability): ____	School Records: Requested Received
Acting Parent Form	Temporary Custody	Reassignment (Code): _____	Proof of Birth Date (Specify document): _____	

Office Use Only					
Student Name: _____	Student #: _____	School/Teacher: _____	Date: _____	Grade Level: ____	Entry Code: ____

BROWARD County Public Schools (Established 1915)

Formulário de Matrícula Estudantil

Somente o pai/responsável (F.S. §1000.21(5)) que matricular o aluno (i.e., preencher este formulário) pode retirar o aluno de sua escola atual, a menos que haja documentação de circunstâncias atenuantes indicando o contrário. Se houver mudanças nas informações abaixo, o pai/responsável tem a responsabilidade de notificar a escola por escrito no prazo de 10 dias de aula. As informações pessoais fornecidas neste formulário serão mantidas confidenciais (em uma área protegida) e somente usadas e divulgadas pela equipe da escola e do distrito se absolutamente necessário.

Sobrenome do Aluno (Legal)	Sufixo	Nome (Legal)	Nome do Meio	Nome Social	
Endereço Residencial Principal do Aluno	**Apto**	**Cidade**	**Estado**	**CEP**	**Gênero**
					☐ Masculino ☐ Feminino
Telefone Residencial	**Telefone Celular do Aluno**		**Endereço de E-mail do Aluno**		
SSN *Não é necessário para matrícula ou graduação. O F.S. §1008.386 requer que o SBBC solicite o SSN para seu sistema de gerenciamento de informações.	**Data em que o Aluno Entrou na Escola pela Primeira Vez nos EUA**	**Data de Nascimento**	**Local de Nascimento (Cidade/Estado/País)**		

O Aluno Mora Com		Etnia	Raça (Assinalar todas as opções aplicáveis)	
☐ Um dos Pais	☐ Tutor Legal	☐ Não Hispânico ou Não Latino	☐ Branco	☐ Nativo Americano/Nativo do Alasca
☐ Ambos os Pais (mesmo endereço)	☐ Estudante Independente	☐ Hispânico ou Latino	☐ Negro/Afro-Americano	☐ Nativo Havaiano/Ilhéu do Pacífico
☐ Ambos os Pais (endereços diferentes)	☐ Outro: _____		☐ Asiático	

Sobrenome do Pai/Mãe Registrante (Legal)	Sufixo	Nome (Legal)	Carteira de Motorista	Relação com o Estudante
Telefone do Trabalho do Pai/Mãe Registrante	**Telefone Celular do Pai/Mãe Registrante**		**Endereço de E-mail do Pai/Mãe Registrante**	
Sobrenome do Pai/Mãe Não Registrante (Legal)	**Sufixo**	**Nome (Legal)**	**Carteira de Motorista**	**Relação com o Estudante**
Telefone do Trabalho do Pai/Mãe Não Registrante	**Telefone Celular do Pai/Mãe Não Registrante**		**Endereço de E-mail do Pai/Mãe Não Registrante**	

Endereço Residencial do Pai/Mãe Não Registrante	Nº Apto	Cidade	Estado	CEP

Pesquisa de Idioma Materno (Se a resposta for "Sim" a alguma dessas perguntas, o aluno deve fazer o teste de proficiência em inglês.)		
☐ Sim ☐ Não	Fala-se outro idioma em casa que não seja o inglês?	Caso "sim", qual idioma? _____
☐ Sim ☐ Não	O aluno tem um idioma materno que não seja o inglês?	Caso "sim", qual idioma? _____
☐ Sim ☐ Não	O aluno fala outro idioma com mais frequência que não seja o inglês?	Caso "sim", qual idioma? _____

Somerset Academy Hollywood Middle School #5419

Office Use Only					
Student Name: _____	Student #: _____	School/Teacher: _____	Date: _____	Grade Level: ___	Entry Code: ___

A residência principal do aluno é: (Favor assinalar uma opção)	
☐ ***de propriedade*** do pai/responsável.	☐ ***compartilhada*** com alguém por escolha (<u>não</u> devido a dificuldades financeiras), com uma Declaração Juramentada de Habitação Compartilhada válida.
☐ ***alugada***, com contrato válido de aluguel. Data de Vencimento: _____	☐ ***compartilhada*** com alguém por motivo de perda de moradia, dificuldade financeira ou motivo semelhante. (Qualificável para McKinney-Vento)

A residência principal do aluno é:		**O aluno mora <u>ou</u> um dos pais trabalha em:**	
☐ Sim ☐ Não	Espaço público, qualquer tipo de veículo, estação de ônibus ou trem, prédio abandonado, habitação precária ou ambiente semelhante?	☐ Sim ☐ Não	Habitação de aluguel baixo (tal como habitação subsidiada de Seção 8)?
☐ Sim ☐ Não	Abrigo provisório/de emergência?	☐ Sim ☐ Não	Terras indígenas?
☐ Sim ☐ Não	Hotel/motel, área de trailers ou área de acampamento devido à falta de alternativas de alojamento adequado?	☐ Sim ☐ Não	Propriedade federal, instalação militar de propriedade federal ou propriedade da NASA?

É um dos pais:	
☐ Sim ☐ Não	Um membro ativo dos serviços uniformizados, incluindo a Guarda Nacional e Reserva? Caso sim, qual divisão?_____
☐ Sim ☐ Não	Um veterano, dispensado por razões médicas, ou morreu durante o serviço ativo nos serviços uniformizados? Caso sim, qual divisão? _____
☐ Sim ☐ Não	Empregado em agricultura ou indústria de pesca em algum momento nos últimos três anos?

O aluno já foi ou esteve alguma vez:			
☐ Sim ☐ Não	Em um plano 504?	☐ Sim ☐ Não	Reprovado (repetiu a mesma série)?
☐ Sim ☐ Não	Em um programa de ESOL?	☐ Sim ☐ Não	Em um programa de educação domiciliar?
☐ Sim ☐ Não	Em Educação de Estudantes Excepcionais (ESE)?	☐ Sim ☐ Não	Condenado por um crime doloso?
☐ Sim ☐ Não	Em um programa Magnet?	☐ Sim ☐ Não	Expulso da escola?

Nome da Escola Anterior	Cidade/Estado/País	Período de Frequência	Série	Tipo
				☐ Pública ☐ Privada ☐ Educação Domiciliar

Ao que me consta, as informações acima estão corretas e completas. Em caso de mudança de nome, endereço ou telefone, notificarei a escola por escrito no prazo de dez (10) dias. Compreendo que o aluno cujo pai for identificado, após investigação adequada, por ter apresentado informações fraudulentas com o intuito de matricular o aluno em uma escola na qual ele não havia sido alocado, será imediatamente retirado da escola e o pai deverá matriculá-lo em sua escola designada, ou seguir os procedimentos de realocação. Li e compreendi que devo apresentar documentação adequada de comprovante de residência, de acordo com a Política 5.1 do Conselho Escolar. O Estatuto da Flórida §837.06 estabelece que quem conscientemente prestar uma declaração falsa por escrito, com a intenção de lograr um servidor público no desempenho de suas funções oficiais, será culpado de um delito de segundo grau. O Estatuto da Flórida §92.525 estabelece que quem conscientemente prestar uma declaração falsa sob penas de perjúrio é culpado do crime de perjúrio pela declaração falsa por escrito, um crime doloso de terceiro grau.

Nome do Pai/Mãe Registrante em Letra de Forma	Assinatura do Pai/Mãe Registrante	Data

Office Use Only				
☐ Immunization Form 680	☐ Health Exam	Medical Exemption: ☐ Religious ☐ Medical ☐ Temporary (date): _____		☐ Back to School Forms Provided
☐ Proofs of Residency	☐ Shared Housing Form	☐ HEART Form(s)	☐ 504 ☐ ESOL ☐ ESE (Disability): ____	School Records: ☐ Requested ☐ Received
☐ Acting Parent Form	☐ Temporary Custody	☐ Reassignment (Code): _____	☐ Proof of Birth Date (Specify document): _____	

APPENDIX P

Organizational Performance

Attachment: Discipline Reporting (Each Category, Prior 5 Years)

Current School Year: 2017/2018

Discipline Action Detail

Reporting Schl: SOMERSET ACAD HOLLYWOOD MIDDLE - 5419

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2017 **CSCHL: SOMERSET ACAD HOLLYWOOD MIDDLE - 5419** **SCHL TOTAL: 1**

ACTION: E3 - EXTERNAL SUSPENSION - 3 DAYS **ACTION TOTAL: 1**

ACTION DATE: 05/09/17 EVENT: 17084043 SCHL: 5419 E DATE: 05/09/17 E TIME: 09:30 EDS: 06 E SCHL: 5419 CON: 1 WHERE: 1
LOC: OFND: S LAW: N RPT BY: 272 AMBROSE THADDEUS CASE NBR:

Stdt Nbr	Student Name	SP	Birth	CSchl	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
			07/15/05	5419	07		272 AMBROSE THADDI		5419	3	06	SB UNRULY/DISRUPTIVE BEHAVIOR

APPENDIX Q

Organizational Performance Attachment: Comprehensive Emergency/Evacuation Plans

General Information

School Counts		Schedule						
			Start Hr	Start Min	Am/Pm	End Hr	End Min	Am/Pm
ID	SOMERSET ACADEMY HOLLYWOOD CHARTER MIDDLE	School	07	45	AM	02	50	PM
		Lunch	11	35	AM	1	05	PM
Student Count	19	After School	2	50	PM	06	30	PM
Staff Count	23	Community School						

Campus School Resource		Resident Campus Security	
Officer Name	Agency	Officer Name	Agency
Daniel Olivares	Miramar Police Department	Dennis Colindres	Somerset Academy Security

Fire			Police		
Fire Rescue, City of Miramar	9545551212	N/A	Corlette Hampton	9546024325	champton@miramarpd.org

Automated External Defibrillator (AED) Machines			
Machines Current	Location-FISH#	Posters Current	Certified Personnel
Yes	Front Office	Yes	Administration, front office and security personnel.

Emergency Kit/Bag Location (Fish#)	Front office		
Personnel trained for STAR?	Administration, front office and security personnel.		
Threat Assessment Personnel	Administration, front office and security personnel.		
CPR/Heimlich Personnel	Administration, front office and security personnel.		
Administer Epi-Pen?	Yes	Hall Monitors?	Yes
Emergency Drill Planned	Yes	Trained for Crime?	No
Site Assessment Date	9/29/2017	Review Date Hurricane	9/29/2017

Campus/Building Information

Total square footage of campus?	N/A
Number of floors for instructional or administrative building?	2
Number of stairwells in administrative building	8
Describe location (FISH#) of campus elevators	Near Northwest stairwell of Building D.
Number of portables and/or modulars	No
Describe campus pool location	N/A
Describe pool safety procedures	N/A
Where is electrical control panel for administrative building (FISH#)?	Northwest corner of the building; the cafeteria.
Where is the fire box in the administrative building (FISH#)?	Northwest corner of the building; the cafeteria.
Where is the gas/oil shutoff in the building (FISH#)?	N/A
Where is the water shutoff in the building (FISH#)?	N/A
Where are the shut-off controls for the central air units? (FISH#)	The same location as units.
Where are the chemicals/controlled substances used for science lab? (FISH#)	Room D215
Where are hazardous materials used by custodians? (FISH#)	Southwest corner of Building C.
Where are hazardous materials used by pool maintenance? (FISH#)	N/A

Safe Team

	Name	Backup 1	Backup 2
School Incident Commander	Patrick McMillan	Detroi Halliday	
Student Parent Reunion Coordinators	Geyler Herrera	Sonia Andreu	
Student Supervision Coordinators	Erika Mincey	Merrisa Bailey	
SAFE Team Leaders	Athena Guillen	Geyler Herrera	
Facilities Materials Coordinators	Tommy Van Doren	Dennis Colindres	
First Aid Coordinators	Kimberly Hepburn	Donna Major	

Emergency Communication

School	SOMERSET ACADEMY HOLLYWOOD CHARTER MIDDLE SCHOOL
Consulted SIU Website for Emergency Communication updates?	Yes
Reviewed Emergency Communication Code updates with staff?	Yes
Public announcement system fully operational?	Yes
Are hand held radios operational for emergency staff?	Yes
Are megaphones operational?	Yes
If electrical power, school telephones and primary communication is interrupted, what alternative communication procedures are available	Color cards are used in place of lost communication.
Trained person 1 in parent link system	Erika Mincey
Trained person 2 in parent link system	Geyler Herrera
Trained person 3 in parent link system	Athena Guillen

After School Program

Provider Name	Somerset Academy, Inc.
School Name	SOMERSET ACADEMY HOLLYWOOD CHARTER MIDDLE SCHOOL
School Address	9300 Pembroke Road, Miramar, FL 33025
School Phone	954-435-1570
School Fax	954-435-1571
Describe nearest main crossroads to this school if an emergency occurs	Douglas Road and Pembroke Road

Principal	Athena Guillen	**Main Number**	954-435-1570	**Cell Number**	786-853-1924	**Fax Number**	
Vice Principal	Geyler Herrera	**Main Number**	954-435-1570	**Cell Number**	305-345-0820	**Fax Number**	
Provider Main Information		**Main Number**		**Cell Number**		**Fax Number**	
First Emergency Contact	Athena Guillen	**Main Number**	954-435-1570	**Cell Number**	786-853-1924		
Second Emergency Contact	Geyler Herrera	**Main Number**	954-435-1570	**Cell Number**	305-345-0820		
Local Police Contact	Corlette Hampton	**Main Number**	954-602-4325	**Cell Number**			
Child Abuse and Neglect		**Main Number**		**Cell Number**			
Child Abuse and Neglect (SBBC)		**Main Number**		**Cell Number**			
SIU SBBC		**Main Number**		**Cell Number**			
School Resource Officer	Daniel Olivares	**Main Number**		**Cell Number**	954-688-5058		
Before and After School Child Care		**Main Number**		**Cell Number**			

Part 6.Critical Incidents

Based on the critical incidents in the Critical Resource Manual (CR M), please provide a written description explaining your specific school plan for the following school emergencies. Your CRM will provide suggestions of procedures, however in collaborating with local law and fire departments your procedures may vary.

I. Behavioral Emergencies- The school administer designee goes to area of incident. Depending on size of altercation and number of persons involved. Intercom announcement may be appropriate. Teachers or other support personnel available shall immediately respond as needed to assist. Loudly give order to "Clear the Area" for those not involved. Separate and protect violators/participants. Determine if any weapons are involved and secure them. Call 911, Special Investigative Unit and police/medical if needed. If incident is over, bring participants to font office. Identify victims and offer immediate first aid as needed. Identify and document witnesses and obtain statements. Notify parents as needed. Secure, visitors from coming on campus until situation is returned to normal. School administrator in charge should initiate school discipline process. SRO should be contacted to determine if criminal charges are to be filed. **Battery on Bus** Bus driver prepares formal statement. Provide copy of video to police.

2. Bomb Threat - See Bomb Threat Checklist. Recipient of call: Immediately write what "caller says. Remain calm, police: listen, never interrupt, and complete checklist and initiate call trace (if possible). - CALL 911: Request law enforcement and bomb squad response, if applicable. Immediately notify principal designee & SRO. Administrator directs PA Call for "Code Black". EVACUATE SCHOOL IMMEDIATELY - NO OPTION. Place second 911 call with additional information and command post location. Instruct staff not to lock classrooms and take class emergency information/rosters. Instruct students to take only items in their possession (including book bags). NO LOCKER or BATHROOM STOPS. DO NOT TOUCH SUSPICIOUS ITEM. Remember their exact location: report them. Notify Area Superintendent and Special Investigative Unit. Do not use radios, cord less phones, cell phones, or computers-only principal/designee may use cell phone outside. All students should be staff-supervised. Dismissed students may not return to classrooms if school is closed. Principal with input from law enforcement. Special Investigative Unit and fire rescue on-scene will determine "all clear" return to classrooms. Principal follow up on call tracing. Check absentee list for discipline actions. Conduct appropriate follow-up investigation. Support Appendix #77- Record Keeping Process and Procedures for Critical Incident Response Reports and Training

Documentation. Support Appendix #71 - Emergency Phone Numbers Critique incident with school staff.

3. Chemical & Biological Incidents (Terrorism) - On-site release: evacuate affected area of all students, staff, and other personnel. Shut down HVAC system if appropriate. Restrict access to the affected area to authorized personnel, only. Establish accountability for occupants. Maintain security until help arrives. Off-site: If toxic vapor cloud threatens campus, bring/keep all students, staff, and other personnel inside. Shut down HVAC system. Dial 911 if credible threat to life or health exists. Contact maintenance communication, and Area Superintendent and Special Investigative Unit. If school personnel have required training and PPE to properly respond to release, allow initial assessment and corrective actions. Otherwise wait for trained and equipped personnel to arrive. Coordinate continued accountability for occupants through resumption of normal school operations. Immediately document sequence of events surrounding incident. Provide preliminary report to Area Superintendent and Public

Affairs Office. Ensure documentation of all reported injuries or illnesses. Prepare letter to be sent to student's home. Prepare final report of incident. Modify written action plans based on lessons learned.

4 . Civil Disturbance - This condition exists whenever a(n) unauthorized person(s) comes onto the school grounds with the intent of disrupting the orderly operation of the school. This means classrooms and administrative areas. This condition also exists whenever large groups of students leave their assigned areas, in mass, without the permission of the school administration, for the purpose of disrupting the order process of the school. Use established CODE WORDS for intruder or lock down. Greet and escort unfamiliar visitors to the front office for a pass. Inquire as to a person's business on the camp us. If person becomes hostile or you feel threatened, go to the nearest classroom and call the front office, keeping the person in sight. Administrator in charge should respond to the area. Once again, determine if a friendly approach can be made. Ask the person to leave. Call school resource officer. If they refuse to leave, call 911 and Special Investigative Unit. Administrator calls for lock down, if appropriate. Allow police, Special Investigative Unit to handle the intruder. Notify teachers campus is secure.

Issue trespass warning or warning that behavior is unlawful disruption of a school unction as needed. Re-address security procedures. Support Appendix #70-Chain of Command Support Appendix # 77-Record Keeping Process and Procedures for Critical Incident Response Reports and Training Documentation. Critique incident.

5. Crisis Intervention -

6. Fire- Contact Fire Department via 911. Evacuate all students to safe area. Sound alarm. Determine if fire is small enough to attempt to extinguish with available extinguisher. Using the correct type of extinguisher, attempt to extinguish the fire. If after attempting to extinguish fire, it is determined that fire is too large or can't be extinguished with available extinguisher, evacuate. Initiate nearest fire pull station. Describe location, conditions, and actions being taken. PERSON ON FIRE: Smother fire by rolling victim on ground, by water deluge, or as last resort by fry chemical fire extinguisher. WARNING - DO NOT: use water on electrical fires, attempt to fight fires involving toxic chemicals or strong oxidizers, or attempt to fight fires involving explosives. Have expended fire extinguishers recharged as soon as possible. Summary of personnel actions and written action plans. Complete written report of actions and forward to Area Superintendent and Office of Safety Management. Support Appendix #77-Record Keeping Process and Procedures for Critical Incident Response Reports and Training Documentation.

Critique incident.

7. Hazardous Materials - On-site release: evacuate affected area of all students, staff, and other personnel. Shut down HVAC system, if appropriate. Restrict access to the affected area to authorized personnel only. Establish accountability for occupants. Maintain security until help arrives. Off-site: If toxic vapor cloud threatens campus, bring/keep all students, staff, and other personnel inside. Shut down HVAC system. Dial 911 if credible threat to life or health exists. Contact maintenance communication and Area Superintendent and Special Investigative Unit. If school personnel have required training and PPE to properly respond to release, allow initial assessment and corrective actions. Otherwise, wait for trained and equipped personnel to arrive. Coordinate continued accountability for occupants through resumption of normal school operations. Immediately document sequence of events

surrounding incident. Provide preliminary report to Area Superintendent and Public Affairs Office. Ensure documentation of all reported injuries or illnesses. Prepare letter to be sent to student's home. Prepare final report of incidents. Modify written action plans based on "lessons learned'. Support Appendix #70-Chain of Command. Support Appendix #77-Record Keeping Process and Procedures for Critical Incident Response Reports and Training Documentation. Critique incident.

8. Hostages - Once information is obtained, call 911. Evacuate students to safety - use LOCK DOWN CODE, when necessary. Obtain as much descriptive information for police as possible names of person(s) involved, location of incident weapons(s) involved, description of person, layout of school if person(s) involved is a student or students, or school personnel and be prepared to provide as much information as possible to police upon arrival. Notify Area Superintendent, Special Investigative Unit and Community Relations. All non-involved students should be escorted to a safe area. Wait for police. Do not try to intervene or confront. Activate command center and assemble counseling team. Students should not be released until debriefed and accounted for. Teachers to create roster of students accounted for. Find staff and other students familiar with hostages or hostage taker who can help police. Notify parents or family. Release students to parents only after documented on roster in written form. Prepare written information with Community Relations Department Representative. Prepare for student dismissal and or large amount of parent pick-up. Prepare letter to parents. Support Appendix #77-Record Keeping Process and Procedures for Critical Incident Response Report and Training Documentation. Critique incident.

9. Illness and/or Injury -Minor Accidents: Any time a student receives a minor injury, the teacher on duty shall call for a campus advisor to accompany the students to the clinic for first aid. Clinic personnel will normally notify parents/guardians in the case of minor injuries related to accidents. Injuries related to violations of the Code of

Student Conduct and Discipline will be reported to the parents/guardians and the principal or designee.

First Aid: Where there is some degree of injury, but not requiring emergency medical treatment, the staff member will request assistance from a qualified first-aid person located in the building. The teacher or first-aid giver will notify the principal as soon as possible of the injuries. The principal or designee will immediately contact the parents/guardians of the injury. Based upon a determination made the principal aml1or parent, the injured student may be transported to the hospital. Depending on the degree or injury and the desire of the parent/guardian, one of the following procedures will be used to transport the student to the hospital or other medical facility. The parent may come to the school and transport the student. The parent may choose to meet the child at the hospital and the student would be transported by the Broward school staff. The student may be transported by ambulance and the parents would be asked to meet the ambulance at the hospital. Notify Area office, notify SIU, and check with student and family. Review procedures.

I0. Medical Emergencies- Front office is notified via radio, intercom or send a student. Responsible adult or teacher stays with student/person. Call 911 if appropriate. Secure the area. DO NOT move person unless you have to. Notify parent or emergency contact. Assistance is sent to the scene from front

office. Names or persons involved or witnesses are obtained. Copy of emergency card is sent with EMS and Administrator to Hospital. Maintain secured area for evidence. Photograph area w here accident/injury occurred. Notify Area Superintendent. Notify Special Investigative Unit. Notify community relations. Hazardous waste cleanup if needed by district maintenance. Principal meets with parents/relatives of employee/student. Principal reviews and investigates injury/accident. Completes report. Changes made if necessary. Debriefs staff and students, as needed. Follow-up letters sent home, as needed. Support Appendix #70-Chain of Command. Support Appendix #77-Record Keeping Process and Procedures for Critical Incident Response Reports and Training Documentation. Critique incident for improvements.

11 . Perimeter control during emergency- Administrators/faculty staff must gain control of the situation. Resource officer contacted if available. Local law enforcement, as needed. Teachers assist with ensuring safety of other students. Attempt to deescalate situation or additional incidents by: presence, verbal commands, and physical control. Isolate students involved in the incident by directing others away from area. Determine problem with student. Notify parent or contact persons. Allows cool-down time as student is isolated from others. Gain control and resume normal activities. Call Special Investigative Unit.

12. School Bus Accidents - Call 911. School staff learns of condition of driver and students so proper number of school personnel go to the scene immediately. Personnel go to the bus site with emergency kit. Upon arrival, immediately call the school to advise school personnel of the situation and what, if any, additional help is needed. Office calls Area Superintendent and Special Investigative Unit. Administrator on site assigned on-scene task: record names of injured and where transported, put name tags on students going to the hospital, log students leaving the scene and with whom did they go, get signatures from parents, assist police and medical personnel first, assign school staff to stay with children and go to the hospital with ambulance. This will vary if it is a field trip. Spokesperson utilize onsite media or calls the media to get out correct information and dispel parent fears. Counselors notify by office staff requested to help at hospital site. Designate specific media area, rope off. If the accident happens while on a field trip, the non-injured chaperons, teachers act as the crisis team until the school staff can arrive. Administrator in charge communicates with emergency personnel onsite and eventually at the hospitals as to the status and location of all persons.

13. . Student Sign In/Out (S.T.A.R.) - Student sign in/out is done through main office. Visitors are granted access to our campus through our manned-security gate.

14.

Technology Utilization (tech equipment used in emergency situations. etc .)

15.

Visitor/Intruder - Visitors are granted access to our campus through our manned-security gate. At this point, they must report to the administrative office where they obtain a pass. The process by which passes are issues proceeds as follows: visitors much supply a valid government issued form of identification, their information is screen against Florida sexual predator database. If an unfamiliar person is found on campus, the following procedure is followed: greet and escort unfamiliar person to the front office for a pass and sign in. Inquire as to the persons business on campus. If the person becomes hostile or you feel threatened go to the nearest classroom and call the front office and notify the police. Keep the person in sight. Administrator in charge should respond to the area and ask the person to leave. If subject is not cooperative, call 911. If applicable, administrator calls for a lock down if appropriate. Allow police to handle the intruder. Notify Area Superintendent and Special Investigative Unit.

16. Weapons found on campus - This is primarily a law enforcement ACTION MATTER. Person(s) who find the unattended firearm weapon reports it immediately to an administrator while maintaining visual contact with weapon to ensure students to not gain access. Secure the area from students. Notify school resource officer or local law enforcement. They take possession of weapon. Notify Special Investigative Unit. Locate, identify and document any witnesses.

17. Weather Emergencies- Monitor the Public Broadcasting System and the NOAA Weather Alert. Place adult watchers outside to monitor the storm. Evacuate all students and personnel from the lower floors and interior areas. If there are severe lightning strikes the principal should wait for this hazard to pass before allowing students to get on busses. Notify district public information officer. Notify safety department. Notify Special Investigative Unit.

Post Emergency

Do protocols exist for mental health and counseling needs	Yes	
Support Staff have reviewed Crisis Recovery from Critical Resource Manual	Yes	
Contact for coordinating counseling efforts	Merrisa Bailey	
Community Agencies' Mental health resources are accessible?	Yes	
List staff protocols for stress reduction strategies/post-trauma counseling		
List general protocols to address student post-trauma counseling		
List mental health/counseling follow-up protocols for post-traumatic events		
Critical Incident resources used to service students, staff, and parents	☑ Student Support Svcs	☐ Employess Assitance Program
	☑ Hospital	☐ Local Clergy
	☐ District Social Worker	☐ SIU
	☑ Psychology Services	☐ District Counselor

Prevention Preparedness

School	SOMERSET ACADEMY HOLLYWOOD CHARTER MIDDLE
Staff trained in Physical Restraint Skills (PCM Admin, Security only)?	Yes
Do you have an Active Youth Crime Watch?	No
Do you have Silence Hurts Posters?	No
Do you have a Tip/Suggestion Box?	Yes
Describe your School Substance Abuse Prevention Program?	N/A
Describe your Classroom and/or Behavior Management Program?	N/A
List any other Prevention Oriented Curriculum	N/A

Limited Mobility Students

Does site have limited mobility students enrolled?	Yes	
Staff Designee	Dennis	Colindres
Staff Designee Alternate	Detroi	Halliday
List fire rescue areas (ADA standards) for LM Student evacuation	Main corridor to front gate, or main corridor to rear gate.	
Do you have a list of LMS students available?	Yes	
Where is this list located?	Front Office.	
Is there an established evacuation location(s) for LMS students?	Yes.	

Lockdown

School	SOMERSET ACADEMY HOLLYWOOD CHARTER MIDDLE SCHOOL		
When is "Staff Development" provided to faculty to review lockdown procedures?	Early Release		
List dates (1 required) of staff development	8/21/2017		
Substitute teachers informed of lockdown procedures?	Yes		
Describe plan for informing substitutes	Substitute meets with head of security to discuss lockdown procedures		
Students informed of lockdown procedures?	Yes		
Describe plan for informing students	Students are informed about lockdown procedures by their homeroom teacher.		
Parents informed of lockdown procedures?	Yes		
Describe plan for informing parents	Parent link and the school website are used to disseminate lockdown information.		
Collaboration with Fire Dept for lockdown?	No	**Date**	11/6/2017
Collaboration with Police Dept for lockdown?	No	**Date**	11/6/2017
Collaborated with SIU regarding lockdown procedures?	No		
School administration knows to file "After Action Report" (AAR) within 72 hours to Area Office and SIU Investigator?	Yes		

Evacuation

School	Somerset Academy Hollywood Charter Middle
When is "Staff Development" provided for off-site evacuation procedures?	
List dates (1 required) of staff development	
Substitute teachers informed of evacuation procedures?	
Describe plan for informing substitutes	
Students informed of evacuation procedures?	
Describe plan for informing students	
How are parents informed of evacuation procedures?	
Describe plan for informing parents	
Collaboration with Fire Dept for lockdown?	
Collaboration with Police Dept for lockdown?	
Collaborated with SIU regarding lockdown procedures?	
School administration knows to file "After Action Report" (AAR) within 72 hours to Area Office and SIU Investigator?	
1st Off-Site Location	
Contact	
Address	
Phone	
2nd Off-Site Location	
Contact	
Address	
Phone	

Critical Incidents

Behavioral Emergencies	The school administer designee goes to area of incident. Depending on size of altercation and number of persons involved. Intercom announcement may be appropriate. Teachers or other support personnel available shall immediately respond as needed to assist. Loudly give order to "Clear the Area" for those not involved. Separate and protect violators/participants. Determine if any weapons are involved and secure them. Call 911, Special Investigative Unit and police/medical if needed. If incident is over, bring participants to font office. Identify victims and offer immediate first aid as needed. Identify and document witnesses and obtain statements. Notify parents as needed. Secure, visitors from coming on campus until situation is returned to normal. School administrator in charge should initiate school discipline process. SRO should be contacted to determine if criminal charges are to be filed. **Battery on Bus** Bus driver prepares formal statement. Provide copy of video to police.
Bomb Threat	: Immediately write what "caller says. Remain calm, police: listen, never interrupt, and complete checklist and initiate call trace (if possible). -CALL 911: Request law enforcement and bomb squad response, if applicable. Immediately notify principal designee & SRO. Administrator directs PA Call for "Code Black". EVACUATE SCHOOL IMMEDIATELY - NO OPTION. Place second 911 call with additional information and command post location. Instruct staff not to lock classrooms and take class emergency information/rosters. Instruct students to take only items in their possession (including book bags). NO LOCKER or BATHROOM STOPS. DO NOT TOUCH SUSPICIOUS ITEM. Remember their exact location: report them. Notify Area Superintendent and Special Investigative Unit. Do not use radios, cord less phones, cell phones, or computers-only principal/designee may use cell phone outside. All students should be staff-supervised. Dismissed students may not return to classrooms if school is closed. Principal with input from law enforcement. Special Investigative Unit and fire rescue on-scene will determine "all clear" return to classrooms. Principal follow up on call tracing. Check absentee list for discipline actions. Conduct appropriate follow-up investigation. Support Appendix #77- Record Keeping Process and Procedures for Critical Incident Response Reports and Training

Chemical Biological	On-site release: evacuate affected area of all students, staff, and other personnel. Shut down HVAC system if appropriate. Restrict access to the affected area to authorized personnel, only. Establish accountability for occupants. Maintain security until help arrives. Off-site: If toxic vapor cloud threatens campus, bring/keep all students, staff, and other personnel inside. Shut down HVAC system. Dial 911 if credible threat to life or health exists. Contact maintenance communication, and Area Superintendent and Special Investigative Unit. If school personnel have required training and PPE to properly respond to release, allow initial assessment and corrective actions. Otherwise wait for trained and equipped personnel to arrive. Coordinate continued accountability for occupants through resumption of normal school operations. Immediately document sequence of events surrounding incident. Provide preliminary report to Area Superintendent and Public Affairs Office. Ensure documentation of all reported injuries or illnesses. Prepare letter to be sent to student's home. Prepare final report of incident. Modify written action plans based on lessons learned.
Civil Disturbance	This condition exists whenever a(n) unauthorized person(s) comes onto the school grounds with the intent of disrupting the orderly operation of the school. This means classrooms and administrative areas. This condition also exists whenever large groups of students leave their assigned areas, in mass, without the permission of the school administration, for the purpose of disrupting the order process of the school. Use established CODE WORDS for intruder or lock down. Greet and escort unfamiliar visitors to the front office for a pass. Inquire as to a person's business on the camp us. If person becomes hostile or you feel threatened, go to the nearest classroom and call the front office, keeping the person in sight. Administrator in charge should respond to the area. Once again, determine if a friendly approach can be made. Ask the person to leave. Call school resource officer. If they refuse to leave, call 911 and Special Investigative Unit. Administrator calls for lock down, if appropriate. Allow police, Special Investigative Unit to handle the intruder. Notify teachers campus is secure.Issue trespass warning or warning that behavior is unlawful disruption of a school unction as needed. Re-address security procedures. Support Appendix #70-Chain of Command Support Appendix # 77-Record Keeping Process and Procedures for Critical Incident Response Reports and Training Documentation. Critique incident.
Crisis Intervention	N/A

Fire	Fire- Contact Fire Department via 911. Evacuate all students to safe area. Sound alarm. Determine if fire is small enough to attempt to extinguish with available extinguisher. Using the correct type of extinguisher, attempt to extinguish the fire. If after attempting to extinguish fire, it is determined that fire is too large or can't be extinguished with available extinguisher, evacuate. Initiate nearest fire pull station. Describe location, conditions, and actions being taken. PERSON ON FIRE: Smother fire by rolling victim on ground, by water deluge, or as last resort by fry chemical fire extinguisher. WARNING - DO NOT: use water on electrical fires, attempt to fight fires involving toxic chemicals or strong oxidizers, or attempt to fight fires involving explosives. Have expended fire extinguishers recharged as soon as possible. Summary of personnel actions and written action plans. Complete written report of actions and forward to Area Superintendent and Office of Safety Management. Support Appendix #77-Record Keeping Process and Procedures for Critical Incident Response Reports and Training Documentation. Critique incident.
Hazardous Materials	On-site release: evacuate affected area of all students, staff, and other personnel. Shut down HVAC system, if appropriate. Restrict access to the affected area to authorized personnel only. Establish accountability for occupants. Maintain security until help arrives. Off-site: If toxic vapor cloud threatens campus, bring/keep all students, staff, and other personnel inside. Shut down HVAC system. Dial 911 if credible threat to life or health exists. Contact maintenance communication and Area Superintendent and Special Investigative Unit. If school personnel have required training and PPE to properly respond to release, allow initial assessment and corrective actions. Otherwise, wait for trained and equipped personnel to arrive. Coordinate continued accountability for occupants through resumption of normal school operations. Immediately document sequence of events surrounding incident. Provide preliminary report to Area Superintendent and Public Affairs Office. Ensure documentation of all reported injuries or illnesses. Prepare letter to be sent to student's home. Prepare final report of incidents. Modify written action plans based on "lessons learned'. Support Appendix #70-Chain of Command. Support Appendix #77-Record Keeping Process and Procedures for Critical Incident Response Reports and Training Documentation. Critique incident.

Hostages	Once information is obtained, call 911. Evacuate students to safety - use LOCK DOWN CODE, when necessary. Obtain as much descriptive information for police as possible names of person(s) involved, location of incident weapons(s) involved, description of person, layout of school if person(s) involved is a student or students, or school personnel and be prepared to provide as much information as possible to police upon arrival. Notify Area Superintendent, Special Investigative Unit and Community Relations. All non-involved students should be escorted to a safe area. Wait for police. Do not try to intervene or confront. Activate command center and assemble counseling team. Students should not be released until debriefed and accounted for. Teachers to create roster of students accounted for. Find staff and other students familiar with hostages or hostage taker who can help police. Notify parents or family. Release students to parents only after documented on roster in written form. Prepare written information with Community Relations Department Representative. Prepare for student dismissal and or large amount of parent pick-up. Prepare letter to parents. Support Appendix #77-Record Keeping Process and Procedures for Critical Incident Response Report and Training Documentation. Critique incident.
Illness Injury	Minor Accidents: Any time a student receives a minor injury, the teacher on duty shall call for a campus advisor to accompany the students to the clinic for first aid. Clinic personnel will normally notify parents/guardians in the case of minor injuries related to accidents. Injuries related to violations of the Code of Student Conduct and Discipline will be reported to the parents/guardians and the principal or designee. First Aid: Where there is some degree of injury, but not requiring emergency medical treatment, the staff member will request assistance from a qualified first-aid person located in the building. The teacher or first-aid giver will notify the principal as soon as possible of the injuries. The principal or designee will immediately contact the parents/guardians of the injury. Based upon a determination made the principal aml1or parent, the injured student may be transported to the hospital. Depending on the degree or injury and the desire of the parent/guardian, one of the following procedures will be used to transport the student to the hospital or other medical facility. The parent may come to the school and transport the student. The parent may choose to meet the child at the hospital and the student would be transported by the Broward school staff. The student may be transported by ambulance and the parents would be asked to meet the ambulance at the hospital. Notify Area office, notify SIU, and check with student and family. Review procedures.

Medical Emergencies	Front office is notified via radio, intercom or send a student. Responsible adult or teacher stays with student/person. Call 911 if appropriate. Secure the area. DO NOT move person unless you have to. Notify parent or emergency contact. Assistance is sent to the scene from front office. Names or persons involved or witnesses are obtained. Copy of emergency card is sent with EMS and Administrator to Hospital. Maintain secured area for evidence. Photograph area w here accident/injury occurred. Notify Area Superintendent. Notify Special Investigative Unit. Notify community relations. Hazardous waste cleanup if needed by district maintenance. Principal meets with parents/relatives of employee/student. Principal reviews and investigates injury/accident. Completes report. Changes made if necessary. Debriefs staff and students, as needed. Follow-up letters sent home, as needed. Support Appendix #70-Chain of Command. Support Appendix #77-Record Keeping Process and Procedures for Critical Incident Response Reports and Training Documentation. Critique incident for improvements.
Perimeter Control	Administrators/faculty staff must gain control of the situation. Resource officer contacted if available. Local law enforcement, as needed. Teachers assist with ensuring safety of other students. Attempt to deescalate situation or additional incidents by: presence, verbal commands, and physical control. Isolate students involved in the incident by directing others away from area. Determine problem with student. Notify parent or contact persons. Allows cool-down time as student is isolated from others. Gain control and resume normal activities. Call Special Investigative Unit.
School Bus	Call 911. School staff learns of condition of driver and students so proper number of school personnel go to the scene immediately. Personnel go to the bus site with emergency kit. Upon arrival, immediately call the school to advise school personnel of the situation and what, if any, additional help is needed. Office calls Area Superintendent and Special Investigative Unit. Administrator on site assigned on-scene task: record names of injured and where transported, put name tags on students going to the hospital, log students leaving the scene and with whom did they go, get signatures from parents, assist police and medical personnel first, assign school staff to stay with children and go to the hospital with ambulance. This will vary if it is a field trip. Spokesperson utilize onsite media or calls the media to get out correct information and dispel parent fears. Counselors notify by office staff requested to help at hospital site. Designate specific media area, rope off. If the accident happens while on a field trip, the non-injured chaperons, teachers act as the crisis team until the school staff can arrive. Administrator in charge communicates with emergency personnel onsite and eventually at the hospitals as to the status and location of all persons.

Student Sign-In/Out	Student sign in/out is done through main office. Visitors are granted access to our campus through our manned-security gate.
Emergency Tech	Technology Utilization (tech equipment used in emergency situations, etc .)
Visitor Intruder	Visitors are granted access to our campus through our manned-security gate. At this point, they must report to the administrative office where they obtain a pass. The process by which passes are issues proceeds as follows: visitors much supply a valid government issued form of identification, their information is screen against Florida sexual predator database. If an unfamiliar person is found on campus, the following procedure is followed: greet and escort unfamiliar person to the front office for a pass and sign in. Inquire as to the persons business on campus. If the person becomes hostile or you feel threatened go to the nearest classroom and call the front office and notify the police. Keep the person in sight. Administrator in charge should respond to the area and ask the person to leave. If subject is not cooperative, call 911. If applicable, administrator calls for a lock down if appropriate. Allow police to handle the intruder. Notify Area Superintendent and Special Investigative Unit.
Weapons Found	This is primarily a law enforcement ACTION MATTER. Person(s) who find the unattended firearm weapon reports it immediately to an administrator while maintaining visual contact with weapon to ensure students to not gain access. Secure the area from students. Notify school resource officer or local law enforcement. They take possession of weapon. Notify Special Investigative Unit. Locate, identify and document any witnesses.
Weather Emergencies	Monitor the Public Broadcasting System and the NOAA Weather Alert. Place adult watchers outside to monitor the storm. Evacuate all students and personnel from the lower floors and interior areas. If there are severe lightning strikes the principal should wait for this hazard to pass before allowing students to get on busses. Notify district public information officer. Notify safety department. Notify Special Investigative Unit.

Action Steps Shared With

☑ Teachers	☑ Counselors	☑ Fire
☐ Custodians	☐ Food Service	☑ Police
☑ Clerical Staff		☑ SRO

Administrator Acknowledgement

Principal	Athena	Guillen
Staff who assist in school development planning	Geyler	Herrera
	Janet	Riesgo
	Erika	Mincey
Administrator Submitting Report	Coretta	Bovastro
Administrator's Title	Dean of Discipline	
Report Date	11/1/2017	
Initials	PLM	
Comment		

APPENDIX R

Organizational Performance Attachment: Staffing Reports

CLIENT:500 USER:P00032026 SCHOOL BOARD OF BROWARD COUNTY, FLORIDA Page: 88
Program:ZHPR_DOE_CHAR_SETUP_TERMS_EMPS LOAD DOE CHARTER/CONTRACTED EMPLOYEE ROSTER FILE FROM TERMS C05 PANEL INFORMATION Date:11/27/17 Time:03:05:10

Locn	Location Name	YR	Pers #	Employee Last	First	StJob	Email	Message
5419	SOMERSET ACAD HOLLYWOOD MIDDLE	18	88888888	RUIZ QUERALT	MARIA DEL CA	51033	Please enter email address on TERMS C05 Panel	verify TERMS C05 ssn, personnel#, state job
5419	SOMERSET ACAD HOLLYWOOD MIDDLE	18	88888888	MCGHEE	ROMANDO	51039	Please enter email address on TERMS C05 Panel	verify TERMS C05 ssn, personnel#, state job

APPENDIX S

Organizational Performance

Attachment: Certification Self-Audits

CHARTER SCHOOL CERTIFICATION SELF-AUDIT (complete and submit to the district Certification Department as an email attachment)

Charter School Location Number: 5419
Charter School Location Name: Somerset Academy Hollywood Charter Middle School
Date audit completed:
Person completing audit:

For help, mouse over the field containing the column title.

Last Name, First Name	DOE#	Certificate Start Date	Certificate End Date	If No Certificate, List Date Certificate Issuance Request Submitted to District	Subject(s) on Certificate	Current Position	Course(s) Currently Assigned: List Course Code Number	Course(s) Currently Assigned: List Course Title	Grade Level(s) Assigned	Out-of-Field for course?	Date Out-of-Field Agreement Approved by Board	(NCLB) Highly Qualified for Course?	If "Yes" for Highly Qualified, Indicate Method
Anthrone, Thaddeus	938988	7/5/2017	8/4/2020	12/14/2017	Social Science 6-12	Civics Teacher	21060260; 21060260; 21000150	Civics & Honors, American Hist	7th	No		Yes	Holds FL cert in subject (except w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Arm and Hovang Mandy	1343889	5/23/2017	5/23/2020	12/14/2017	Music K-12	Music Teacher 6-12	13023200; 21000150/R	Band I; American History	6-12th	Amer Hist.	8/21/2017		
Baldelomar, Elayne	1286875	11/23/2015	11/23/2018	12/14/2017	English 6-12	ELA Teacher Grade 8	10010700; 10010800; 10004101	ELA 3 & Honors; Int. Reading	8th	ESOL	8/21/2017		
Bowastro, Coretta	1099768	7/1/2017	6/30/2022		Bus. Ed 6-12; Math 5-9	Dean of Discipline	2403000M	Leadership Skills Dev.	6 - 12th	No		Yes	Has a passing FL exam for subject (in addition to cert in the subject for most cases - refer to NCLB charts)
Carroll, Daniel	1091125	7/1/2014	6/30/2019		Physical Education K-12	PE Teacher	15080000/15082000/15084000	Fitness	6 - 8th	No		Yes	Has a passing FL exam for subject (in addition to cert in the subject for most cases - refer to NCLB charts)
Cruz, Fernando	1322680	09/28/2016	9/28/2016	12/14/2017	General Science 5 -9	Science Teacher	20020500/20020400/20020700	Science 1 Hon.; Science 1 & 2	6 - 8th	No		Yes	Has a passing FL exam for subject (in addition to cert in the subject for most cases - refer to NCLB charts)
Granville, Alexander	1349583	10/28/2015	10/28/2018	12/14/2017	World Geo; Int Reading 7/8	World Geo, Inten. Reading	21030100/10001OH/10000101	World Geo; Int. Reading 7 & 8	6 - 8th	No			
Howard, Daniella	1238976	7/1/2015	6/30/2018		Mathematics 6 - 12	Math Teacher	12050400/12050400/12050700	Math 2 & Hon., Math 2 & 3	6 - 8th	No		Yes	Holds FL cert in subject (except w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Husband, Kendra	1015417	7/1/2014	6/30/2019		Math 5-9; SS 6-12	Geometry & Algebra I Teacher	12065200/12003200/12004001	Geo Hon; Alg. I Hon; Int. 9/10	6-12th	No		Yes	Has a passing FL exam for subject (in addition to cert in the subject for most cases - refer to NCLB charts)
Jackson, Margaret	963152	7/1/2015	6/30/2020		Music K-12; Ed Leadership	Music Teacher & Testing Coord.	13023200	Band III	6-12th	No		Yes	Has a passing FL exam for subject (in addition to cert in the subject for most cases - refer to NCLB charts)
Jeffrey, Iman	1195383	7/1/2015	6/30/2020		English 6 - 12	ELA, Intensive Reading Teacher	10010400/10000100/10010500	ELA 2; Int. Reading 6; ELA Hon.	7th	ESOL	8/21/2017		Holds FL cert in subject (except w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Landera, Peter	1090066	7/1/2017	6/30/2022		Integrated Curriculum 5-9	Science Teacher Grade 8	20021100/20020800/2002100	Science 3 Hon.; 2 Honors, Sci 3	8th	No		Yes	Has a passing FL exam for subject (in addition to cert in the subject for most cases - refer to NCLB charts)
Pogson, Christopher	1293968	7/1/2015	6/30/2018		Art K-12	Art Teacher K - 12th	1006300E/01010100/01043400	Journ 1/2; Studio Art; Drawing	6 - 12th	No		Yes	Holds FL cert in subject (except w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Rein, Elaine	1034974	7/1/2014	6/30/2019		Elementary Education K-6	English Teacher Grade 6	10010100/21010200/10000100	ELA 1, World Geo Hon; Int. 6	K - 6th	No		Yes	Has a passing FL exam for subject (in addition to cert in the subject for most cases - refer to NCLB charts)
Rolle, Donald	652329	7/1/2014	6/30/2019		Physical Education 6 - 12	PE Teacher	15063200/15013005/15013404	Hope/Personal Fit; Weight Tra	6 - 12th	No		Yes	Has a passing FL exam for subject (in addition to cert in the subject for most cases - refer to NCLB charts)
Sosa, Glenis	938204	7/1/2013	6/30/2018		World Lang., Spanish K-12	Spanish Teacher	07083400/07084000/0706350M	Spanish I/AP Lang&Lit/Span II	6 - 12th	No		Yes	Has a passing FL exam for subject (in addition to cert in the subject for most cases - refer to NCLB charts)
Stevens, Kiesha	1155109	7/1/2015	6/30/2020		Mathematics 5 - 9	Math Teacher	12040001 and 12040002	Intensive Math 7 & 8	7 -8th	No		Yes	Has a passing FL exam for subject (in addition to cert in the subject for most cases - refer to NCLB charts)
Woodley, Joshua	1156797	7/1/2013	6/30/2018		Mathematics 6 - 12	Math Teacher	12040000/12050100/21030100	Int. Math 6; Math 1; World Geo	6th	No		Yes	Holds FL cert in subject (except w/out additional doc for spec subjects/grade levels - refer to NCLB charts)

APPENDIX T

Organizational Performance Attachment: Blank Copy of Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in an Approved Plan

BOARD RESOLUTION

The undersigned hereby certifies that he/she is a Director of SOMERSET ACADEMY, INC and that the following is a true and correct copy of a resolution adopted by the Board of Directors of said corporation and sponsored charter schools at a meeting held on November 17, 2017:

RESOLVED by the Board of Directors of Somerset Academy, Inc. to approve the 2017-2018 Charter School Teacher / Administrator Evaluation System for the individual schools located in Broward County.

That the Adoption of said resolutions was in all respects legal and that said resolutions are in full force and effect and have not been modified or rescinded.

DATED November 17, 2017

SOMERSET ACADEMY, INC.

By: _____
Lourdes Isla, Board Chair

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

HEATHER PARENTE, DIRECTOR
EMPLOYEE EVALUATIONS
OFFICE OF TALENT DEVELOPMENT

PHONE: 754-321-5067 **FACSIMILE: 754-321-5092**

November 8, 2016 **Signature on File**

TO: Jody Perry, Director
Charter Schools Management/Support

FROM: Heather Parente, Director
Employee Evaluations

SUBJECT: **APPROVED CHARTER SCHOOL TEACHER AND PRINCIPAL EVALUATION SYSTEM**

The Department of Education has communicated to all LEAs that districts are responsible for Teacher and Principal Evaluation systems. To that end, the Employee Evaluations Department of The School Board of Broward County, Florida, has reviewed the plans submitted for the Teacher and Principal Evaluation Systems.

The Employee Evaluations Department has found the ***Somerset Academy Broward Developmental Evaluation System (S.A.D.E.S.)*** for Teachers and the ***Somerset Assessment for Broward School Administrators*** **(S.A.S.A.)** to meet the approval status:

X Approved

This submission includes the following locations:

Somerset Academy	5141	
Somerset Academy Middle School	5151	
Somerset Academy High School	5221	
Somerset Arts Conservatory	5396	
Somerset Academy (Miramar Campus)	5405	
Somerset Academy Middle School (Miramar Campus)	5406	
Somerset Academy Miramar South	5054	
Somerset Academy (Davie)	5211	
Somerset Academy East Preparatory	5391	
X Somerset Academy Hollywood	5387	
Somerset Academy Village	5004	
Somerset Academy Village Charter Middle School	5002	

Somerset Preparatory Academy Charter School at North Lauderdale	5003	
Somerset Preparatory Academy Charter High School at North Lauderdale	5006	
Somerset Academy Neighborhood School	5021	
Somerset Preparatory Academy Charter Middle School	5441	
Somerset Academy Hollywood Middle School	5419	
Somerset Academy Charter High School	5007	
Somerset Pines Academy	5030	
Somerset Academy Pompano	5388	
Somerset Academy Key Charter Middle School	5413	
Somerset Academy Key Charter High School	5224	

Please note that the schools maintain responsibility for the following:

- The Department of Education provides updates as to the components required for the evaluation systems in order to be in compliance with FSS 1012.33, 1012.335, 1012.34, 1012.341, as well as any other Statutes related to the evaluation system.

- Schools are required to revise and resubmit the evaluation systems for their location(s) based on any requirements set by the Department of Education for the 2016-2017 school year.

- Schools are to post their approved evaluation systems on a website accessible to the public and provide The Charter School Office and The Employee Evaluations Department with their URL address.

If you have any questions, please call Heather Parente, Director, Employee Evaluations, at 754-321-5067.

HP:kdp

c. Rhonda Stephanik, Coordinator, Charter Schools Management/Support

Exhibit A – Somerset Academy Schools in Broward County, Florida

Somerset Academy	5141
Somerset Academy Middle School	5151
Somerset Academy High School	5221
Somerset Arts Conservatory	5396
Somerset Academy (Miramar Campus)	5405
Somerset Academy Middle School (Miramar Campus)	5406
Somerset Academy Miramar South (fka Somerset Academy Central Miramar)	5054
Somerset Academy (Davie)	5211
Somerset Academy East Preparatory	5391
Somerset Academy Hollywood (fka Pompano North)	5387
Somerset Academy Village	5004
Somerset Academy Village Charter Middle School	5002
Somerset Preparatory Academy Charter School at North Lauderdale	5003
Somerset Preparatory Academy Charter High School at North Lauderdale	5006
Somerset Academy Neighborhood School	5021
Somerset Preparatory Academy Charter Middle School	5441
Somerset Academy Hollywood Middle School (fka East Prep Middle)	5419
Somerset Academy Charter High School (Miramar Campus)	5007
Somerset Pines Academy	5030
Somerset Academy Pompano	5388
Somerset Academy Key Charter Middle School	5413
Somerset Academy Key Charter High School.	5224

Somerset Academy Broward Schools

S.A.D.E.S.

Somerset Academy Broward Developmental Evaluation System

Effective: September 2017

Table of Contents

1. Performance of Students	4
2. Instructional Practice	8
3. Other Indicators of Performance	70
4. Summative Evaluation Score	71
5. Additional Requirements	73
6. Evaluation Procedures	77
7. Self-Monitoring	79
8. Appendix A- Checklist for Approval	80

1. Performance of Students

Student Performance Measures

For the Student Performance measure for teachers, the charts below display the assessments to be used in 2017-18. For the assessments covered by the State's VAM Models, VAM scores will be used for the Student Performance measure for the appropriate teachers. For the assessments not covered by the State's VAM Models (displayed in the chart below), local growth models will be developed to classify teachers as Highly Effective, Effective, Needs Improvement or Unsatisfactory. Proficiency models may be u sed for those assessments where growth cannot be measured. Student Performance data will include data for at least three years, including the current year and the two years preceding the current year, when available and agreed upon. If less than the three most recent years of data are available and agreed upon, those years for which data are available will be used. Newly hired classroom teachers will utilize the same methodologies described above for the final evaluation. For the newly hired teachers' first evaluation, Somerset Broward will allow the site-based administrator to determine the appropriate Student Performance measure weighted at 35%, as state-issued student performance data is not available at the time of the first evaluation.

(The aforementioned Student Performance Measure for teachers was approved by the Somerset Governing Board for use in the 2017-18 school year, and will be approved annually in compliance with state statute for all instructional personnel).

Elementary School		
Teacher Type	**Assessment**	**Methodology**
4th-5th Grade FSA Reading/Math Teachers	FSA	State VAM
4th-5th Grade Non-FSA Teachers	FSA	Local Growth Model
5th Grade FCAT Science Teachers	FCAT Science	Local Growth Model
3rd Grade Teachers	FSA	Local Growth Model
2nd Grade Teachers	Running Records and/or local end-of-year Primary Reading Test (PRT)	Local Growth Model
1st Grade Teachers	Running Records and/or local end-of-year Primary Reading Test (PRT)	Local Growth Model
Kindergarten Teachers	Early Literacy Skills Checklist	Local Growth Model
Pre-K Teachers	Teaching Strategies Gold	Local Growth Model
Florida Standards Alternate Assessment (FSAA) Teachers	FSAA	Local Growth Model
Non-Classroom Teachers (with assigned students)	Appropriate assessment(s) from those above	Appropriate methodology from those above
Non-Classroom Teachers (school responsibility)	FSA	State VAM

Middle School		
Teacher Type	**Assessment**	**Methodology**
6th-8th Grade FSA Reading/Math Teachers	FSA	State VAM
6th-8th Grade Non-FSA Teachers	FSA	Local Growth Model
8th Grade Algebra I Teachers	Algebra I EOC	State VAM
8th Grade FCAT Science Teachers	FCAT Science	Local Growth Model
7th Grade Algebra I Teachers	Algebra I EOC	Local Growth Model
Civics Teachers	Civics EOC	Local Growth Model
Biology Teachers	Biology EOC	Local Growth Model
Geometry Teachers	Geometry EOC	Local Growth Model
Florida Standards Alternate Assessment (FSAA) Teachers	FSAA	Local Growth Model
Non-Classroom Teachers (with assigned students)	Appropriate assessment(s) from those above	Appropriate methodology from those above
Non-Classroom Teachers (school responsibility)	FSA	State VAM

High School		
Teacher Type	**Assessment**	**Methodology**
9th-10th Grade FSA Reading Teachers	FSA	State VAM
9th-10th Grade Non-FSA Teachers	FSA	Local Growth Model
9th Grade Algebra I Teachers	Algebra I EOC	State VAM
Algebra 2 Teachers	Algebra 2 EOC	Local Growth Model
Biology Teachers	Biology EOC	Local Growth Model
Geometry Teachers	Geometry EOC	Local Growth Model
U.S. History Teachers	US History EOC	Local Growth Model
Advanced Placement Teachers	AP Test	Local Growth Model
IB Teachers	IB test	Local Growth Model
AICE Teachers	AICE test	Local Growth Model
Florida Standards Alternate Assessment (FSAA) Teachers	FSAA	Local Growth Model
Remaining Classroom Teachers	SAT, ACT, or Local Assessment	Local Growth Model
Non-Classroom Teachers (with assigned students)	Appropriate assessment(s) from those above	Appropriate methodology from those above
Non-Classroom Teachers (school responsibility)	FSA	State VAM

The Student Performance Rating will then be determined utilizing the appropriate methodology. Once these are identified, the Student Performance Rating will be converted to the following scale:

Highly Effective - 4 points
Effective - 3 points
Needs Improvement - 2 points
Unsatisfactory - 1 point

This Student Performance Rating (**worth 35%**) will then be combined with the Instructional Practice (**60%**) and Deliberate Practice Rating (**5%**) to determine a teacher's Overall Evaluation Rating. The Somerset Academy Inc. Governing Board, at its discretion, may change the percentages assigned to each areas rating in compliance with state statute, upon board action.

2. Instructional Practice

The Somerset Academy Developmental Evaluation System (SADES) for Somerset Academy schools located in Broward County will foster high quality instruction and increase student achievement. This will be monitored through the use of Instructional Practice and Student Performance Scores.

EVALUATION RATINGS

Determining Employee SADES Ratings
A multiple step process in the specific order listed below determines employee ratings. The Instructional Practice Rating is comprised of this score.

The Instructional Practice Score addresses overall proficiency as it relates to the SADES instrument. It reflects the continued use of key strategies implemented by the employee. The Instructional practice score will count for 60% of the teachers' overall evaluation. The Somerset Academy Inc. Governing Board, at its discretion, may change the Instructional Practice Score percentage assigned in compliance with state statute, upon board action annually.

Rating Key Strategies
Each observed key strategy is individually rated as a part of the conference/observation/summative evaluation process. In accordance with Florida Statute, the key strategies are rated as:

Highly Effective - Collected evidence supports this rating when the employee exceeds the standard (as defined on the Domain Long Form) for effective professional practice in the observed area. This rating is valued at four (4) points and noted within SADES as Innovating.

Effective – Collected evidence supports this rating when the employee meets the standard (as defined on the Domain Long Form) for effective professional practice in the observed area. This rating is valued at three (3) points and noted as Applying or (2.5) points, noted as Developing.

Needs Improvement – Collected evidence supports this rating when the employee partially implements strategies in the observed area on an inconsistent basis. This rating is valued at two (2) points, noted as Beginning.

Unsatisfactory – Collected evidence supports this rating when the employee regularly fails to implement the strategy or regularly uses it incorrectly in the observed area. This rating is valued at one (1) point, noted as Not Using.

Classroom teachers and other instructional personnel evaluation ratings are based upon the following:

Employee instructional practices as observed and evaluated in the assigned work environment and based on the Florida Educator Accomplished Practices. These include evaluation criteria included in SADES conferences, observation and summative evaluation instruments. The final Instructional Practice Rating is determined in the manner described below in compliance with Florida Statutes. Observed instructional practices are based on the Marzano Focused Teacher Evaluation Model and are divided into four areas. Each area is further divided into key strategies on the summative evaluation form. Below are the areas with the number of key strategies in parentheses:

1. Standards-Based Planning (3)
2. Standards- Based Instruction (10)
3. Conditions for Learning (7)
4. Professional Responsibilities (3)

Determining Instructional Practice Score for Classroom and Non-Classroom Teachers:

The following four-step process is used to determine an employee instructional practice score.

Step 1: The evaluator rates each of the observed Elements within SADES. There are four areas and a total of twenty three elements. The ratings for each element are valued as follows: Innovating – 4, Applying – 3, Developing 2, Beginning – 1, and Not Using – 0.

Step 2: The applicable evidence is compiled for each observed Element at each level (Highly Effective, Effective, etc.) for each of the four areas.

Step 3: For each area, the percentage of the total amount of datamarks is determined. The Domains weights are as follows:

- Standards-Based Planning- 13%
- Standards- Based Instruction- 44%
- Conditions for Learning- 30%
- Professional Responsibilities- 13%

Step 4: After weights from Step 3 are applied, the Instructional Practice is scored per the scale below.

Status Score	Rating Scale:
Highly Effective	**3.450 – 4.000**
Effective	**2.500 – 3.449**
Needs Improvement	**2.000 – 2.499**
Unsatisfactory	**1.000 – 1.999**

All classroom observations and data discussions must be conducted at the end of the evaluation period for all teachers. In an end-of-year interim evaluation conference, the Principal/Designee will meet with each teacher to discuss areas of professional practice for growth and areas to maintain effectiveness. The final Instructional Practice Score is discussed in detail with the instructional staff member and a full explanation of the rating will be given.

SOMERSET BROWARD EVALUATION FRAMEWORK

Somerset Academy utilizes the Marzano Focused Teacher Evaluation Model, which has been approved by the Florida Department of Education (DOE) as its state model. The Marzano Focused Teacher Evaluation Model is based on a number of previous related works including, What Works in Schools (Marzano, 2003), Classroom Instruction That Works (Marzano, Pickering, & Pollock, 2001) Classroom Management That Works (Marzano, Pickering, & Marzano, 2003), Classroom Assessment and Grading That Work (Marzano, 2006), The Art and Science of Teaching (Marzano, 2007), and Effective Supervision: Supporting the Art and Science of Teaching (Marzano, Frontier, & Livingston, 2011). Each of these works was generated from a synthesis of the research and theory. Thus, the model can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student academic achievement. The model includes four areas:

- Standards-Based Planning- 13%
- Standards- Based Instruction- 44%
- Conditions for Learning- 30%
- Professional Responsibilities- 13%

In addition to being drawn from previous research, the specific strategies in the model have been validated in experimental/control studies and correlational studies as well as in the context of specific technologies (http://www.marzanoresearch.com/documents/ResearchBaseforMarzano_Model08-24-11.pdf). A defining characteristic of the model is its unique granular approach that allows for specific feedback to teachers and specific guidance to teachers that can be provided by administrators and instructional coaches. Finally, the model is designed to help teachers systematically improve on weakness in their instructional practices over an extended period of time.

Standards- Based Planning

- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

Standards-Based Instruction

- Identifying Critical Content from the Standards
  (Required evidence in every lesson)
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences

- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

Conditions for Learning

- Using Formative Assessment to Track Packages
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student- Centered Classroom
- Communicating High Expectations for Each Student to Close the Achievement Gap

Professional Responsibilities

- Adhering to School and District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration

The Focused Model leverages prior training and honors the work of teachers and administrator already using the Marzano Teacher Evaluation Model. We believe the Focused Model provides greater clarity of expectations for both teachers and observers, improves the focus on key pedagogical principles, and significantly improves ease of adoption and use. Below you will find the crosswalk that correlates Marzano Focused Teacher Evaluation Model and the 2014 Marzano TeacherEvaluation Model.

Crosswalk:
Marzano Focused Teacher Evaluation Model & 2014 Marzano Teacher Evaluation Model

Marzano Focused Teacher Evaluation Model	2014 Marzano Teacher Evaluation Model
Standards-Based Planning	
Planning Standards-Based Lessons/Units	1 – Providing Rigorous Learning Goals and Performance Scales (Rubrics) 9 – Chunking Content into "Digestible Bites" 42 – Effective Scaffolding of Information within Lessons 43 – Lessons with Units 44 – Attention to Established Content Standards
Aligning Resources to Standard(s)	45 – Use of Available Traditional Resources 46 – Use of Available Technology
Planning to Close the Achievement Gap Using Data	47 – Needs of English Language Learners 48 – Needs of Students Receiving Special Education 49 – Needs of Students Who Lack Support for Schooling
Standards-Based Instruction	
Identifying Critical Content from the Standards	6 – Identifying Critical Content 9 – Chunking Content into "Digestible Bites"
Previewing New Content	8 – Previewing Content
Helping Students Process New Content	10 – Helping Students Process New Content 12 – Helping Students Record and Represent Knowledge
Using Questions to Help Students Elaborate on Content	11 – Helping Students Elaborate on New Content
Reviewing Content	14 – Reviewing Content
Helping Students Practice Skills, Strategies, and Processes	16 – Using Homework 19 – Helping Students Practice Skills, Strategies, and Processes
Helping Students Examine Similarities and Differences	17 – Helping Students Examine Similarities and Differences
Helping Students Examine Their Reasoning	18 – Helping Students Examine Their Reasoning
Helping Students Revise Knowledge	13 – Helping Students Reflect on Learning 20 – Helping Students Revise Knowledge
Helping Students Engage in Cognitively Complex Tasks	22 – Engaging in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
Conditions for Learning	
Using Formative Assessment to Track Progress	2 – Tracking Student Progress
Providing Feedback and Celebrating Success	2 – Tracking Student Progress 3 – Celebrating Success
Organizing Students to Interact with Content	7 – Organizing Students to Interact with New Content 15 – Organizing Students to Practice and Deepen Knowledge 21 – Organizing Students for Cognitively Complex Tasks 23 – Providing Resources and Guidance for Cognitively Complex Tasks
Establishing and Acknowledging Adherence to Rules and Procedures	4 – Establishing Classroom Routines 5 – Organizing the Physical Layout of the Classroom 33 – Demonstrating "Withitness" 34 – Applying Consequences for Lack of Adherence to Rules and Procedures 35 – Acknowledging Adherence to Rules and Procedures
Using Engagement Strategies	24 – Noticing When Students are Note Engaged 25 – Using Academic Games

	26 – Managing Response Rates 27 – Using Physical Movement 28 – Maintaining a Lively Pace 29 – Demonstrating Intensity and Enthusiasm 30 – Using Friendly Controversy 31 – Providing Opportunities for Students to Talk About Themselves 32 – Presenting Unusual of Intriguing Information
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom	36 – **Understanding Students' Interests and Backgrounds** 37 – Using Verbal and Nonverbal Behaviors that Indicate Affection for Students 38 – Displaying Objectivity and Control
Communicating High Expectations for Each Student to Close the Achievement Gap	39 – Demonstrating Value and Respect for Low Expectancy Students 40 – Asking Questions of Low Expectancy Students 41 – Probing Incorrect Answers with Low Expectancy Students
Professional Responsibilities	
Adhering to School/District Policies and Procedures	59 – Adhering to District and School Rules and Procedures 60 – Participating in District and School Initiatives
Maintaining Expertise in Content and Pedagogy	50 – Identifying Areas of Pedagogical Strength and Weakness 51 – Evaluating the Effectiveness of Individual Lessons and Units 52 – Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors 53 – Developing a Written Growth and Development Plan 54 – Monitoring Progress Relative to the Professional Growth and Development Plan
Promoting Teacher Leadership and Collaboration	55 – Promoting Positive Interactions with Colleagues 56 – Promoting Positive Interactions about Students and Parents 57 – Seeking Mentorship for Areas of Need or Interest 58 – Mentoring Other Teachers and Sharing Ideas and Strategies

The following optional chart is provided to display the crosswalk of Somerset Broward's evaluation framework to the Florida Educator Accomplished Practices.

Alignment to the Florida Educator Accomplished Practices (FEAPs)	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards **2.2Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards **Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating Success
c. Designs instruction for students to achieve mastery;	**2.2 Planning and Preparing for Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Content** C 2 Organizing to interact with new content C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks
d. Selects appropriate formative assessments to monitor learning;	**Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating Success
e. Uses diagnostic student data to plan lessons; and,	**2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from environments that offer little support for schooling **Content** C 11 Homework **Enacted on the Spot** EOS 16 Demonstrating value and respect for low expectancy students **3.1Evaluating Personal Performance** 3.1.1 Identifying specific areas of pedagogical strength and weakness 3.1.2 Evaluating the effectiveness of individual lessons and units 3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups) **3.2Developing a Growth Plan** 3.2.1 Developing a written growth plan 3.2.2 Monitoring progress relative to the professional growth plan **4.1 Promoting a Positive Environment** 4.1.1 Promoting positive interaction with colleagues

	4.1.2 Promoting positive interactions with students and parents **4.2 Promoting Exchange of Ideas and Strategies** 4.2.1 Seeking mentorship for areas of need and interest 4.2.2 Mentoring other teachers and sharing ideas and strategies **4.3 Promoting School Development** 4.3.1 Adhering to school rules and procedures 4.3.2 Participating in school initiatives
f. Develops learning experiences that require students to demonstrate a variety of applicable skills andcompetencies.	**2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **2.3Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Content** C 2 Organizing students to interact with new content C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks
2. The Learning Environment To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards **2.3 Planning and Preparing or Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Routine Events** RE 4 Established classroom rules and procedures RE 5 Organizing the physical layout of the classroom **Enacted on the Spot** EOS 13 Understanding students' interest and backgrounds EOS 10 Demonstrating "withitness" EOS 15 Displaying objectivity and control
b. Manages individual and class behaviors through a well-planned management system;	**Routine Events** RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom **Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for the lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures EOS 15 Revising knowledge
c. Conveys high expectations to all students;	**Routine Events** RE 2 Tracking student progress RE 3 Celebrating success **Content** C1 Identifying critical content **Enacted on the Spot** EOS 6 Demonstrating intensity and enthusiasm EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students
d. Respects students' cultural linguistic and familybackground;	**Routine Events** RE 2 Tracking student progress RE 3 Celebrating success

	Content C 1 Identifying critical content **Enacted on the Spot** EOS 6 Demonstrating intensity and enthusiasm EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students
e. Models clear, acceptable oral and written communication skills;	**2.1 Planning and Preparing for Lessons and Units** 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content **Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 4 Establishing classroom rules and procedures **Content** C 1 Identifying critical content C 3 Previewing new content C 4 Chunking content into "digestible bites" **Enacted on the Spot** EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures
f. Maintains a climate of openness, inquiry, fairness and support;	**Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating success **Content** C 1 Identifying critical content **Enacted on the Spot** EOS 6 Demonstrating intensity and enthusiasm EOS 14 Using verbal and nonverbal behavior that indicate affection for students EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students OS 18 Probing incorrect answers with low expectancy students
g. Integrates current information and communication technologies;	**2.2Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer
h. Adapts the learningenvironment to accommodate the differing needs and diversity of students; and	2.1. **Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards ~~**Routine Events**~~ RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating success RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom **4.2. Promoting Exchange of Ideas and Strategies** 4.2.2 Mentoring other teachers and sharing ideas and strategies **Content** C 1 Identifying critical content C 2 Organizing students to interact with new content C 10 Organizing students to practice and deep new knowledge C 16 Organizing students for cognitively complex tasks **2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Enacted on the Spot**

	EOS 1 Noticing when students are not engaged EOS 5 Maintaining a lively pace EOS 6 Demonstrating intensity and enthusiasm EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures EOS 13 Understanding students' interests and backgrounds EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students
3. Instructional Delivery and Facilitation The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons; b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter; c. Identify gaps in students' subject matter knowledge; d. Modifyinstruction to respond to preconceptions or misconceptions;	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lesson 2.1.2 ~~Planning and preparing for lessons within units~~ that progress towards a deep understanding and transfer of content **2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, ~~video tapes~~) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners ~~2.3.2 Planning and preparing for the needs of special educa~~tion students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating success RE 4 Establishing classroom rules and procedures **Content** C 1 Identifying critical content C 3 Previewing new content C 4 Chunking content into "digestible bites" C 5 Processing new content C 7 Recording and representing knowledge C 9 Reviewing content C 10 Organizing students to practice and deepen knowledge C 12 Examining similarities and differences C 13 Examining errors in reasoning C 14 Practicing skills, strategies, and processes C 15 Revising knowledge C 16 Organizing students for cognitively complex tasks C 17 Engaging students in cognitive complex tasks involving hypothesis generation and testing C 18 Providing resources and guidance for cognitively complex task **Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 2 Using academic games EOS 3 Managing response rates EOS 4 Using physical movement EOS 5 Maintaining a lively pace EOS 7 Using friendly controversy EOS 8 Provide opportunities for students to talk about themselves EOS 9 Presenting unusual and intriguing information EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 13 Understanding students' interests and background EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students
e. Relate and integrate the subject matter with other	2.1 **Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards

disciplines and life experiences;	2.2 **Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer 2.3 **Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Routine Events** Re 1 Providing rigorous learning goals and scales RE 2 Tracking student progress Re 3 Celebrating success Re 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom **Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 5 Maintaining a lively pace EOS 6 Demonstrating intensity and enthusiasm EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students **4.2. Promoting Exchange of Ideas and Strategies** 4.2.2 Mentoring other teachers and sharing ideas and strategies
f. Employ higher-order questioning techniques;	**Content** C 1 identifying critical content C 5 Processing new content C 6 Elaborating on new content C 7 Recording and representing knowledge C 8 Reflecting on learning C 9 Reviewing content C 12 Examining similarities C 13 Examining errors in reasoning C 14 Practicing skills, strategies, and processes C 15 Revising knowledge **Enacted on the Spot** EOS 3 Managing response rates EOS 7 Using friendly controversy
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	**2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating success **Content** C 2 Organizing students to interact with new content C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks
h. Differentiate instruction based on an assessment of student learning	2.1 **Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards

needs and recognition of individual differences in students;	**2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to- one computer **2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Enacted on the Spot** EOS 13 Understanding students' interests and backgrounds
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	**2.1 Planning and Preparing for Lessons and Units** 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content **Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Establishing classroom rules and procedures **Content** C 1 Identifying critical content C 3 Previewing new content C 4 Chunking content into "digestible bites" **Enacted on the Spot** EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures
j. Utilize student feedback to monitor instructionalneeds and to adjust instruction.	**2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for school **Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 3 Managing response rates EOS 5 Maintaining a lively pace EOS 8 Provide opportunities for students to talk about themselves EOS 13 Understanding students' interests and background
4. Assessment The effective educator consistently:	
a. Analyzes and applies data from multipleassessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content **2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **2.3Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating Success RE 4 Establishing classroom rules and procedures **Content** C 2 Organizing students to interact with new content C 3 Managing response rates C 5 Processing new content C 6 Elaborating on new content C 7 Recording and representing knowledge C 8 Reflecting on learning C 9 Reviewing content

	C 10 Organizing students to practice and deepen knowledge C 12 Examining similarities and differences C 13 Examining errors in reasoning C 14 Practicing skills, strategies, and processes C 15 Revising knowledge C 16 Organizing students for cognitively complex tasks C 17 Engaging students in cognitively complex tasks involving hypothesis testing C 18 Providing resources and guidance for cognitively complex tasks **Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 2 Using academic games EOS 3 Managing response rates EOS 4 Using physical movement EOS 5 Maintaining a lively pace EOS 7 Using friendly controversy EOS 8 Provide opportunities for students to talk about themselves EOS 9 Presenting unusual or intriguing information EOS 10 Demonstrating "withitness" EOS 13 Understanding students' interests and backgrounds EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards **Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating Success
c. Use a variety of assessment tools to monitor student progress, achievement and learning gains;	**Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating Success
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	**2.3 Planning and Preparing for Special Needs Students** 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 3 Managing response rates EOS 5 Maintaining a lively pace EOS 8 Provide opportunities for students to talk about themselves EOS 13 Understanding students' interests and backgrounds
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	**Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating Success **Enacted on the Spot** EOS 3 Managing response rates
f. Applies technology to organize and integrateassessment information.	**2.2Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer
5. Continuous Professional Improvement The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of	**2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Routine Events** RE 2 Tracking student progress

instruction based on students' needs; b. Examines and uses data-informed research to improve instruction and studentachievement; c. Uses a variety of data,independently, and in collaboration with colleagues, to evaluatelearning outcomes, adjust planning and continuouslyimprove the effectiveness of the lessons; d. Collaborates with the home, school and larger communities to foster communicationand to support student learning and continuous improvement; e. Engages in targeted professional growth opportunities and reflective practices; and, f. Implements knowledge and skills learned in professional development in the teaching and learning process.	RE 3 Celebrating Success **Content** C 11 Homework **Enacted on the Spot** EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students **3.1 Evaluating Personal Performance** 3.1.1 Identifying specific areas of pedagogical strength and weakness 3.1.2 Evaluating the effectiveness of individual lessons and units 3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups) **3.2Developing a Professional Growth Plan** 3.2.1 Developing a written growth plan 3.2.2 Monitoring progress relative to the professional growth plan **4.1Promoting a Positive Environment** 4.1.1 Promoting positive interactions with colleagues 4.1.2 Promoting positive interactions with students and parents **4.2Promoting Exchange of Ideas and Strategies** 4.2.1 Seeking mentorship for areas of need and interest 4.2.2 Mentoring other teachers and sharing ideas and strategies **4.3Promoting School Development** 4.3.1 Adhering to school rules and procedures 4.3.2 Participating in school initiative
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effectiveeducator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	**Enacted on the Spot** EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students **4.1Promoting a Positive Environment** 4.1.1 Promoting positive interactions with colleagues 4.1.2 Promoting positive interactions with students and parents **4.3Promoting School Development** 4.3.1 Adhering to school rules and procedures 4.3.2 Participating in school initiative

SADES PROCEDURES FOR CLASSROOM AND NON-CLASSROOM TEACHERS

Required Evaluations
Evaluations will be conducted by the credentialed observer who supervises the employee to include principal, director, and his/her designee (assistant principal and supervisor). Input into the evaluation may also be provided from credentialed staff.

Data Collection
The following techniques are used to gather data on employee performance. Evaluators use multiple techniques to understand actual performance and develop performance ratings.

Observations: A variety of classroom observation techniques based on Dr. Robert Marzano's system are incorporated into the instrument. Although the principal, designee, or other trained evaluator typically initiates observations, the employee may request additional observations.

Informal classroom observations: Informal observations are made periodically by the principal, designee, or other trained evaluator. Such observations may be announced or unannounced and are 15-25 minutes in duration.

Formal classroom observations: Formal observations are primarily initiated by the principal, designee, or other trained evaluator. Employees may, however, request a formal observation and all such requests will be honored. These are not less than 30 minutes in duration. Formal observations may be announced or unannounced.

Walkthrough Observations: Walkthrough observations may be announced or unannounced. Such observations may occur inside or outside the classroom and are 3-10 minutes in duration. The purpose of such observations is to allow trained evaluators to gather information regarding instructional practices and behaviors on a regular basis.

Meetings: A variety of meetings, based on Dr. Robert Marzano's system, are incorporated into the instrument.

> **Pre-Conference**: One pre-conference must be offered to every classroom teacher, prior to one formal observation. For probationary/first year teachers/new to Somerset Academy schools in Broward County, it is a face-to-face pre-conference. For experienced teachers, the teacher may complete Pre-Conference Form A or B, or may request a face-to-face pre-conference.
> **Post-Conference:** A post-conference is required after every formal observation within ten workdays.
>
> **Meetings**: For non-classroom teachers, that are not able to be observed in a teaching capacity, administrators may hold meetings in order to rate the employee on his/her practices.

Meeting Reviews for Non-Classroom Probationary Teachers
Probationary teachers will receive a minimum of two meeting reviews. Student performance data will be discussed/shared as a regular part of the review process. Types of student performance data that may be included in the data discussions are Broward Standards Assessment (BSA), DAR, STAR, Accelerated Reader, FAIR, as well as other appropriate assessments of student performance as they are developed and implemented. Either a site-based administrator or designee will conduct

data reviews. Probationary teachers will receive feedback on their performance during each meeting review.

Meeting Reviews for Non-Classroom Teachers

Non-Classroom teachers will receive a minimum of two meeting reviews. Student performance data will be discussed/shared as a regular part of the review process. Types of student performance data that may be included in the data discussions are Benchmark Assessment Tests (BAT), mini-BATs, DAR, STAR, Accelerated Reader, FAIR, as well as other appropriate assessments of student performance as they are developed and implemented. Teachers are required to receive feedback during each meeting review.

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LEARNING MAP, SCALES AND EVIDENCES

for the MARZANO FOCUSED TEACHER EVALUATION MODEL

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Marzano Focused Teacher E
Standards-Based C

STANDARDS-BASED PLANNING

- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

CONDITIONS FOR LEARNING

- Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Communicating High Expectations for Each Student to Close the Achievement Gap

STANDARDS-BASED IN

- **Identifying Critical Content from**
- Previewing New Content
- Helping Students Process New Con
- Using Questions to Help Students E
- Reviewing Content
- Helping Students Practice Skills, Str
- Helping Students Examine Similarit
- Helping Students Examine Their Re
- Helping Students Revise Knowledg
- Helping Students Engage in Cognit

PROFESSIONAL RESPONSIBILITIES

- Adhering to School and District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting and Collab

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Marzano Focused Teacher Evaluation Model

STANDARDS-BASED PLANNING	0	1	2	3	4
Planning Standards-Based Lessons/Units					
Aligning Resources to Standard(s)					
Planning to Close the Achievement Gap Using Data					

STANDARDS-BASED INSTRUCTION	0	1	2	3	4
Identifying Critical Content from the Standards *(Required evidence in every lesson)*					
Previewing New Content					
Helping Students Process New Content					
Using Questions to Help Students Elaborate on Content					
Reviewing Content					
Helping Students Practice Skills, Strategies, and Processes					
Helping Students Examine Similarities and Differences					
Helping Students Examine Their Reasoning					
Helping Students Revise Knowledge					
Helping Students Engage in Cognitively Complex Tasks					

CONDITIONS FOR LEARNING	0	1	2	3	4
Using Formative Assessment to Track Progress					
Providing Feedback and Celebrating Progress					
Organizing Students to Interact with Content					
Establishing and Acknowledging Adherence to Rules and Procedures					
Using Engagement Strategies					
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom					
Communicating High Expectations for Each Student to Close the Achievement Gap					

PROFESSIONAL RESPONSIBILITIES	0	1	2	3	4
Adhering to School and District Policies and Procedures					
Maintaining Expertise in Content and Pedagogy					
Promoting Teacher Leadership and Collaboration					

Planning Standards-Based Lessons/Units

Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Teacher provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

Planning Evidence

- ☐ Plans exhibit a focus on the essential standards
- ☐ Plans include a scale that builds a progression of knowledge from simple to complex
- ☐ Plans identify learning targets aligned to the rigor of required standards
- ☐ Plans identify specific instructional strategies appropriate for the learning target
- ☐ Plans illustrate how learning will scaffold from an understanding of foundational content to application of information in authentic ways
- ☐ Lessons are planned with teachable chunks of content
- ☐ When appropriate, lessons/units are integrated with other content areas
- ☐ When appropriate, learning targets and unit plans include district scope and sequence
- ☐ Plans illustrate how equity is addressed in the classroom
- ☐ When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans are addressed in the classroom
- ☐ When appropriate, plans illustrate how EL strategies are addressed in the classroom
- ☐ When appropriate, plans integrate cultural competencies and/or standards

Example Implementation Evidence

- ☐ Lesson plans align to grade level standard(s) with targets and use a performance scale
- ☐ Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- ☐ Planned and completed student assignments/work require practice with complex text and its academic language
- ☐ Planned and completed student assignments/work demonstrate development of applicable mathematical practices
- ☐ Planned and completed student assignments/work demonstrate grounding in real-world application
- ☐ Planned and completed student assignments/work demonstrate how equity has been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how EL strategies have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work indicate opportunities for students to insert content specific to their cultures
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, attempts to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning *and* provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale *and* the impacts on student learning.

Aligning Resources to Standard(s)

Focus Statement: Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.

Desired Effect: Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.

Planning Evidence

- ☐ Plans identify how to use traditional resources such as text books, manipulatives, primary source materials, etc. at the appropriate level of text complexity to implement the unit or lesson plan
- ☐ Plans integrate a variety of text types (structures)
- ☐ Plans incorporate nonfiction text
- ☐ Plans identify Standards for Mathematical Practice to be applied
- ☐ Plans identify how available technology will be used
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - One-to-one computers
  - Social networking sites
  - Blogs
  - Wikis
  - Discussion boards
- ☐ When appropriate, plans identify resources within the community that will be used to enhance students' understanding of the content (i.e. cultural and ethnic resources)
- ☐ When appropriate, plans identify how to use human resources, such as a co-teacher, paraprofessional, one-on-one tutor, mentor, etc. to implement the unit or lesson plan

Example Implementation Evidence

- ☐ Traditional resources are appropriately aligned to grade level standards
  - Text books
  - Manipulatives
  - Primary source materials
- ☐ Digital resources are appropriately aligned to grade level standards
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - One-to-one computers
  - Social networking sites
  - Blogs
  - Wikis
  - Discussion boards
- ☐ Planned student assignments/work incorporate the use of traditional and/or digital resources, and facilitate learning of the standards
- ☐ Planned student assignments/work incorporate the use of a variety of text types (including structures and nonfiction) and resources at the appropriate level of text complexity
- ☐ Planned student assignments/work require reasoning and explaining, modeling and using tools, seeing structure and generalizing of mathematics
- ☐ Planned resources include those specific to students' culture
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing supporting resources aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Teacher plan does not include traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons that do not support the lesson.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units *and* lessons and provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards-based units and lessons.

Planning to Close the Achievement Gap Using Data

Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.

Desired Effect: Teacher provides data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

Planning Evidence

- ☐ Plans include a process for helping students track their individual progress on learning targets
- ☐ Plans specify accommodations and/or adaptations for individual EL or groups of students
- ☐ Plans specify accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP)
- ☐ Plans specify accommodations and/or adaptations for students who appear to have little support for schooling
- ☐ Plans cite the data and rationale used to identify and incorporate accommodations
- ☐ Plans include potential instructional adjustments that could be made based on student evidence/data
- ☐ Plans take into consideration equity issues (i.e. family resources for assisting with homework and/or providing other resources required for class)
- ☐ Plans take into consideration how to communicate with families with diverse needs (i.e. English is a second language, cultural considerations, deaf and hearing impaired, visually impaired, etc.)
- ☐ Productive changes are made to lesson plans in response to formative assessment (monitoring)
- ☐ A coherent record-keeping system is developed and maintained on student learning

Example Implementation Evidence

- ☐ Planned student assignments/work reflect accommodations and/or adaptations used for individual students or sub-groups (e.g. EL, gifted, etc.) at the appropriate grade level targets
- ☐ Planned student assignments/work reflect accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP) at the appropriate grade level targets
- ☐ Planned student assignments/work reflect accommodations and/or adaptations for students who appear to have little support for schooling
- ☐ Planned student assignments/work show students track their individual progress on learning targets
- ☐ Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed
- ☐ Information about student progress is regularly sent home
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of how to use data to plan and implement lessons/units that result in closing the achievement gap (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Attempts to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap *and* provides evidence of data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.	Helps others by sharing evidence of using data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

Identifying Critical Content from the Standards (Required evidence in every lesson)

Focus Statement: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.

Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Identify a learning target aligned to the grade level standard(s)
- ☐ Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson
- ☐ Provide a learning target embedded in a scale specifying critical content from the standard(s)
- ☐ Relate classroom activities to the target and/or scale throughout the lesson
- ☐ Identify differences between the critical content from the standard(s) and non-critical content
- ☐ Identify and accurately teach critical content
- ☐ Use a scaffolding process to identify critical content for each 'chunk' of the learning progression
- ☐ Use verbal/visual cueing
- ☐ Use storytelling and/or dramatic instruction
- ☐ Model how to identify meaning and purpose in a text
- ☐ Ensure text complexity aligns to the critical content
- ☐ When appropriate, use cultural examples to connect learning activities to the learning target/critical content

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students know what content is important
- ☐ **Use Student Work** (Recording and Representing) to monitor that students know what content is important
- ☐ **Use Response Methods** to monitor that students know what content is important
- ☐ **Use Questioning Sequences** to monitor that students know what content is important

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Student conversation in groups focus on critical content
- ☐ Generate short written response (i.e. summary, entrance/exit ticket)
- ☐ Create nonlinguistic representations (i.e. diagram, model, scale)
- ☐ Student-generated notes focus on critical content
- ☐ Responses to questions focus on critical content
- ☐ Explain purpose and unique characteristics of key concepts/critical content
- ☐ Explain applicable mathematical practices in critical content
- ☐ When appropriate, responses involve explanatory content specific to their culture

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify the task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Previewing New Content

Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.

Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Facilitate identification of the basic relationship between prior ideas and new content (purpose for the new content)
- ☐ Use preview questions before instruction or a teacher-directed activity
- ☐ Use K-W-L strategy or variation
- ☐ Provide advanced organizer (e.g. outline, graphic organizer)
- ☐ Facilitate a student brainstorm
- ☐ Use anticipation guide or other pre-assessment activity
- ☐ Use motivational hook/launching activity (e.g. anecdote, short multimedia selection, simulation/demonstration, manipulatives)
- ☐ Use digital resources and/or other media to help students make linkages to new content
- ☐ Use cultural resources to facilitate students making a link from what they know to the new content
- ☐ Facilitate identification of previously seen mathematical patterns or structures

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students can make a link from prior learning to the new content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students can make a link from prior learning to the new content
- ☐ **Use Response Methods** to monitor that students can make a link from prior learning to the new content
- ☐ **Use Questioning Sequences** to monitor that students can make a link from prior learning to the new content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can make a link from prior learning to the new content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Identify basic relationship between prior content and new content
- ☐ Explain linkages with prior knowledge in individual or group work
- ☐ Make predictions about new content
- ☐ Summarize the purpose for new content
- ☐ Explain how prior standards or learning targets link to the new content
- ☐ Explain linkages between mathematical patterns and structure from previous grades/lessons and current content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify the task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Process New Content

Focus Statement: Teacher systematically engages student groups in processing and generating conclusions about new content.

Desired Effect: Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Break content into appropriate chunks
- ☐ Employ formal group processing strategies
  - Jigsaw
  - Reciprocal teaching
  - Concept attainment
- ☐ Use informal strategies to engage group members in active processing
  - Predictions
  - Associations
  - Paraphrasing
  - Verbal summarizing
  - Questioning
- ☐ Facilitate group members in summarizing and/or generating conclusions
- ☐ Facilitate recording and representing new knowledge
- ☐ Facilitate the conceptual understanding of critical concepts
- ☐ Facilitate quantitative and qualitative reasoning of key mathematical concepts
- ☐ Stop at strategic points to appropriately chunk content based on student evidence and feedback

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Response Methods** to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Questioning Sequences** to monitor that students can summarize and generate conclusions about the content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can summarize and generate conclusions about the content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Discuss and answer questions about the new content in groups
- ☐ Generate conclusions about the new content in group or written work
- ☐ Actively discuss the new content in groups
- ☐ Summarize or paraphrase the just learned content
- ☐ Record and represent new knowledge
- ☐ Make predictions about what they expect to learn next
- ☐ Summarize or draw conclusions from complex text and its academic language
- ☐ Use repeated reasoning and abstract, quantitative, or qualitative reasoning

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task to appropriate chunk of content
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Systematically engages student groups in processing and generating conclusions about new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Using Questions to Help Students Elaborate on Content

Focus Statement: Teacher uses a linear sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Evidence (formative data) demonstrates students accurately elaborate on content.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Use a linear sequence of increasingly complex questions as it relates to the content (text) with appropriate wait time
- ☐ Ask detail questions
- ☐ Ask category questions
- ☐ Ask elaboration questions (i.e. inferences, predictions, projections, definitions, generalizations, etc.)
- ☐ Ask students to provide evidence (i.e. prior knowledge, textual evidence, etc.) for their elaborations
- ☐ Present situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught
- ☐ Model the process of using evidence to support elaboration
- ☐ Model processes and proficiencies to support mathematical elaboration
- ☐ Model implementation of appropriate wait time when questioning

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students accurately elaborate on content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students accurately elaborate on content
- ☐ **Use Response Methods** to monitor that students accurately elaborate on content
- ☐ **Use Questioning Sequences** to monitor that students accurately elaborate on content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students accurately elaborate on content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Answer detail questions about the content
- ☐ Identify characteristics of content-related categories
- ☐ Make general elaborations about the content
- ☐ Provide evidence and support for elaborations
- ☐ Identify basic relationships between ideas and how one idea relates to another
- ☐ Artifacts/student work demonstrate students can make well-supported elaborative inferences
- ☐ Discussions demonstrate students can make well-supported elaborative inferences
- ☐ Discussions are grounded in evidence from text, both literary and informational
- ☐ Discussions and student work provide evidence of mathematical elaboration

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Rephrase questions/scaffold questions
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses a linear sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses a linear sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Reviewing Content

Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.

Desired Effect: Evidence (formative data) demonstrates students know the previously taught critical content.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Begin lesson with a brief review of previously taught content
- ☐ Use a scaffolding process to systematically show the cumulative nature of the content
- ☐ Use specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another
  - Brief summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Demonstration
  - Brief practice test or exercise
  - Warm-up activity
- ☐ Ask students to demonstrate increased fluency and/or accuracy of previously taught processes

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students know the previously taught critical content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students know the previously taught critical content
- ☐ **Use Response Methods** to monitor that students know the previously taught critical content
- ☐ **Use Questioning Sequences** to monitor that students know the previously taught critical content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know the previously taught critical content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another
- ☐ Summarize the cumulative nature of the content
- ☐ Response to class activities demonstrates students recall previous content (e.g. artifacts, pretests, warm-up activities)
- ☐ Explain previously taught concepts
- ☐ Demonstrate increased fluency and/or accuracy of previously taught processes

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in a brief review of content that highlights the cumulative nature of the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in a brief review of content that highlights the cumulative nature of the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Practice Skills, Strategies, and Processes

Focus Statement: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.

Desired Effect: Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Model how to execute the skill, strategy, or process
- ☐ Model mathematical practices
- ☐ Model how to reason, problem solve, use tools, and generalize
- ☐ Engage students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
  - Guided practice if students cannot perform the skill, strategy, or process independently
  - Independent practice if students can perform the skill, strategy, or process independently
- ☐ Guide students to generate and manipulate mental models for skills, strategies, and processes
- ☐ Employ "worked examples" or exemplars
- ☐ Provide opportunity for practice immediately prior to assessing skills, strategies, and processes
- ☐ Provide opportunity for students to refine and shape knowledge by encountering a task or problem in a different context
- ☐ Provide opportunity for students to increase fluency and accuracy
- ☐ Provide opportunity for purposeful homework

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Student Work** (Recording and Representing) to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Response Methods** to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Questioning Sequences** to monitor that students develop automaticity with skills, strategies, or processes

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students develop automaticity with skills, strategies, or processes. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Execute or perform the skill, strategy, or process with increased confidence
- ☐ Execute or perform the skill, strategy, or process with increased competence
- ☐ Artifacts (i.e. worksheets, written responses, formative data) show fluency and accuracy are increasing
- ☐ Explanation of mental models reveals understanding of the strategy or process
- ☐ Use problem-solving strategies based on their purpose and unique characteristics
- ☐ Demonstrate deepening of knowledge and/or increasing accuracy through group interactions
- ☐ Explain how the use of a problem-solving strategy increased fluency and/or accuracy

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Examine Similarities and Differences

Focus Statement: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.

Desired Effect: Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Use comparison activities to examine similarities and differences
- ☐ Use classifying activities to examine similarities and differences
- ☐ Use analogy activities to examine similarities and differences
- ☐ Use metaphor activities to examine similarities and differences
- ☐ Use culturally relevant activities to help students examine similarities and differences
- ☐ Use activities to identify basic relationships between ideas that deepen knowledge to examine similarities and differences
- ☐ Use activities to generate and manipulate mental images that deepen knowledge to examine similarities and differences
- ☐ Ask students to summarize what they have learned from the activity
- ☐ Ask students to linguistically and nonlinguistically represent similarities and differences
- ☐ Ask students to explain how the activity has added to their understanding
- ☐ Ask students to make conclusions after the examination of similarities and differences
- ☐ Ask students to look for and make use of mathematical structure to recognize similarities and differences
- ☐ Facilitate the use of digital and traditional resources to find credible and relevant information to support examination of similarities and differences

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Student Work** (Recording and Representing) to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Response Methods** to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Questioning Sequences** to monitor that student knowledge of content is deepened by examining similarities and differences

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that student knowledge of content is deepened by examining similarities and differences. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Comparison and classification artifacts indicate deeper understanding of content
- ☐ Analogy and/or metaphor artifacts indicate deeper understanding of content
- ☐ Response to questions indicate examining similarities and differences has deepened understanding of content
- ☐ Make conclusions after examining evidence about similarities and differences
- ☐ Present evidence to support their explanation of similarities and differences
- ☐ Artifacts/student work examining similarities and differences involve culturally relevant content, when appropriate
- ☐ Artifacts/student work indicate students have used digital and traditional resources to support examination of similarities and differences

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Examine Their Reasoning

Focus Statement: Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.

Desired Effect: Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Model the process of making and supporting a claim
- ☐ Model constructing viable arguments and critiquing the mathematical reasoning of others
- ☐ Ask students to examine logic of their errors in procedural knowledge when problem solving
- ☐ Ask students to provide evidence (i.e. textual evidence) to support their claim and examine the evidence for errors in logic or reasoning
- ☐ Use specific strategies (e.g. faulty logic, attacks, weak reference, misinformation) to help students examine and analyze information for errors in content or their own reasoning
- ☐ Guide students to understand how their culture impacts their thinking
- ☐ Ask students to summarize new insights resulting from analysis of multiple texts/resources
- ☐ Ask students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim
- ☐ Analyze errors to identify more efficient ways to execute processes or procedures
- ☐ Facilitate use of resources at the appropriate level of text complexity to find credible and relevant information to support analysis of logic or reasoning
- ☐ Involve students in taking various perspectives by identifying the reasoning behind multiple perspectives
- ☐ Ask students to examine logic of a response (e.g. group talk, peer revisions, debates, inferences, etc.)

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ☐ **Use Student Work** (Recording and Representing) to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ☐ **Use Questioning Sequences** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect to identify and articulate errors in logic or reasoning and/or provide clear support for a claim. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Analyze errors or informal fallacies (i.e. in individual thinking, text, processing, procedures)
- ☐ Explain the overall structure of an argument presented to support a claim
- ☐ Articulate support for a claim and/or errors in reasoning within group interactions
- ☐ Explanations involve cultural content
- ☐ Summarize new insights resulting from analysis
- ☐ Artifacts/student work indicate students can identify errors in reasoning or make and support a claim
- ☐ Artifacts/student work indicate students take various perspectives by identifying the reasoning behind multiple perspectives
- ☐ Artifacts/student work indicate students have used textual evidence to support their claim
- ☐ Mathematical arguments and critiques of reasoning are viable and valid
- ☐ Artifacts/student work indicate identification of common logical errors, how to support claims, use of resources, and/or how multiple ideas are related

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Revise Knowledge

Focus Statement: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.

Desired Effect: Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Ask students to state or record how hard they tried
- ☐ Ask students to state or record what they might have done to enhance their learning
- ☐ Utilize reflection activities to cultivate a growth mindset
- ☐ Engage groups or the entire class in an examination of how deeper understanding changed perceptions of previous content
- ☐ Prompt students to summarize and defend how their understanding has changed
- ☐ Guide students to identify alternative ways to execute procedures
- ☐ Guide students to use repeated reasoning and make generalizations about patterns seen in the content
- ☐ Prompt students to update previous entries in their notes or digital resources to correct errors after activities such as examining their reasoning or examining similarities and differences
- ☐ Guide students in a reflection process

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students deepen understanding by revising their knowledge
- ☐ **Use Student Work** (Recording and Representing) to monitor that students deepen understanding by revising their knowledge
- ☐ **Use Response Methods** to monitor that students deepen understanding by revising their knowledge
- ☐ **Use Questioning Sequences** to monitor that students deepen understanding by revising their knowledge

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students deepen understanding by revising their knowledge. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Explain what they are clear about and what they are confused about
- ☐ Explain what they could have done to enhance their learning
- ☐ Actions and reflections display a growth mindset
- ☐ Corrections are made to written work (e.g. reports, essay, notes, position papers, graphic organizers)
- ☐ Groups make corrections and/or additions to information previously recorded about content
- ☐ Explain previous errors or misconceptions about content
- ☐ Revisions demonstrate alternative ways to execute procedures
- ☐ Revisions demonstrate repeated reasoning and generalizations about patterns seen in the content
- ☐ Reflections show clarification in thinking or processing

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Engage in Cognitively Complex Tasks

Focus Statement: Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.

Desired Effect: Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Based on the prior content and learning, model, coach, and support the process of generating and testing
  - A proposition
  - A proposed theory
  - A hypothesis
- ☐ Provide prompt(s) for students to experiment with their own thinking
- ☐ Observe, coach, and support productive student struggle
- ☐ Ask students to design how they will examine and analyze the strength of support for testing their proposition, theory, or hypothesis
- ☐ Coach students to persevere with the complex task
- ☐ Engage students with an explicit decision-making, problem-solving, experimental inquiry, or investigation task that requires them to
  - Generate conclusions
  - Identify common logical errors
  - Present and support propositions, theories, or hypotheses
  - Navigate digital and traditional resources

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students prove or disprove the proposition, theory or hypothesis
- ☐ **Use Student Work** (Recording and Representing) to monitor that students prove or disprove the proposition, theory, or hypothesis
- ☐ **Use Questioning Sequences** to monitor that students prove or disprove the proposition, theory, or hypothesis

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students prove or disprove the proposition, theory, or hypothesis. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Explain the proposition, theory, or hypothesis they are testing
- ☐ Present evidence to explain whether their proposition, theory, or hypothesis was confirmed or disconfirmed and support their explanation
- ☐ Justify the process used to support the proposition, theory, or hypothesis
- ☐ Precisely explain perseverance with the task with reasoning and conclusions
- ☐ Artifacts/student work indicate that while engaged in generating and testing a proposition, proposed theory, or hypothesis, students can
  - Generate conclusions
  - Identify common logical errors
  - Present and support the proposition, theory, or hypothesis
  - Navigate digital and traditional resources
  - Identify how multiple ideas are related

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Utilize different coaching/facilitation techniques
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Using Formative Assessment to Track Progress

Focus Statement: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.

Desired Effect: Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Help students track their individual progress toward the learning target (i.e. charts, graphs, data notebooks, etc.)
- ☐ Ask students to explain their progress toward the learning target
- ☐ Ask students to provide evidence of their progress toward the learning target
- ☐ Facilitate individual conferences regarding use of data to track progress
- ☐ Use formative measures to chart individual and/or class progress towards learning targets using a performance scale
- ☐ Use formative assessment that reflects awareness of cultural differences represented in the classroom

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students identify their current level of performance. Student evidence is obtained during group activities and/or student work.)

- ☐ Systematically update their status on the learning targets using a chart, graph, or data notebook
- ☐ Describe their status relative to learning targets using the scale (e.g. exit ticket, summary, etc.)
- ☐ Individual conferences document that students provide artifacts and data regarding their progress toward learning targets
- ☐ Demonstrate autonomy in providing evidence of progress on learning targets
- ☐ Responses to formative assessment may involve cultural content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets, but less than the majority of students are displaying the desired effect.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Providing Feedback and Celebrating Progress

Focus Statement: Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.

Desired Effect: Evidence (formative data) demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Provide specific feedback to students regarding formative and/or summative data as it relates to learning targets
- ☐ Celebrate individual student progress when formative/summative data indicate gains in achieving learning targets
- ☐ Celebrate as groups make progress toward learning targets
- ☐ Implement a systematic, ongoing process to provide feedback
- ☐ Use a variety of ways to celebrate progress toward learning targets (not general praise)
  - Show of hands
  - Certificate of success
  - Parent notification
  - Round of applause
  - Academic praise
  - Digital media
- ☐ Ensure celebrations involve culturally relevant components
- ☐ Ask students to explain how they use feedback
- ☐ Ask students how celebrations encourage them to continue learning

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students continue learning and make progress towards learning targets. Student evidence is obtained during group activities and/or student work.)

- ☐ Show signs of pride regarding their accomplishments in the class (e.g. body language, work production, quality of work, etc.)
- ☐ Show signs of pride regarding development of mathematical practices
- ☐ Initiate celebration of individual success, group success, and that of the whole class
- ☐ Use feedback to revise or update work to help meet their learning target
- ☐ Surveys indicate students want to continue making progress
- ☐ Actions and responses indicate the teacher is equitable in providing feedback and/or celebrating progress

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Utilize new methods to celebrate success
- ☐ Provide additional opportunities to give feedback

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals, but less than the majority of students are displaying the desired effect.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Organizing Students to Interact with Content

Focus Statement: Teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Evidence (formative data) demonstrates students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Establish routines for student grouping and interaction for the expressed purpose of processing content
- ☐ Provide guidance regarding group interactions and critiquing the reasoning of others
- ☐ Provide guidance on one or more cognitive skills appropriate for the lesson
- ☐ Utilize assignments or tasks at the appropriate taxonomy level of content
- ☐ Provide guidance on one or more conative skills
  - Becoming aware of the power of interpretations
  - Avoiding negative thinking
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution
- ☐ Organize students into ad hoc groups during individual lessons (i.e. use techniques to ensure equity)
- ☐ Use various group processes and activities to reflect the taxonomy level of the learning targets

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students process content as a result of group organization. Student evidence is obtained during group activities and/or student work.)

- ☐ Work within groups with an organized purpose
- ☐ Exhibit awareness of the power of interpretations
- ☐ Avoid negative thinking
- ☐ Take various perspectives
- ☐ Interact responsibly and respectfully critique the reasoning of others
- ☐ Appear to know how to handle controversy and conflict resolution
- ☐ Actively ask and answer questions about the content (i.e. assignments or tasks)
- ☐ Add their perspectives to discussions
- ☐ Generate clarifying questions about the content
- ☐ Explain individual student and/or group thinking about the content
- ☐ Take responsibility for the learning of peers

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the processing of content, but less than the majority of students are displaying the desired effect.	Organizes students into appropriate groups to facilitate the processing of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Establishing and Acknowledging Adherence to Rules and Procedures

Focus Statement: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.

Desired Effect: Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Involve students in designing classroom routines and procedures to develop a culturally responsive classroom
- ☐ Actively teach student self-regulation strategies
- ☐ Use classroom meetings to review and process rules and procedures to ensure equity
- ☐ Remind students of rules and procedures
- ☐ Ask students to restate or explain rules and procedures
- ☐ Provide cues or signals when a rule or procedure should be used
- ☐ Physically occupy all quadrants of the room
- ☐ Scan the entire room, making eye contact with each student
- ☐ Recognize potential sources of disruption and deal with them immediately
- ☐ Proactively address inflammatory situations
- ☐ Consistently exhibit "withitness" behaviors
- ☐ Recognize and/or acknowledge students or groups who follow rules and procedures
- ☐ Organize physical layout of the classroom to facilitate work in groups and easy access to materials

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students know and follow classroom rules and procedures. Student evidence is obtained during group activities and/or student work.)

- ☐ Follow clear routines during class
- ☐ Explain classroom rules and procedures
- ☐ Describe the classroom as an orderly and safe environment
- ☐ Recognize cues and signals by the teacher
- ☐ Self-regulate behavior while working individually
- ☐ Self-regulate behavior while working in groups
- ☐ Recognize that the teacher is aware of their behavior
- ☐ Interact responsibly with teacher and other students
- ☐ Explain how the individuality of each student is honored in the classroom
- ☐ Describe the teacher as fair and responsive to individual students
- ☐ Describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"
- ☐ Respond appropriately to teacher direction and/or guidance regarding rules and procedures
- ☐ Move purposefully about the classroom and efficiently access materials

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Modify rules and procedures
- ☐ Seek additional student input
- ☐ Reorganize physical layout of the classroom

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Using Engagement Strategies

Focus Statement: Teacher uses engagement strategies to cognitively engage or re-engage students with the content.

Desired Effect: Evidence (formative data) demonstrates students cognitively engage or re-engage as a result of teacher action.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Take action or use specific strategies to re-engage students
- ☐ Use academic games
- ☐ Manage response rates
- ☐ Use physical movement
- ☐ Maintain a lively pace
- ☐ Use crisp transitions from one activity to another
- ☐ Demonstrate intensity and enthusiasm for the content
- ☐ Use friendly controversy
- ☐ Provide opportunities for students to talk about themselves as it relates to the content (i.e. incorporate cultural connections)
- ☐ Present unusual or intriguing information about the content

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students cognitively engage or re-engage as a result of teacher action. Student evidence is obtained during group activities and/or student work.)

- ☐ Behaviors show awareness that the teacher is noticing students' level of engagement
- ☐ Behaviors show the engagement strategy increases cognitive engagement
- ☐ Student-centered tasks and processes produce high levels of cognitive engagement
- ☐ Talk with groups or in response to questions is focused on critical content
- ☐ Engage in the critical content with enthusiasm
- ☐ Self-regulate engagement and engagement of peers
- ☐ Multiple students or the entire class respond to questions posed by the teacher
- ☐ Artifacts/student work indicate students are cognitively engaged in the critical content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Vary engagement technique
- ☐ Reorganize groups
- ☐ Modify task
- ☐ Utilize peer resources
- ☐ Vary resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses engagement strategies to cognitively engage or re-engage students with the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses engagement strategies to cognitively engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the students.

Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

Focus Statement: Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.

Desired Effect: Evidence (student action) shows students feel valued and part of the classroom community.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Encourage students to share their thinking and perspectives
- ☐ Seek student input regarding classroom activities and culture
- ☐ Relate content-specific knowledge to personal aspects of students' lives
- ☐ Discuss with students about topics in which they are interested
- ☐ Discuss equity and individual needs of students
- ☐ Use student input and feedback to maintain an academic focus on rigor
- ☐ Build student interests into lessons (i.e. incorporate cultural connections)
- ☐ Use students' personal interests to highlight or reinforce conative skills (e.g. cultivating a growth mindset)
- ☐ Compliment students regarding academic and personal accomplishments
- ☐ Engage in conversations with students about events in their lives outside of school
- ☐ When appropriate, use humor and/or playful dialogue with students
- ☐ Use nonverbal signals (e.g. smile, nod, "high five", pat on shoulder, thumbs up, fist bump, silent applause, eye contact, etc.)
- ☐ Remain calm in response to inflammatory situations
- ☐ Interact with each student in the same calm and controlled fashion
- ☐ Remain objective and in control by not demonstrating personal offense at student misconduct
- ☐ Celebrate students' individual diversity, uniqueness, and cultural traditions

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that their actions show they feel valued and part of the classroom community. Student evidence is obtained during group activities and/or student work.)

- ☐ Change behavior when the teacher demonstrates understanding of their interests and diverse backgrounds
- ☐ Demonstrate verbal and nonverbal behaviors that indicate they feel accepted by their teacher
- ☐ Respond positively to verbal interactions with the teacher
- ☐ Respond positively to nonverbal interactions with the teacher
- ☐ Readily share their perspectives and thinking with the teacher
- ☐ Actions show students are motivated by the teacher
- ☐ Describe their teacher as respectful and responsive to the diverse needs of each student
- ☐ Actions show students trust the teacher to advocate for them
- ☐ Contribute to a positive classroom community through interactions with peers

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Seek additional input from students
- ☐ Seek additional resources for self and students
- ☐ Utilize peer resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student, but less than the majority of students are displaying the desired effect.	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Communicating High Expectations for Each Student to Close the Achievement Gap

Focus Statement: Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.

Desired Effect: Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Use methods to ensure each student is held responsible for participation in classroom activities
- ☐ Chart questioning patterns to ensure each student is asked questions with the same frequency
- ☐ Track grouping patterns to ensure each student has the opportunity to work and interact with other students
- ☐ Does not allow negative or sarcastic comments about any student
- ☐ Identify students for whom expectations are different and the various ways in which these students have been treated differently
- ☐ Provide students with strategies to avoid negative thinking about one's thoughts and actions
- ☐ Ask questions of each student at the same rate and frequency
- ☐ Ask complex questions of each student that require conclusions at the same rate and frequency
- ☐ Rephrase questions for each student when they provide an incorrect answer
- ☐ Probe each student to provide evidence of their conclusions
- ☐ Ask each student to examine the sources of their evidence
- ☐ Allow students who become frustrated during questioning to collect their thoughts and have an opportunity to answer at a later point in the lesson
- ☐ Probe each student to further explain their answers when they are incorrect
- ☐ Require perseverance and productive struggle in solving problems and overcoming obstacles

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that their teacher expects each student to perform at their highest level of academic success. Student evidence is obtained during group activities and/or student work.)

- ☐ Treat each other with respect
- ☐ Actions show students avoid negative thinking about personal thoughts and actions
- ☐ Respond to difficult questions
- ☐ Take risks by offering incorrect or alternative answers
- ☐ Participate in classroom activities and discussions
- ☐ Artifacts/student work show the teacher won't "let you off the hook" or "won't give up on you"
- ☐ Artifacts/student work show the teacher holds each student to the same level of expectancy as others for drawing conclusions and providing sources of evidence
- ☐ Model teacher behaviors that show care and respect for each classmate
- ☐ Demonstrates perseverance and productive struggle in solving problems and overcoming obstacles

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Modify questioning techniques and patterns
- ☐ Reorganize seating patterns and groups
- ☐ Reflect on student interactions and change teacher behaviors

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success, but less than the majority of students are displaying the desired effect.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Adhering to School/District Policies and Procedures

Focus Statement: Teacher adheres to school and district policies and procedures.

Desired Effect: Teacher adheres to school and district rules and procedures.

Example Teacher Evidence

- ☐ Performs assigned duties
- ☐ Fulfills responsibilities in a timely manner
- ☐ Follows policies, regulations, and procedures (e.g. bullying, HR plans, sexual harassment, etc.)
- ☐ Maintains accurate records (e.g. student progress, attendance, parent conferences, etc.)
- ☐ Understands legal issues related to colleagues, students, and families (e.g. cultural, special needs, equal rights, etc.)
- ☐ Maintains confidentiality of colleagues, students, and families
- ☐ Advocates for equality for each student
- ☐ Demonstrates personal integrity and ethics
- ☐ Uses social media appropriately

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to adhere to school and district policies and procedures.	Inconsistently adheres to school and district policies and procedures.	Adheres to school and district policies and procedures.	Adheres to school and district policies and procedures *and* articulates how they adhere to school and district policies and procedures.	Helps others by sharing evidence of how to support school and district policies and procedures.

Maintaining Expertise in Content and Pedagogy

Focus Statement: Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).

Desired Effect: Teacher provides evidence of developing expertise in content area and classroom instructional strategies.

Example Teacher Evidence

- ☐ Participates in professional development opportunities
- ☐ Demonstrates content expertise and knowledge in the classroom
- ☐ Seeks mentorship from subject area experts
- ☐ Seeks mentorship from highly effective teachers
- ☐ Actively seeks help and input from appropriate school personnel to address issues that impact instruction
- ☐ Demonstrates a growth mindset and/or seeks feedback
- ☐ Implements a deliberate practice or professional growth plan
- ☐ Seeks innovative ways to improve student achievement
- ☐ Gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)
- ☐ Uses a reflection process for analysis of specific strengths and weaknesses of individual lessons and units
- ☐ Uses a reflection process for analysis of specific instructional strengths and weaknesses
- ☐ Explains the differential effects of specific classroom strategies on closing the achievement gap
- ☐ Seeks opportunities to develop deeper understanding of cultural responsiveness
- ☐ Uses formative and summative data to make instructional planning decisions
- ☐ Teacher observational data is correlated to student achievement data
- ☐ Identifies specific areas of strengths and weaknesses within instructional strategies or conditions for learning
- ☐ Keeps track of identified focus areas for improvement within instructional strategies or conditions for learning

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to deepen knowledge in content area and classroom instructional strategies.	Attempts to deepen knowledge in content area and classroom instructional strategies.	Continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Continually deepens knowledge in content and classroom instructional strategies *and* provides evidence of developing expertise in content area and classroom instructional strategies.	Helps others by sharing evidence of how to develop expertise in content area and classroom instructional strategies.

Promoting Teacher Leadership and Collaboration

Focus Statement: Teacher promotes teacher leadership and a culture of collaboration.

Desired Effect: Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.

Example Teacher Evidence

- ☐ Contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- ☐ Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- ☐ Documents specific situations of mentoring other teachers
- ☐ Works cooperatively with appropriate school personnel to address issues that impact student learning
- ☐ Accesses available expertise and resources to support students' learning needs
- ☐ Promotes positive conversations and interactions with teachers and colleagues
- ☐ Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust
- ☐ Encourages parent involvement in classroom and school activities
- ☐ Demonstrates awareness and sensitivity to social, cultural, and diverse needs of families
- ☐ Uses multiple means and modalities to communicate with families
- ☐ Seeks a role and participates in Professional Learning Community meetings
- ☐ Serves as a student advocate in the classroom, school, and community
- ☐ Participates in school and community activities as appropriate to support students and families
- ☐ Serves on school and district-level committees
- ☐ Works to achieve school and district improvement goals

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to promote teacher leadership and a culture of collaboration.	Attempts to promote teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration *and* provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.	Helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.

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SUCCESS MAP, SCALES AND EVIDENCES

for the MARZANO FOCUSED NON-CLASSROOM INSTRUCTIONAL SUPPORT PERSONNEL EVALUATION MODEL

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DOMAIN 1: PLANNING AND PREPARING TO PROVIDE SUPPORT

- Establishing and Communicating Clear Goals for Supporting Services
- Helping the School/District Achieve Goals
- Using Available Resources

DOMAIN 2: SUPPORTING STUDENT ACH

- Demonstrating Knowledge of Students
- Helping Students Meet Achievement G

Optional for Instructional Positi

A. Planning Standards-Base
B. Identifying Critical Conte
C. Using Questioning Strate
D. Facilitating Groups
E. Managing Student Behav
F. Using Engagement Strate

DOMAIN 3: CONTINUOUS IMPROVEMENT OF PROFESSIONAL PRACTICE

- Reflecting and Evaluating Personal Performance
- Using Data and Feedback to Support Changes to Professional Practice

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- Demonstrating Knowledge of Professional Practice (Area of Expertise)
- Promoting Positive Interactions with Colleagues and Community
- Adhering to School and D and Procedures
- Supporting and Participa and District Initiatives

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LEARNING AND PERFORMANCE MANAGEMENT
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LEARNING AND PERFORMANCE MANAGEMENT

Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

DOMAIN 1: PLANNING AND PREPARING TO PROVIDE SUPPORT

	0	1	2	3	4
Establishing and Communicating Clear Goals for Supporting Services					
Helping the School/District Achieve Goals					
Using Available Resources					

DOMAIN 2: SUPPORTING STUDENT ACHIEVEMENT

	0	1	2	3	4
Demonstrating Knowledge of Students					
Helping Students Meet Achievement Goals					

Optional for Instructional Positions

Planning Standards-Based Lessons/Units					
Identifying Critical Content					
Using Questioning Strategies					
Facilitating Groups					
Managing Student Behavior					
Using Engagement Strategies					

DOMAIN 3: CONTINUOUS IMPROVEMENT OF PROFESSIONAL PRACTICE

	0	1	2	3	4
Reflecting and Evaluating Personal Performance					
Using Data and Feedback to Support Changes to Professional Practice					

DOMAIN 4: PROGESSIONAL RESPONSIBILITES

	0	1	2	3	4
Demonstrating Knowledge of Professional Practice (Area of Expertise)					
Promoting Positive Interactions with Colleagues and Community					
Adhering to School and District Policies and Procedures					
Supporting and Participating in School and District Initiatives					

Domain 1: Planning and Preparing to Support Instruction

Establishing and Communicating Clear Goals for Supporting Services
Focus Statement: Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.
Desired Effect: School/district knows the supporting services provided by the instructional support member.
Example Instructional Support Member Evidence (Check any evidences demonstrated) ☐ Establishes a set of written goals or a defined work plan indicating the scope of services provided to the school ☐ Establishes a set of written goals or a defined work plan with timelines aligned with school and district goals ☐ Communicates goals to appropriate school or district personnel ☐ References and updates goals and plan for support throughout the year ☐ Goals confirm knowledge consistent with professional area of responsibility ☐ Supporting services demonstrate knowledge of human growth and development ☐ Data are used in the planning and goal setting process ☐ Elicits input from school regarding needed services and support ☐ Updates records (e.g. data bases, data notebook, etc.) to track progress towards implementation of goals and services
Example Implementation Evidence ☐ Students, colleagues, and/or administrators can explain how the instructional support member goals support the school or district ☐ Explains how goals support and align with school and/or district goals. ☐ Explains how data were used to establish goals ☐ Explains how their actions and/or activities relate to the goals ☐ Artifacts support clear communication of goals

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School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district *and* monitors if the school/district knows the supporting services provided.	Provides evidence of helping others by sharing how support goals were successfully established and communicated to the school/district.

Helping the School/District Achieve Goals
Focus Statement: Instructional support member uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals.
Desired Effect: Instructional support member helps the school/district achieve goals.
Example Instructional Support Member Evidence (Check any evidence demonstrated) ☐ Demonstrates knowledge of school/district goals ☐ Goals to provide services align with and support the school/district goals ☐ Activities confirm support of school/district goals consistent with professional area of responsibility (i.e. participating in committees, working with student groups, advising, etc.) ☐ Maintains accurate records of support provided that help the school/district achieve goals ☐ Provides accurate and relevant input to support the school/district
Example Implementation Evidence ☐ Artifacts reveal the instructional support member helped individual or groups of students achieve goals ☐ Artifacts reveal the instructional support member achieved goals to provide supporting services ☐ Artifacts confirm the instructional support member helped the school/district achieve goals ☐ Feedback from school/district confirms the instructional support member demonstrates knowledge of processes and protocols associated with professional area of expertise that helped the school/district achieve goals

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School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals.	Uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals *and* monitors if their help supports the school/district achieve goals.	Provides evidence of helping others by sharing how they helped the school/district achieve goals.

Using Available Resources

Focused Statement: Instructional support member identifies and uses available resources (to include traditional materials, technology, school, community, and district sources) to provide supporting services to the school/district.

Desired Effect: The use of available resources provides supporting services to the school/district.

Example Instructional Support Member Evidence (Check any evidence demonstrated)

- ☐ Resources are identified and reflected in planning documents
- ☐ Resources are used to enhance the implementation of goals for supporting services
- ☐ Technology resources are identified within plans, as appropriate, to support implementation of supporting services
- ☐ Plans reflect use of specific resources from the community and how they enhanced support of the school/district goals
- ☐ Data are used as a resource when planning support
- ☐ Resources are used appropriately to support the school/district
- ☐ Elicits input to determine if additional resources would enhance supporting services (e.g. surveys, checklist, notes, etc.)

Example Implementation Evidence

- ☐ Identifies resources implemented within the school community that enhance supporting services
- ☐ Artifacts show the use of available resources provided support for the school
- ☐ Data substantiates the use of resources in implementing goals for support services and/or instructional activities
- ☐ Describes how use of resources within the school/community enhanced implementation of supporting services and/or instructional activities
- ☐ Artifacts demonstrate the use of technology enhanced supporting services

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Identifies and uses available resources to provide supporting services to the school/district.	Identifies and uses available resources to provide supporting services to the school/district *and* monitors if use of available resources provides supporting services to the school/district.	Provides evidence of helping others by sharing how they used available resources to provide support services to the school/district.

Domain 2: Supporting Student Achievement

Demonstrating Knowledge of Students
Focus Statement: Instructional support member demonstrates knowledge of the unique needs of students in the school/district.
Desired Effect: Instructional support member provides appropriate services to support the unique needs of students in the school/district.
Example Instructional Support Member Evidence (Check any evidence demonstrated) ☐ Identifies students with unique needs ☐ Communicates expectation for each student to be successful ☐ Advocates for students who need accommodations and/or modifications to the curriculum ☐ Seeks appropriate services to help students with unique needs ☐ Identifies families to assist with learning how to plan and advocate for their student ☐ Collaborates with other school personnel to help students with unique needs to meet achievement goals ☐ Behaviors indicate value and respect for students with unique needs, interests, and/or backgrounds ☐ Extinguishes negative comments about students with unique needs, interests, and/or backgrounds ☐ Demonstrates knowledge of human growth and development ☐ Recognizes and addresses student needs and interests during interactions ☐ Identifies equity issues for students (when appropriate) ☐ Helps students learn how to become self-advocates
Example Implementation Evidence ☐ Provides appropriate services to help students with unique needs ☐ Assists families in learning to plan and advocate for their student ☐ Provides plans and/or artifacts to support collaboration with other school personnel to help students with unique needs ☐ Artifacts support identification of students who need special assistance ☐ Explains how accommodations and/or modifications help address the unique needs of students ☐ Artifacts demonstrate support of individual students to meet achievement goals ☐ Artifacts reveal that students receive appropriate modifications or accommodations ☐ Actively addresses equity issues for students (when appropriate) ☐ Students identify the instructional support member as one who advocates for them ☐ Artifacts demonstrate students act as self-advocates ☐ Explains how knowledge of the unique needs of students helps support students in achievement of their goals

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Demonstrates knowledge of the unique needs of students in the school/district.	Demonstrates knowledge of the unique needs of students in the school/district *and* monitors if services appropriately support the unique needs of students in the school/district.	Provides evidence of helping others by sharing how they provided services to appropriately support the unique needs of students in the school/district.

Helping Students Meet Achievement Goals

Focus Statement: Instructional support member helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.

Desired Effect: Barriers are removed to help students meet achievement goals.

Example Instructional Support Member Evidence (Check any evidence demonstrated)

- ☐ Identifies students who need help meeting achievement goals
- ☐ Advocates for students who need assistance gaining access to critical curriculum
- ☐ Provides plans and/or artifacts of helping remove barriers for the benefit of students
- ☐ Assists families in learning how to plan and advocate for their student
- ☐ Assists families in learning to identify the barriers
- ☐ Collaborates with other school personnel to help students meet achievement goals
- ☐ Behaviors indicate value and respect for students who may have barriers to achieving goals
- ☐ Extinguishes negative comments about students who have barriers to achieving goals
- ☐ Sets high expectations for each student
- ☐ Communicates with families about how to help their students remove barriers

Example Implementation Evidence

- ☐ Provides plans and/or artifacts to document collaboration with other school personnel to help remove barriers
- ☐ Artifacts support identification of students who received help meeting their achievement goals
- ☐ Explains how removing barriers helped students meet achievement goals
- ☐ Explains how removing barriers helped individual students gain equal access to critical curriculum
- ☐ Artifacts reveal students have equal access to critical curriculum
- ☐ Students identify the instructional support member as one who advocates for them by helping remove barriers
- ☐ Students and/or colleagues confirm that the instructional support member helps students meet achievement goals

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement *and* monitors if barriers are removed to help students meet achievement goals.	Provides evidence of helping others by sharing how they successfully helped remove barriers to help students meet achievement goals.

Optional for Instructional Positions

A. Planning Standards-Based Lessons/Units

Focus Statement: Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Instructional support member provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

Planning Evidence

- ☐ Plans exhibit a focus on the essential standards
- ☐ Plans include a scale that builds a progression of knowledge from simple to complex
- ☐ Plans identify learning targets aligned to the rigor of required standards
- ☐ Plans identify specific instructional strategies appropriate for the learning target
- ☐ Plans illustrate how learning will scaffold from an understanding of foundational content to application of information in authentic ways
- ☐ Lessons are planned with teachable chunks of content
- ☐ When appropriate, lessons/units are integrated with other content areas
- ☐ When appropriate, learning targets and unit plans include district scope and sequence
- ☐ Plans illustrate how equity is addressed in the classroom
- ☐ When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans are addressed in the classroom
- ☐ When appropriate, plans illustrate how EL strategies are addressed in the classroom
- ☐ When appropriate, plans integrate cultural competencies and/or standards

Example Implementation Evidence

- ☐ Lesson plans align to grade level standard(s) with targets and use a performance scale
- ☐ Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- ☐ Planned and completed student assignments/work require practice with complex text and its academic language
- ☐ Planned and completed student assignments/work demonstrate development of applicable mathematical practices
- ☐ Planned and completed student assignments/work demonstrate grounding in real-world application
- ☐ Planned and completed student assignments/work demonstrate how equity has been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how EL strategies have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work indicate opportunities for students to insert content specific to their cultures
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning *and* provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale *and* the impacts on student learning.

B. Identifying Critical Content

Focus Statement: Instructional support member/teacher identifies critical content in a lesson or activity to which participants should pay particular attention.

Desired Effect: Students can identify critical versus non-critical content.

Example Instructional Support Member/Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Begins the lesson or activity by explaining why upcoming content is important
- ☐ Accurately identifies critical content
- ☐ Identifies content or information critical to their area of responsibility (i.e. media, technology, guidance)
- ☐ Cues the importance of upcoming content in some direct and/or indirect fashion
  - Tone of voice
  - Body position
  - Level of excitement
  - Marker technique

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can identify critical versus non-critical content. Student evidence is obtained as the instructional support member/teacher uses a monitoring technique.)

- ☐ Describe the level of importance of the content addressed in the lesson or activity
- ☐ Explain why it is important to pay attention to the content
- ☐ Body language and other visible behaviors indicate students pay attention to the critical content

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Identifies critical content in a lesson or activity to which participants should pay particular attention, but less than the majority of students are displaying the desired effect in student evidence.	Identifies critical content in a lesson or activity to which participants should pay particular attention. The desired effect is displayed in the majority of student evidence.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence.

C. Using Questioning Strategies

Focus Statement: Instructional support member/teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Students accurately elaborate on content.

Example Instructional Support Member/Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Uses a sequence of increasingly complex questions as it relates to the content (text) with appropriate wait time
- ☐ Asks detail questions
- ☐ Asks category questions
- ☐ Asks elaboration questions (e.g. inferences, predictions, projections, definitions, generalizations, etc.)
- ☐ Asks students to provide evidence (e.g. prior knowledge, textual evidence, etc.) for their elaborations
- ☐ Presents situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught
- ☐ Models the process of using evidence to support elaboration
- ☐ Models processes and proficiencies to support mathematical elaboration
- ☐ Models implementation of appropriate wait time when questioning

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students accurately elaborate on content. Student evidence is obtained as the instructional support member/teacher uses a monitoring technique.)

- ☐ Answer detail questions about the content
- ☐ Identify characteristics of content-related categories
- ☐ Make general elaborations about the content
- ☐ Provide evidence and support for elaborations
- ☐ Identify basic relationships between ideas and how one idea relates to another
- ☐ Artifacts/student work demonstrate students can make well-supported elaborative inferences
- ☐ Discussions demonstrate students can make well-supported elaborative inferences
- ☐ Discussions are grounded in evidence from text, both literary and informational
- ☐ Discussions and student work provide evidence of mathematical elaboration

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect.	Uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the students.

D. Facilitating Groups

Focus Statement: Instructional support member/teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

Example Instructional Support Member/Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Establishes routines for student grouping and interaction for the expressed purpose of processing content
- ☐ Provides guidance regarding group interactions and critiquing the reasoning of others
- ☐ Provides guidance on one or more cognitive skills appropriate for the lesson
- ☐ Utilizes assignments or tasks at the appropriate taxonomy level of content
- ☐ Provides guidance on one or more conative skills
  - Becoming aware of the power of interpretations
  - Avoiding negative thinking
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution
- ☐ Organizes students into ad hoc groups during individual lessons (i.e. use techniques to ensure equity)
- ☐ Uses various group processes and activities to reflect the taxonomy level of the learning targets

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students process content as a result of group organization. Student evidence is obtained during group activities and/or student work.)

- ☐ Work within groups with an organized purpose
- ☐ Exhibit awareness of the power of interpretations
- ☐ Avoid negative thinking
- ☐ Take various perspectives
- ☐ Interact responsibly and respectfully critique the reasoning of others
- ☐ Appear to know how to handle controversy and conflict resolution
- ☐ Actively ask and answer questions about the content (i.e. assignments or tasks)
- ☐ Add their perspectives to discussions
- ☐ Generate clarifying questions about the content
- ☐ Explain individual student and/or group thinking about the content
- ☐ Take responsibility for the learning of peers

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the learning of content, but less than the majority of students are displaying the desired effect.	Organizes students into appropriate groups to facilitate the learning of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

E. Managing Student Behavior

Focus Statement: Instructional support member/teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.

Desired Effect: Students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

Example Instructional Support Member/Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Involves students in designing classroom routines and procedures to develop a culturally responsive classroom
- ☐ Actively teaches student self-regulation strategies
- ☐ Uses classroom meetings to review and process rules and procedures to ensure equity
- ☐ Reminds students of rules and procedures
- ☐ Asks students to restate or explain rules and procedures
- ☐ Provides cues or signals when a rule or procedure should be used
- ☐ Physically occupies all quadrants of the room
- ☐ Scans the entire room, making eye contact with each student
- ☐ Recognizes potential sources of disruption and deal with them immediately
- ☐ Proactively addresses inflammatory situations
- ☐ Consistently exhibits "withitness" behaviors
- ☐ Recognizes and/or acknowledge students or groups who follow rules and procedures
- ☐ Organizes physical layout of the classroom to facilitate work in groups and easy access to materials

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students know and follow classroom rules and procedures. Student evidence is obtained during group activities and/or student work.)

- ☐ Follow clear routines during class
- ☐ Explain classroom rules and procedures
- ☐ Describe the classroom as an orderly and safe environment
- ☐ Recognize cues and signals by the teacher
- ☐ Self-regulate behavior while working individually
- ☐ Self-regulate behavior while working in groups
- ☐ Recognize that the teacher is aware of their behavior
- ☐ Interact responsibly with teacher and other students
- ☐ Explain how the individuality of each student is honored in the classroom
- ☐ Describe the teacher as fair and responsive to individual students
- ☐ Describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"
- ☐ Respond appropriately to teacher direction and/or guidance regarding rules and procedures
- ☐ Move purposefully about the classroom and efficiently access materials

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

F. Using Engagement Strategies

Focus Statement: Instructional support member/teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Students engage or re-engage with content as a result of teacher action.

Example Instructional Support Member/Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Takes action or uses specific strategies to re-engage students
- ☐ Uses academic games
- ☐ Manages response rates
- ☐ Uses physical movement
- ☐ Maintains a lively pace
- ☐ Uses crisp transitions from one activity to another
- ☐ Demonstrates intensity and enthusiasm for the content
- ☐ Uses friendly controversy
- ☐ Provides opportunities for students to talk about themselves as it relates to the content (i.e. incorporate cultural connections)
- ☐ Presents unusual or intriguing information about the content

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students engage or re-engage as a result of teacher action. Student evidence is obtained during group activities and/or student work.)

- ☐ Behaviors show awareness that the teacher is noticing students' level of engagement
- ☐ Behaviors show the engagement strategy increases engagement
- ☐ Student-centered tasks and processes produce high levels of engagement
- ☐ Talk with groups or in response to questions is focused on critical content
- ☐ Engage in the critical content with enthusiasm
- ☐ Self-regulate engagement and engagement of peers
- ☐ Actions show students are motivated by the teacher
- ☐ Behaviors show students are inspired by the teacher
- ☐ Multiple students or the entire class respond to questions posed by the teacher
- ☐ Artifacts/student work indicate students are engaged in the critical content

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses engagement strategies to engage or re-engage students with the content, but less than the majority of students are displaying the desired effect.	Uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the students.

Domain 3: Continuous Improvement of Professional Practice

Reflecting and Evaluating Personal Performance
Focus Statement: Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors.
Desired Effect: Instructional support member identifies specific practices and behaviors on which to improve.
Example Instructional Support Member Evidence (Check any evidence demonstrated) ☐ Uses a reflection process for analysis of specific strengths and weaknesses ☐ Keeps track of specifically identified focus areas for improvement ☐ Identifies and keeps track of specific areas identified based on individual interest ☐ Describes how specific areas for improvement are identified ☐ Collects and compiles evidence of the effects of specific practices and behaviors related to their area of responsibility ☐ Provides a written analysis of specific causes of success or difficulty ☐ Explains the differential effects of specific strategies and behaviors that yield results ☐ Exhibits characteristics of a growth mindset

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Reflects and evaluates the effectiveness of specific practices and behaviors.	Reflects and evaluates the effectiveness of specific practices and behaviors *and* identifies specific practices and behaviors on which to improve.	Provides evidence of helping others by sharing how they identified specific practices and behaviors on which to improve.

Using Data and Feedback to Support Changes to Professional Practice
Focus Statement: Instructional support member uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.
Desired Effect: Instructional support member demonstrates professional growth.
Example Instructional Support Member Evidence (Check any evidence demonstrated) ☐ Develops a written growth plan that outlines measurable goals, action steps, manageable timelines, and appropriate resources ☐ Identifies the data and feedback used to develop a professional growth plan ☐ Describes the professional growth plan using specific and measurable goals, action steps, manageable timelines, and appropriate resources ☐ Constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g. achievement data, artifacts, interviews or surveys from peers, participants, and observer feedback) ☐ Describes progress toward meeting the goals outlined in the plan as supported by evidence ☐ Charts progress toward professional growth plan goals and supports by evidence ☐ Seeks mentorship from experts in area of professional responsibility ☐ Seeks innovative ways to improve professional practice

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses data and feedback to develop a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.	Uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress *and* demonstrates professional growth.	Provides evidence of helping others by sharing how they developed and implemented a professional growth plan that resulted in professional growth.

Domain 4: Professional Responsibilities

Demonstrating Knowledge of Professional Practice (Area of Expertise)
Focus Statement: Instructional support member demonstrates knowledge of professional practice related to his/her area of expertise.
Desired Effect: Instructional support member is recognized by the school/district as an expert in their area of expertise.
Example Instructional Support Member Evidence (Check any evidence demonstrated) ☐ Participates in professional development opportunities ☐ Demonstrates knowledge of processes and protocols associated with professional area of expertise ☐ Demonstrates knowledge of state and federal laws associated with professional area of expertise ☐ Keeps record of specific situations during which he/she mentored other instructional support members ☐ Contributes and shares expertise and new ideas with colleagues to enhance learning in formal and informal ways ☐ Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific educational strategies and behaviors ☐ Leads or facilitates professional development activities ☐ Disseminates information in an accurate manner ☐ Provides accessibility for professional services to students and school ☐ Describes specific situations in which he/she has mentored colleagues to share expertise ☐ Artifacts/evidence confirm recognition as an expert (e.g. surveys, feedback notes, articles, publications, etc.)

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Demonstrates knowledge of professional practice related to his/her area of expertise.	Demonstrates knowledge of professional practice related to his/her area of expertise *and* is recognized by the school/district as an expert in their area of expertise.	Provides evidence of helping others by sharing how they became recognized by the school/district as an expert in their area of expertise.

Promoting Positive Interactions with Colleagues and the Community
Focus Statement: Instructional support member interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.
Desired Effect: Positive relationships result in support for learning.
Example Instructional Support Member Evidence (Check any evidence demonstrated) ☐ Works cooperatively with appropriate colleagues to address issues that impact the school ☐ Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness, and trust ☐ Accesses available expertise and resources to support the school ☐ Describes situations in which he/she interacts positively with colleagues to promote and support learning ☐ Describes situations in which he/she helped extinguish negative conversations about other colleagues ☐ Fosters collaborative partnerships with parents to enhance participant success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust ☐ Communicates with parents in a consistent and timely manner regarding student expectations, progress, and/or concerns ☐ Encourages parent involvement in classroom and school activities ☐ Demonstrates awareness and sensitivity to social, cultural, and language backgrounds of families ☐ Uses multiple means and modalities to communicate with families ☐ Responds to requests for support, and/or assistance promptly ☐ Respects and maintains confidentiality of student/family information ☐ Describes instances when he/she interacted positively with students, parents, and/or the community ☐ Describes instances in which he/she helped extinguish negative conversations about students, parents, and/or the community ☐ Participates as an active member of a Professional Learning Community ☐ Collaborates with the school community

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning	Interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning *and* result in support for learning.	Provides evidence of helping others by sharing how they interacted positively with colleagues and the community to support learning.

Adhering to School and District Policies and Procedures
Focus Statement: Instructional support member is knowledgeable about and adheres to school and district policies and procedures.
Desired Effect: Instructional support member self-monitors adherence to district policies and procedures.
Example Instructional Support Member Evidence (Check any evidence demonstrated) ☐ Performs assigned duties ☐ Follows policies, regulations, and procedures ☐ Maintains accurate records (e.g. participant progress, completion of assignments, non-instructional records) ☐ Fulfills responsibilities in a timely manner ☐ Demonstrates understanding of legal issues related to students and families ☐ Demonstrates personal integrity ☐ Ensures privacy and confidentiality ☐ Documents specific situations in which he/she adheres to rules and procedures ☐ Knows and adheres to state code of ethics, professional standards and code of conduct applicable to the position

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Is knowledgeable about and adheres to school and district policies and procedures.	Is knowledgeable about and adheres to school and district rules *and* self-monitors adherence to district policies and procedures.	Provides evidence of helping others by sharing how they self-monitor adherence to district policies and procedures.

Supporting and Participating in School and District Initiatives
Focus Statement: Instructional support member supports and participates in school and district initiatives relevant to area of responsibility.
Desired Effect: Instructional support member actively supports and participates in school and district initiatives.
Example Instructional Support Member Evidence (Check any evidence demonstrated) ☐ Participates in school activities and events as appropriate to support students and the school community ☐ Serves on school and district committees ☐ Participates in professional development opportunities ☐ Works to achieve school and district improvement goals ☐ Provides record of specific situations in which he/she has participated in school and/or district initiatives ☐ Describes or shows evidence of participation in school and/or district initiatives ☐ Exhibits characteristics of a growth mindset

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School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Supports and participates in school and district initiatives relevant to area of responsibility.	Supports and participates in school and district initiatives relevant to area of responsibility *and* actively supports and participates in school and district initiatives.	Provides evidence of helping others by sharing how they actively support and participate in school and district initiatives.

3. Other Indicators of Performance

ADDITIONAL METRIC

In addition to administrative observations and student performance data, the Deliberate Practice Score will be used as an additional metric. Deliberate Practice will be used for all instructional personnel; Classroom Teachers and Non-Classroom Teachers/Instructional Support Personnel. The additional metric was implemented in 2013-14 school year. Deliberate Practice will be rated as 5% of the overall final evaluation score for the 2017-2018 school year. The Governing Board, at its discretion, and in compliance with state statute, may adjust this percentage by board action.

Educators will select two elements, from either **Standards-Based Learning or Conditions for Learning**, as the focus for the Deliberate Practice. A minimum of one element selected will be from identified "High Probability Elements". Using data to determine areas for growth, educators will complete a self-assessment and commit to improving throughout the year in the two elements selected. The educator's self-assessment rating will not count toward their evaluation. The Deliberate Practice score will be Effective (3.0) for every educator that completes the Deliberate Practice self-assessment and an Unsatisfactory (1.0) for those that do not to complete the deliberate practice assessment and growth plan. Teachers determine their starting rating on each of the two elements and they must rate themselves as Not Using, Beginning, Developing, or Applying so that growth can be measured. It is recommended that educators receive a minimum of three data marks from administration on each deliberate practice element.

The overall Deliberate Practice rating of 3.0 or 1.0 will be calculated at 5% of the total evaluation.

4. Summative Evaluation Score

Determining Instructional Practice Score, Deliberate Practice Score, Student Performance Score and Final SADES Rating for Classroom and Non-Classroom Teachers:

The following six-step process is used to determine an employee rating for the summative evaluation process.

Step 1: The evaluator rates each of the observed Elements within SADES. There are four areas and a total of 23 elements. The ratings for each element are valued as follows: Innovating – 4, Applying – 3, Developing 2, Beginning – 1, and Not Using – 0.

Step 2: The applicable evidence is compiled for each observed Element at each level (Highly Effective, Effective, etc.) for each of the four domains.

Step 3: For each area, the percentage of the total amount of datamarks is determined. In 2017-18, the Domains will be weighted as follows:

- Standards-Based Planning- 13%
- Standards- Based Instruction- 44%
- Conditions for Learning- 30%
- Professional Responsibilities- 13%

The Governing Board, at its discretion, and in compliance with state statute, may adjust this percentage by board action.

Step 4: After weights from Step 3 are applied, the Instructional Practice is scored per the scale below.

Status Score	Rating Scale:
Highly Effective	**3.450 – 4.000**
Effective	**2.500 – 3.449**
Needs Improvement	**2.000 – 2.499**
Unsatisfactory	**1.000 – 1.999**

Step 5: The Deliberate Practice Score is determined as described in the Additional Metric section above. The Deliberate Practice rating of Effective (3.0) or Unsatisfactory (1.0) will be calculated at 5% of the total evaluation. The Governing Board, at its discretion, and in compliance with state statute, may adjust this percentage by board action.

Step 6: The Student Performance Rating will then be determined based on the appropriate methodology as shown above in Section 1 Performance of Students (State VAM Rule 6A-5.0411 for the appropriate VAM teachers, Local Growth Models for the appropriate teachers and Proficiency Models for appropriate teachers). Once these are identified, the Student Performance Rating will be converted to the following scale:

Highly Effective	- 4 points
Effective	- 3 points
Needs Improvement	- 2 points
Unsatisfactory	- 1 point

Step 7: The Instructional Practice (60%), Deliberate Practice (5%), and Student Performance (35%) scores will be combined based on the appropriate weights. The Governing Board, at its discretion, and in compliance with state statute, may adjust this percentage by board action. The final evaluation rating will be determined by this scale:

Overall Score	**Rating Scale**
Highly Effective	**3.450 – 4.000**
Effective	**2.500 – 3.449**
Needs Improvement	**2.000 – 2.499**
Unsatisfactory	**1.000 – 1.999**

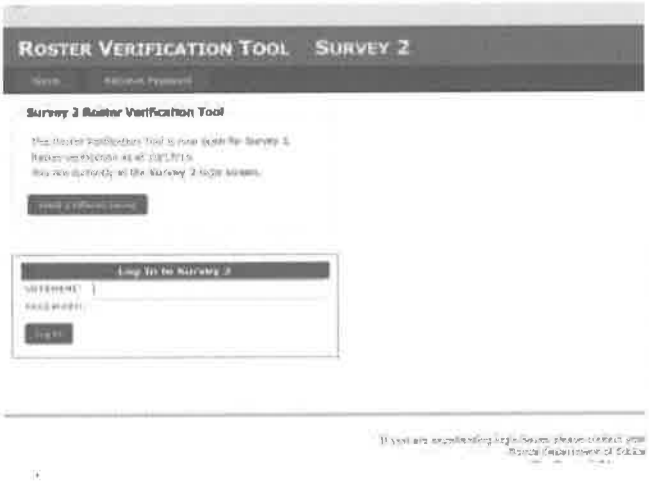
When Student Performance Scores become available, they will be combined with the Instructional Practice and Deliberate Practice scores to create an overall evaluation rating. A conference will take place in the fall of the subsequent school year to share this overall evaluation rating.

5. Additional Requirements

Roster Verification Process

Florida Statute 1012.34(8) requires the State Board of Education to establish a process to permit instructional personnel to review the class roster for accuracy and to correct any mistakes relative to the identity of students for which the individual is responsible for. Teachers will use the FLDOE's online Roster Verification Tool (RVT) to verify their rosters specifically for Survey 2 (October annually) and Survey 3 (February annually). This roster verification process reflects how personnel are going to be aligned to students for Student Growth purposes.

1. For each roster verification period, the local school district issues a memorandum to schools notifying them that school coordinator and teacher access has been opened for logging into the RVT.



2. The memorandum includes, as attachments, the state-provided "School Coordinator Guide to the 2017-18 Florida Department of Education Roster Verification Tool" and the "Teacher Guide to the 2017-18 Florida Department of Education Roster Verification Tool".

3. These instructions highlight how teachers can add/remove students from their roster(s) and how they submit their verified rosters.

4. These instructions highlight how school coordinators can approve/deny roster changes made by teachers and how they submit their school's verified rosters.

5. The local school district then examines approvals and denials made by school coordinators and submits roster changes to FLDOE by deadline.

EVALUATORS

Evaluations will be conducted by the credentialed observer who supervises the employee to include principal, director, and his/her designee (assistant principal and supervisor). Input into the evaluation may also be provided from credentialed school staff. All employees must be oriented to the SADES System by mid-September each year. Newly hired personnel must be oriented upon employment.

TRAINING

Training is required for school site administrators and teachers to ensure SADES is implemented on a uniform basis across Somerset Broward. All administrators must be credentialed in order to utilize the tool to observe and evaluate teachers. This credentialing process includes training on the Marzano Focused Teacher Evaluation Model evaluation criteria, and written/ content and video scoring assessments. Once credentialed, there is ongoing training for administrators to include Instructional Rounds for the purpose of strengthening evaluator accuracy and inter-rater reliability. Updates and remediation will be provided to administrators based on needs.

The evaluation of instructional personnel will be part of the school site administrator's evaluation. It will be the responsibility of the school site principal to ensure that evaluations of instructional personnel are aligned with the requirements of the evaluation system.

Observer Development

Principals, Assistant Principals, and Somerset Broward Administrators are provided with annual updates for the SADES Instruments in order for the supervisors to orient their instructional staff. Somerset Broward agrees to ensure successful completion of the credentialing program for all observers. Somerset Broward will maintain a credentialing process for all observers for the duration of the SADES evaluation system.

Educator Development

Professional learning will be available on an on-going basis for deepening the knowledge and skill at all employee levels. Various courses and delivery methods are offered to all educators who wish to increase their awareness and performance in the SADES. A process has been developed to assist employees, identified as needing improvement or unsatisfactory, in getting sound professional assistance and development to help correct job performance deficiencies. Other skilled individuals may be assigned, as appropriate, to increase employees' opportunities to succeed. As Somerset Broward continues to develop support structures such as mentors, coaches, and peer reviewers, Somerset Broward will determine and provide the appropriate training and development.

Timely Feedback
Feedback either electronically submitted and/or during a post observation conference or meeting will be entered or conducted within 10 working days of the meeting or observation to ensure timely feedback.

Observations of Probationary Teachers
Probationary teachers will receive a minimum of two formal observations, within the first year of teaching. Student performance data will be discussed/shared as a regular part of the observation process. Types of student performance data that may be included in the data discussions are Broward Standards Assessment Tests (BSA), mini-BSA's, DAR, STAR, Accelerated Reader, previous FSA data, FAIR, as well as other appropriate assessments of student performance as they are developed and implemented. Data chats will be conducted by either a site-based administrator or designee. Probationary teachers will receive feedback on their performance after each formal observation.

Observations of Non-probationary Teachers
Non-probationary teachers will receive a minimum of one formal, one informal, and one snap shot observation. Student performance data will be discussed/shared as a regular part of the observation process. Types of student performance data that may be included in the data discussions are Broward Standards Assessment Tests (BSA), mini-BSA's, DAR, STAR, Accelerated Reader, previous FSA data, FAIR, as well as other appropriate assessments of student performance as they are developed and implemented. Teachers are required to receive feedback after each formal observation and may receive feedback after all other observations.

Evaluation of Annual Contract Teachers
Employees on an Annual Contract will be evaluated once annually. The evaluation conference will be conducted by the principal and/or his/her designee. The conference may include a discussion of all ratings on the evaluation form, observations, a review of student data, and any other evidence included in the process.

Evaluation of Classroom Teachers
All classroom teachers will be evaluated using the SADES for classroom teachers. This instrument contains 23 elements within four areas of expertise.

Evaluation of Non-classroom Teachers
All teachers who have a job classification coded as non-classroom teacher will be evaluated using the SADES for non-classroom teachers. These instruments contain 11 elements and 6 optional instructional elements.

Evaluation of Probationary (First Year) Teachers

Observation and evaluation of a probationary employee will be conducted twice in his/her first year of employment in Somerset Broward. An employee hired on or before November 15th will receive the first evaluation before the end of the first semester. The second evaluation will be completed at the end of the school year. Any employee who is hired after November 15th will receive the first evaluation at the end of the school year and the second evaluation by November 15th of the following school year. If a probationary employee is hired after November 15th and does not work at least 99 days, he/she will receive an initial evaluation the following school year, provided the employee receives an annual contract. Observations, documentation, and conferences completed for these employees' supports the completion of the evaluation form required or the SADES.

Peer Assistance

A Peer Reviewer will be deployed by Somerset Broward based on the number of Beginning and/or Not Using datamarks, current Instructional Practice Score, and status of teacher (on a Cycle of Assistance or a Performance Development Plan). Peer Reviewer assistance is in addition to, and not to replace the support already established at the work location.

6. Evaluation Procedures

USE OF EVALUATION RATINGS TO INFORM HUMAN CAPITAL DECISIONS

Teacher and school administrator evaluation results are a component used to inform Somerset Broward's human capital decisions. Human capital decisions include, but are not limited to, the determination of professional development, assignment of support structures, renewal of contract or reappointment, transfers, promotions or additional responsibilities, non-renewal of contracts or termination of employment, and compensation.

Notification of Unsatisfactory Performance and Intervention
Pursuant to F.S. 1012.34(4), if an employee who holds a contract is not performing his or her duties in a satisfactory manner, the evaluator will notify the employee in writing of such determination.

- Once an educator receives 5-7 Beginning and/or Not Using data marks, administration is encouraged to have an informal discussion with the educator to share recommended strategies for improvement.
- Once an educator receives 8 or more Beginning and/or Not Using data marks, an administrator meets with the educator to discuss the areas of concern, provide assistance, and explain possible consequences if the employee fails to improve. The teacher will be provided with written notification of the specific deficiencies, the recommended strategies to improve performance, and consequences for failure to remediate.
- Once the educator receives 10 or more Beginning and/or Not Using data marks, an average IP Score of Needs Improvement or Unsatisfactory, and at least two formals and one additional observation, a professional growth plan/goal(s) may be written. If a plan is developed it shall be done so by a credentialed administrator in collaboration with the educator. The teacher will be provided with written notification of the specific deficiencies, the recommended strategies to improve performance, and consequences for failure to remediate.
- If deficiencies still exist, the teacher will be provided written notice that he or she will be placed on a professional growth plan/goal(s) for 90 calendar days following receipt of notification. School holidays and school vacation periods are not counted when calculating the 90-calendar-day period. During the 90 calendar days, the employee who holds a contract will be evaluated periodically and apprised of progress achieved and will be provided assistance and in-service training opportunities to help correct the noted performance deficiencies.

Evaluation
The individual responsible for supervising the employee will evaluate the employee's performance, but may consider input from other credentialed personnel. The evaluator will submit the written report to the employee no later than 10 days after the final evaluation takes place. The evaluator will meet with each teacher to discuss areas of professional practice for growth and areas to maintain effectiveness. The final Instructional Practice Score is discussed with the employee in detail with a full explanation of the final rating. The employee will have the right to initiate a written response to the evaluation, and the response will become a permanent attachment to his or her personnel file.

Governing Board Annual Notification

Somerset Academy Inc. Governing Board shall annually notify the Department of Education of any instructional personnel who receive two consecutive unsatisfactory evaluations; three consecutive needs improvement evaluations, or three consecutive years of a combination of needs improvement and/or unsatisfactory evaluations providing that Somerset Academy, Inc. have been provided the historical evaluation data on the employee.

7. Self-Monitoring

It is the responsibility of the school site administrator to ensure that evaluations of instructional personnel are aligned with the requirements of the evaluation system.

All administrators must be credentialed in order to utilize the tool to observe and evaluate teachers. This credentialing process includes training on the Marzano Framework and written/content and video scoring assessments. Once credentialed, there is ongoing training for administrators to include Instructional Rounds for the purpose of strengthening evaluator accuracy and inter-rater reliability. Updates and remediation will be provided to administrators based on needs.

Timely Feedback
Feedback either electronically submitted and/or during a post observation conference or meeting will be entered or conducted within 10 working days of the meeting or observation to ensure timely feedback.

Evaluation Committee
An evaluation sub-committee is responsible for monitoring and modifying SADES as needed. Membership on the committee will include appointees made by the Somerset Academy Inc. Board Chair. Through this committee the parties agree to develop necessary procedures to bring SADES into compliance with Florida Statutes. The system will operate at the school level providing access for employees at all skill levels.

Continuous Professional Improvement
Continuous instructional improvement is an integral piece of the evaluation system. Feedback will be provided to teachers in a variety of ways: through observation conferences, during the final evaluation conference, during data reviews, and on the final evaluation form.

Each school will develop and implement a plan to identify individual professional development by reviewing school based evaluation results and identifying areas therein for which there is the greatest need. Through the inter-rater reliability process, we will review the ratings in each domain of the evaluation and use the data to identify weaknesses. Each school will use the data to assist in the development of professional learning experiences to target the areas of weakness.

Alignment with School Improvement Goals
As required by state statute, teacher evaluations are based primarily upon student achievement scores that align with each individual school's improvement goals. School improvement goals are based primarily on student achievement. Instructional practice results will also be used to guide the development of teacher professional development plans, and school improvement goals. Evaluation results will be used to decide how personnel are hired to maximize student achievement growth and aligned to the improvement goals.

8. Appendix A – Checklist for Approval

Performance of Students

Somerset Academy schools in Broward have provided and meets the following criteria:

For all instructional personnel:

- ☐ The percentage of the evaluation that is based on the performance of students criterion.
- ☐ An explanation of the scoring method, including how it is calculated and combined.
- ☐ At least one-third of the evaluation is based on performance of students.

For classroom teachers newly hired by school:

- ☐ The student performance measure(s).
- ☐ Scoring method for each evaluation, including how it is calculated and combined.

For all instructional personnel, confirmed the inclusion of student performance:

- ☐ Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- ☐ If less than the three most recent years of data are available, those years for which data are available must be used.
- ☐ If more than three years of student performance data are used, specified the years that will be used.

For classroom teachers of students for courses assessed by statewide, standardized assessments:

- ☐ Documented that VAM results comprise at least one-third of the evaluation.
- ☐ For teachers assigned a combination of courses that are associated with the statewide, standardized assessments and that are not, the portion of the evaluation that is comprised of the VAM results is identified, and the VAM results are given proportional weight according to a methodology selected by Somerset Broward.

For all instructional personnel of students for courses not assessed by statewide, standardized assessments:

- ☐ For classroom teachers, the determined student performance measure(s) used for personnel evaluations.
- ☐ For instructional personnel who are not classroom teachers, the determined student performance measure(s) used for personnel evaluations.

Instructional Practice

Somerset Academy schools in Broward have provided and meets the following criteria:

For all instructional personnel:

- ☐ The percentage of the evaluation system that is based on the instructional practice criterion.
- ☐ At least one-third of the evaluation is based on instructional practice.
- ☐ An explanation of the scoring method, including how it is calculated and

combined.

- ☐ The evaluation framework for instructional personnel is based on contemporary research in effective educational practices.

For all instructional personnel:

- ☐ A crosswalk from the evaluation framework to the Educator Accomplished Practices demonstrating that the evaluation system contains indicators based upon each of the Educator Accomplished Practices.

For classroom teachers:

- ☐ The observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For non-classroom instructional personnel:

- ☐ The evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For all instructional personnel:

- ☐ Procedures for conducting observations and collecting data and other evidence of instructional practice.

Other Indicators of Performance

Somerset Academy schools in Broward have provided and meets the following criteria:

- ☐ Described the additional performance indicators, if any.
- ☐ The percentage of the final evaluation that is based upon the additional indicators.
- ☐ The scoring method, including how it is calculated and combined.

Summative Evaluation Score

Somerset Academy schools in Broward have provided and meets the following criteria:

- ☐ Summative evaluation form(s).
- ☐ Scoring method, including how it is calculated and combined.
- ☐ The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

Additional Requirements

Somerset Academy schools in Broward have provided and meets the following criteria:

- ☐ Confirmation that it provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- ☐ Documented that the evaluator is the individual who is responsible for supervising the employee.

- ☐ Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:

- ☐ Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.
- ☐ Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:

- ☐ Processes for providing timely feedback to the individual being evaluated.
- ☐ Description of how results from the evaluation system will be used for professional development.
- ☐ Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- ☐ All instructional personnel must be evaluated at least once a year.
- ☐ All classroom teachers must be observed and evaluated at least once a year.
- ☐ Newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in a Somerset school in Broward.

For instructional personnel:

- ☐ Inclusion of opportunities for parents to provide input into performance evaluations when it determines such input is appropriate.
- ☐ Identification of the teaching fields, if any, for which special evaluation procedures and criteria are necessary.
- ☐ Description of peer assistance process, if any.

Evaluation Procedures

Somerset Academy schools in Broward have provided and meets the following criteria:

- ☐ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
  - That the evaluator must submit a written report of the evaluation to the school principal for the purpose of reviewing the employee's contract.
  - That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
  - That the evaluator must discuss the written evaluation report with the employee.
  - That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- ☐ That the school site administrator's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.

- ☐ That evaluation procedures require the Governing Board to annually notify the Department of any instructional personnel who receives two consecutive unsatisfactory evaluations and to notify the Department of any instructional personnel who are given written notice of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S., provided historical information is available to school.

Self-Monitoring

The self-monitoring includes processes to determine the following:

- ☐ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- ☐ Evaluators provide necessary and timely feedback to employees being evaluated.
- ☐ Evaluators follow policies and procedures in the implementation of evaluation system(s).
- ☐ The use of evaluation data to identify individual professional development.
- ☐ The use of evaluation data to inform school improvement goals.

Exhibit A – Somerset Academy Schools in Broward County, Florida

Somerset Academy	5141
Somerset Academy Middle School	5151
Somerset Academy High School	5221
Somerset Arts Conservatory	5396
Somerset Academy (Miramar Campus)	5405
Somerset Academy Middle School (Miramar Campus)	5406
Somerset Academy Miramar South (fka Somerset Academy Central Miramar)	5054
Somerset Academy (Davie)	5211
Somerset Academy East Preparatory	5391
Somerset Academy Hollywood (fka Pompano North)	5387
Somerset Academy Village	5004
Somerset Academy Village Charter Middle School	5002
Somerset Preparatory Academy Charter School at North Lauderdale	5003
Somerset Preparatory Academy Charter High School at North Lauderdale	5006
Somerset Academy Neighborhood School	5021
Somerset Preparatory Academy Charter Middle School	5441
Somerset Academy Hollywood Middle School (fka East Prep Middle)	5419
Somerset Academy Charter High School (Miramar Campus)	5007
Somerset Pines Academy	5030
Somerset Academy Pompano	5388
Somerset Academy Key Charter Middle School	5413
Somerset Academy Key Charter High School.	5224

Somerset Academy Schools

S.A.S.A.

Somerset Assessment for School Administrators

Effective: September 2017

Table of Contents

1. Performance of Students ..... Page 3
2. Instructional Leadership ..... Page 6
3. Other Indicators of Performance ..... Page 79
4. Summative Evaluation Score ..... Page 84
5. Additional Requirements ..... Page 88
6. District Evaluation Procedures ..... Page 90
7. District Self-Monitoring ..... Page 91
8. Appendix A – Checklist for Approval ..... Page 93

Directions:

This document has been provided in Microsoft Word format for the convenience of the district. The order of the template shall not be rearranged. Each section offers specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. All submitted documents should be titled and paginated. Where documentation or evidence is required, copies of the source document(s) (for example, rubrics, policies and procedures, observation instruments) shall be provided. Upon completion, the district shall email the template and required supporting documentation for submission to the address DistrictEvalSysEQ@fldoe.org.

****Modifications to an approved evaluation system may be made by the district at any time. A revised evaluation system shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.**

1. Performance of Students

Student Performance Measures

For the Student Performance measure for school administrators (**which will be worth 35% of their evaluation**), the charts below display the assessments to be used in 2017-18. For the assessments not covered by the State's VAM Models (as shown in the chart), local growth models will be developed to classify school administrators as Highly Effective, Effective, Needs Improvement or Unsatisfactory. Proficiency models may be used for those assessments where growth cannot be measured. Student Performance data will include data for at least three years, including the current year and the two years preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available will be used. Scores from the assessments below will be aggregated into a composite percentage to determine the school administrators' Student Performance measure.

Elementary School	
Assessment	**Methodology**
4th-5th Grade FSA Reading/Math	State VAM
3rd Grade FSA Reading/Math	Local Growth Model
5th Grade FCAT Science	Proficiency Model
2nd Grade local end-of-year Primary Reading and Primary Math Test (PRT/PMT)	Local Growth Model
1st Grade local end-of-year Primary Reading and Primary Math Test (PRT/PMT)	Local Growth Model
Kindergarten Early Literacy and Mathematics Skills Checklist	Local Growth Model
Pre-K Teaching Strategies Gold	Local Growth Model
Florida Alternate Assessment (FAA)	Proficiency Model

Middle School	
Assessment	**Methodology**
6th-8th Grade FSA Reading/Math	State VAM
8th Grade Algebra I EOC	State VAM
8th Grade FCAT Science	Local Growth Model
Civics EOC	Local Growth Model
Biology EOC	Proficiency Model
Geometry EOC	Proficiency Model
7th Grade Algebra I EOC	Proficiency Model
Algebra 2 EOC	Proficiency Model
Florida Alternate Assessment (FAA)	Proficiency Model

High School	
Assessment	**Methodology**
9th-10th Grade FSA Reading	State VAM
9th Grade Algebra I EOC	State VAM
Algebra 2 EOC	Local Growth Model
Biology EOC	Local Growth Model
Geometry EOC	Local Growth Model
U.S. History EOC	Local Growth Model
Advanced Placement Test	Proficiency Model
IB Test	Proficiency Model
AICE	Proficiency Model
Florida Alternate Assessment (FAA)	Proficiency Model

For the Student Performance measure for school administrators (35% of final evaluation), schools will be combined by level and their Student Performance scores (aggregated across all the assessments listed previously) will be percentile ranked. School administrators will receive a Student Performance rating based on the chart below:

Rating	Percentile	Points
Highly Effective	94-99	300
	87-93	285
Effective	High (62-86)	259
	Middle (34-61)	240
	Low (9-33)	220
Needs Improvement	4-8	189.5
Unsatisfactory	1-3	114.5

2. Instructional Leadership

For the purpose of increasing student academic performance by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. Florida Statutes Section 1012.34 (1) (a).

What does this mean?

To accomplish the purpose defined in law, a district evaluation system for school administrator's must:

1. Be focused on school leadership actions that impact student learning, and;
2. Support professional learning on performance of duties and responsibilities that matter most for student learning, faculty and leadership development.

Somerset Assessment for School Administrators (SASA), the evaluation system adopted by the district is:

- ✓ Based on contemporary research that reveals educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development.

- ✓ Fully aligned with the Florida Principal Leadership Standards – a State Board of Education rule that sets expectations for principal performance (SBE Rule 6A-5.080).

A New Approach to Evaluation: This evaluation system is designed to support three processes:

- ➢ **Self-reflection** by the leader on current proficiencies and growth needs (What am I good at? What can I do better?)
- ➢ **Feedback** from the evaluator and others on what needs improvement.
- ➢ **An annual summative evaluation** that assigns one of the four performance levels required by law (i.e., Highly Effective, Effective, Needs Improvement, or Unsatisfactory).

What is evaluated?

Evaluation of school leaders is based on observation and evidence about certain leadership behaviors AND the impact of a leader's behavior on others.

The portion of evaluation that involves "impact on others" comes in two components:

1. Student Performance Measures: 35% of a school leader's annual evaluation is based on the performance of students in the school on specific state and/or district assessments (e.g. FSA, EOC exams).
2. The Leadership Practice: For 2017-2018, 65% of the Evaluation will be based on Leadership Practice. The Leadership Practice Score combines results of the Florida School Leader Assessment (FSLA)/Indicators 1-30, weighted as 60% and an Deliberate Practice, weighted as 5%. The Leadership Practice Score is based on observation of the leader's actions and the leader's impact on the actions and behaviors of others.

The processes and forms described in the following pages are focused on the Leadership Practice component of evaluation.

TRAINING AND REFLECTION
The content of the district evaluation system informs those evaluated and those doing evaluations of the issues to address and the processes to use.

- Those being evaluated use these documents to guide self-reflection on practices that improve their work.
- Evaluators provide both recurring feedback to guide growth in proficiency in district priorities and provide summative performance ratings.
- Those who are both evaluated by this system and evaluate others with it will do both.

Things to know:

1. The Research Framework(s) on which the evaluation system is based. Each research framework is associated with particular approaches to instruction or leadership. The research aligned with the district framework(s) is a useful source of deeper understanding of how to implement strategies correctly and in appropriate circumstances. Evaluators can provide better feedback to sub-ordinates when they understand the research framework.

2. Inter-rater reliability: Evaluators in the district should be able to provide sub-ordinates similar feedback and ratings so that there is consistent use of the evaluation system across the district. This is promoted by training on the following:
    a. The "look fors" – what knowledge, skills, and impacts are identified as system priorities by inclusion of indicators in the evaluation system.
    b. The Rubrics – how to distinguish proficient levels.
    c. Rater Reliability Checks - processes for verifying raters meet district expectations in using the rubrics.

3. Specific, Actionable, and Timely Feedback Processes: What evaluators observe does not promote

improvement unless it is conveyed to employees as specific, actionable and in a timely manner. Training on how to do so is essential.

4. Conferences protocols and use of forms: Know what is required regarding meetings, conference procedures, use of forms, and records.

5. Processes and procedures for implementing the evaluation system
    a. Evidence gathering: What sources are to be used?
    b. Timeframes, record keeping
    c. Scoring rules

6. Student Performance Measures: What are the district's requirements regarding use of student performance measures in the district's evaluation system?

7. Sources of information about the evaluation system: Where can evaluators and employees access manuals, forms, documents etc. regarding the evaluation process?

8. Additional metrics: Training on any additional metrics use to supplement the practice portion of evaluation.

FRAMEWORK: LEADERSHIP EVALUATION

A Multi-Dimensional Framework: This evaluation system has 30 indicators and is based on contemporary research and meta-analyses by Dr. Douglas Reeves, Dr. John Hattie, Dr. Vivian Robinson, Dr. Robert Marzano and other research findings that identify school leadership strategies or behaviors. Done correctly, and in appropriate circumstances, these have a high probability of improving student learning and faculty proficiency on instructional strategies that positively impact student learning.

REFERENCE LIST

Illustrative reference lists of works associated with this framework are provided below:

MULTI-DIMENSIONAL LEADERSHIP FRAMEWORK: Illustrative references

- Reeves, D. (2009). *Assessing Educational Leaders: Evaluating Performance for Improved Individual and Organizational Results.* Thousand Oaks, CA: Corwin Press.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* New York: Routledge.
- Horng, E., Klasik, D., & Loeb, S. (2010). *Principal's time use and school effectiveness.* Stanford University.
- Kouzes, J. M., & Posner, B. Z. (2010). *The truth about leadership.* San Francisco, CA: Jossey-Bass.

- Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010). *Investigating the links to improved student learning*. The Wallace Foundation.
- Robinson, V. M. J. (2011). *Student-centered leadership.* San Francisco, CA: Jossey-Bass.
- Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching.* Alexandria VA: ASCD

The following optional chart is provided to display the crosswalk of the district's evaluation framework to the Principal Leadership Standards.

Alignment to the Florida Principal Leadership Standards (FPLS)	
Domain/Standard	Evaluation Indicators
Domain 1: Student Achievement:	
1. **Student Learning Results:** Effective school leaders achieve results on the school's student learning goals.	
a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and,	Indicator 1: Academic Standards Indicator 3: Planning and Goal Setting Indicator 9: Standards-based Instruction/ Learning Goal Alignment
b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	Indicator 2: Performance Data Indicator 4: Student Achievement Results Indicator 8: Student Performance Focus
2. **Student Learning As a Priority:** Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.	
a. Enables faculty and staff to work as a system focused on student learning;	Indicator 5: Learning Organization
b. Maintains a school climate that supports student engagement in learning;	Indicator 6: School Climate
c. Generates high expectations for learning growth by all students; and,	Indicator 7: High Expectations
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	Indicator 5: Learning Organization
Domain 2: Instructional Leadership	
3. **Instructional Plan Implementation:** Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments.	
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;	Indicator 10: Curriculum Alignment Indicator 12: Faculty Effectiveness
b. Engages in data analysis for instructional planning and improvement;	Indicator 11: Quality Assessments
c. Communicates the relationships among academic standards, effective instruction, and student performance;	Indicator 9: Standards-based Instruction/ Learning Goal Alignment
d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and,	Indicator 9: Standards-based Instruction/ Learning Goal Alignment
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	Indicator 11: Quality Assessment
4. **Faculty Development:** Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.	
a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;	Indicator 10: Curriculum Alignment
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	Indicator 13: Feedback Practices
c. Employs a faculty with the instructional proficiencies needed for the school population served;	Indicator 15: Facilitating and Leading Professional Learning
d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;	Indicator 15: Facilitating and Leading Professional Learning
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,	Indicator 16: Student Centered
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	Indicator 15: Facilitating and Leading Professional Learning
5. **Learning Environment:** Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.	
a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;	Indicator 16: Student Centered
b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;	Indicator 16: Student Centered
c. Promotes school and classroom practices that validate and value similarities and differences among students;	Indicator 16: Student Centered

d. Provides recurring monitoring and feedback on the quality of the learning environment;	Indicator 20: Quality Control
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and,	Indicator 17: Success Oriented
f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	Indicator 18: Achievement Gaps
Domain 3: Organizational Leadership	
6. Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.	
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;	Indicator 20: Quality Control
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;	Indicator 19: Problem Solving
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;	Indicator 19: Problem Solving
d. Empowers others and distributes leadership when appropriate; and,	Indicator 22: Delegation
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	Indicator 21: Technology Integration
7. Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization.	
a. Identifies and cultivates potential and emerging leaders;	Indicator 25: Strategic Instructional Resources
b. Provides evidence of delegation and trust in subordinate leaders;	Indicator 22: Delegation
c. Plans for succession management in key positions;	Indicator 22: Delegation
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,	Indicator 23: Relationships
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	Indicator 23: Relationships
8. School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.	
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;	Indicator 24: Operational Effectiveness
b. Establishes appropriate deadlines for him/herself and the entire organization;	Indicator 24: Operational Effectiveness
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,	Indicator 25: Strategic Instructional Resourcing
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	Indicator 25: Strategic Instructional Resourcing
9. Communication: Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.	
a. Actively listens to and learns from students, staff, parents, and community stakeholders;	Indicator 20: Quality Control
b. Recognizes individuals for effective performance;	Indicator 28: Recognitions
c. Communicates student expectations and performance information to students, parents, and community;	Indicator 26: Clear Goals and Expectations
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;	Indicator 27: Accessibility
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	Indicator 26: Clear Goals and Expectations
f. Utilizes appropriate technologies for communication and collaboration; and,	Indicator 27: Accessibility
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	Indicator 26: Clear Goals and Expectations
Domain 4: Professional and Ethical Behavior	
10. Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.;	Indicator 30: Professional
b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;	Indicator 29: Resiliency/Commitment
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;	Indicator 29: Resiliency/Commitment
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;	Indicator 29: Resiliency/Commitment
e. Demonstrates willingness to admit error and learn from it; and,	Indicator 29: Resiliency/Commitment
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	Indicator 29: Resiliency/Commitment

Somerset Assessment for School Administrators (SASA) Indicators

Short Form

Bold = BEST INDICATORS

Student Achievement The focus is on leadership practices that impact prioritization and results for student achievement on priority learning goals - knowing what's important, understanding what's needed, and taking actions that get results.
Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.
Indicator 1 – Academic Standards: The leader demonstrates understanding of student requirements and academic standards (The Florida Standards).
Indicator 2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.
Indicator 3 – Planning and Goal Setting: The leader demonstrates planning and goal setting to improve student achievement.
Indicator 4 - Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results.
Indicator 5 - Learning Organization: The leader enables faculty and staff to work as a system focused on student learning, and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
Indicator 6 – **School Climate: The leader maintains a school climate that supports student engagement in learning.**
Indicator 7 – **High Expectations: The leader generates high expectations for learning growth by all students.**
Indicator 8 - Student Performance Focus: The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.

Instructional Leadership The focus is on instructional leadership – what the leader does and enables others to do that supports teaching and learning.
Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.
Indicator 9 - Standards-based Instruction: The leader delivers an instructional program that implements the state's adopted academic standards (The Florida Standards) in a manner that is rigorous and culturally relevant to the students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance. Learning Goals Alignments: The leader implements recurring monitoring and feedback processes to ensure that priority learning goals established for students are based on the state's adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubrics to guide tracking progress toward student mastery.
Indicator 10 - Curriculum Alignments: The leader implements systemic processes to ensure alignment of curriculum resources with state standards for the courses taught.
Indicator 11 - Quality Assessments: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.
Indicator 12 - Faculty Effectiveness: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.
Indicator 13 - Feedback Practices: The leader monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.
Indicator 14 -Instructional Initiatives: District-supported state initiatives focused on student growth are supported by the leader with specific and observable actions, including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.
Indicator 15 - Facilitating and Leading Professional Learning: The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.

Somerset Assessment for School Administrators- SASA

Long Form

Student Achievement

Narrative: Student achievement results in the student growth measures (SGM) segment of evaluation represent student results on specific statewide or district assessments or end-of-course exams. The leadership practice segment of the evaluation, through the proficiency areas and indicators in this domain, focuses on leadership behaviors that influence the desired student results.

Indicator 1 - Academic Standards: The leader demonstrates understanding of student requirements and academic standards (The Florida Standards).

Narrative: Standards-based instruction is an essential element in the state's plan of action for preparing Florida's students for success in a 21st century global economy. This indicator is focused on the leader's understanding of what students are to know and be able to do. School leaders need to know the academic standards teachers are to teach and students are to master. Note: Every credit course has specific academic standards assigned to it. The Florida Standards assigned to each course are found at www.floridastandards.org.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Every faculty meeting and staff development forum is focused on student achievement on the Florida Standards, including periodic reviews of student work. The leader can articulate which The Florida Standards are designated for implementation in multiple courses.	The link between standards and student performance is in evidence from the alignment in lesson plans of learning goals, activities and assignments to course standards. The leader is able to recognize whether or not learning goals and student activities are related to standards in the course descriptions.	The Florida Standards are accessible to faculty and students. Required training on standards-based instruction has been conducted, but the link between standards and student performance is not readily evident to many faculty or students. Assignments and activities in most, but not all courses relate to the standards in the course descriptions.	Classroom learning goals and curriculum are not monitored for alignment to standards or are considered a matter of individual discretion regardless of course description requirements. The leader is hesitant to intrude or is indifferent to decisions in the classroom that are at variance from the requirements of academic standards in the course descriptions. Training for the faculty on standards-based instruction does not occur and the leader does not demonstrate knowledge of how to access standards.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• School leader extracts data on standards associated with courses in the master schedule from the course descriptions and monitor for actual implementation. • Lesson plans are monitored for alignment with correct standards. • Agendas, memoranda, etc. reflect leader's communications to faculty on the role of state standards in curriculum, lesson planning, and tracking student progress. • The Florida Standards shared by multiple courses are identified and teachers with shared Florida Standards are organized by the leader into collegial teams to coordinate instruction on those shared standards. • Other leadership evidence of proficiency on this indicator.	• Lesson plans identify connections of activities to standards. • Teacher leaders' meeting records verify recurring review of progress on state standards. • Students can articulate what they are expected to learn in a course and their perceptions align with standards in the course description. • Teachers routinely access course descriptions to maintain alignment of instruction with standards. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.* **[ ] Highly Effective** **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 1

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Do you routinely share examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement on The Florida Standards?	How do you support teachers' conversations about how they recognize student growth toward mastery of the standards assigned to their courses?	How do you monitor what happens in classrooms to that instruction and curriculum are aligned to academic standards?	Where do you find the standards that are required for the courses in your master schedule?

Indicator 2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.

Narrative: This indicator addresses the leader's proficiency in use of student and adult performance data to make instructional leadership decisions. What does test data and other sources of student performance data related to targeted academic goals say about what is needed? What does data about teacher proficiency or professional learning needs indicate needs to be done? The focus is what the leader does with data about student and adult performance to make instructional decisions that impact student achievement.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis. The leader has coached school administrators in other schools to improve their data analysis skills and to inform instructional decision making.	The leader uses multiple data sources, including state, district, school, and classroom assessments, and systematically examines data at the subscale level to find strengths and challenges. The leader empowers teaching and administrative staff to determine priorities using data on student and adult performance. Data insights are regularly the subject of faculty meetings and professional development sessions.	The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data. Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) are seldom used to inform instructional leadership decisions.	The leader is unaware of or indifferent to the data about student and adult performance, or fails to use such data as a basis for making decisions.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Data files and analyses on a wide range of student performance assessments are in routine use by the leader. • Analyses of trends and patterns in student performance over time are reflected in presentations to faculty on instructional improvement needs. • Analyses of trends and patterns in evaluation feedback on faculty proficiencies and professional learning needs are reflected in presentations to faculty on instructional improvement needs. • Leader's agendas, memoranda, etc. reflect recurring attention to performance data and data analyses. • Other leadership evidence of proficiency on this indicator.	• Teachers use performance data to make instructional decisions. • Department and team meetings reflect recurring attention to student performance data. • Teacher leaders identify changes in practice within their teams or departments based on performance data analyses. • Teacher leaders make presentations to colleagues on uses of performance data to modify instructional practices. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you aggregate data about teacher proficiencies on instructional practices to stimulate dialogue about what changes in instruction are needed in order to improve student performance?	How do you verify that all faculty have sufficient grasp of the significance of student performance data to formulate rational improvement plans?	By what methods do you enable faculty to participate in useful discussions about the relationship between student performance data and the instructional actions under the teachers' control?	How much of the discussions with district staff about student performance data are confusing to you and how do you correct that?

Indicator 3 – Planning and Goal Setting: The leader demonstrates planning and goal setting to improve student achievement.

Narrative: Knowing the standards and making use of performance data is expected to play a significant role in planning and goal setting. This indicator is focused on the leader's alignment of planning and goal setting with improvement of student achievement.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement. Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives supported by quality planning and goal setting.	Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leadership initiatives. Priorities for student growth are established, understood by staff and students, and plans to achieve those priorities are aligned with the actual actions of the staff and students.	Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement or planning for methods of monitoring improvements. Priorities for student growth are established in some areas, understood by some staff and students, and plans to achieve those priorities are aligned with the actual actions of some of the staff.	Planning for improvement in student achievement is not evident and goals are neither measurable nor specific. The leader focuses more on student characteristics as an explanation for student results than on the actions of the teachers and leaders in the system.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Clearly stated goals are accessible to faculty and students. • Agendas, memoranda, and other documents reflect a comprehensive planning process that resulted in formulation of the adopted goals. • Leader's presentations to faculty provide recurring updates on the status of plan implementation and progress toward goals. • Leader's presentations to parents focus on the school goals for student achievement. • Other leadership evidence of proficiency on this indicator.	• Faculty members are able to describe their participation in planning and goal setting processes. • Goals relevant to students and teachers' actions are evident and accessible. • Students are able to articulate the goals for their achievement which emerged from faculty and school leader planning. • Teachers and students track their progress toward accomplishment of the stated goals. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What methods of sharing successful planning processes with other school leaders are most likely to generate district-wide improvements?	How will you monitor progress toward the goals so that adjustments needed are evident in time to make "course corrections?"	How do you engage more faculty in the planning process so that there is a uniform faculty understanding of the goals set?	How are other school leaders implementing planning and goal setting?

Indicator 4 - Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results.

Narrative: Engagement with the standards, using data, making plans and setting goals are important. This indicator shifts focus to the leader's use of evidence of actual improvement to build support for continued effort and further improvement.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
A consistent record of improved student achievement exists on multiple indicators of student success. Student success occurs not only on the overall averages, but in each group of historically disadvantaged students. Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results.	The leader reaches the required numbers, meeting performance goals for student achievement. Results on accomplished goals are used to maintain gains and stimulate future goal setting. The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.	Accumulation and exhibition of student improvement results are inconsistent or untimely. Some evidence of improvement exists, but there is insufficient evidence of using such improvements to initiate changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals. The leader has taken some decisive actions to make some changes in time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement, but additional actions are needed to generate improvements for all students.	Evidence of student improvement is not routinely gathered and used to promote further growth. Indifferent to the data about learning needs, the leader blames students, families, and external characteristics for insufficient progress. The leader does not believe that student achievement can improve. The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• The leader generates data that describes what improvements have occurred. • Agendas, memoranda, and other documents for faculty and students communicate the progress made and relate that progress to teacher and student capacity to make further gains. • Evidence on student improvement is routinely shared with parents. • Other leadership evidence of proficiency on this indicator.	• Teachers routinely inform students and parents on student progress on instructional goals. • Posters and other informational signage informing of student improvements are distributed in the school and community. • Team and department meetings' minutes reflect attention to evidence of student improvements. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you share with other school leaders how to use student improvement results to raise expectations and improve future results?	How do you engage students in sharing examples of their growth with other students?	How do you engage faculty in routinely sharing examples of student improvement?	What processes should you employ to gather data on student improvements?

Indicator 5 – Learning Organization: The leader enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Narrative: Are the elements of a learning organization present among the adults in the school? Are the learning organization elements focused on student learning? Is the system in operation at the school engaging faculty in improving results for under-achieving subgroups? This indicator addresses the systemic processes that make gap reduction possible. Is the leader proficient in building capacity for change?

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are focused on improving student learning results. Positive trends are evident in closing learning performance gaps among all student subgroups within the school. There is evidence that the interaction among the elements of the learning organization deepen the impact on student learning. The leader routinely shares with colleagues throughout the district the effective leadership practices learned from proficient implementation of the essential elements of a learning organization.	The leader's actions and supported processes enable the instructional and administrative workforce of the school to function as a learning organization with all faculty having recurring opportunities to participate in deepening personal mastery of competencies, team learning, examination of mental models, a shared vision, and systemic thinking. These fully operational capacities are focused on improving all students' learning and closing learning performance gaps among student subgroups within the school.	The leader's actions reflect attention to building an organization where the essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are emerging, but processes that support each of the essential elements are not fully implemented, or are not yet consistently focused on student learning as the priority, or are not focused on closing learning performance gaps among student subgroups within the school.	There is no or minimal evidence of proactive leadership that supports emergence of a learning organization focused on student learning as the priority function of the organization. Any works in progress on personal mastery of instructional competencies, team learning processes, examinations of mental models, a shared vision of outcomes sought, or systemic thinking about instructional practices are not aligned or are not organized in ways that impact student achievement gaps.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Principal's support for team learning processes focused on student learning is evident throughout the school year. • Principal's team learning processes are focused on student learning. • Principal's meeting agendas reflect student learning topics routinely taking precedence over other issues as reflected by place on the agenda and time committed to the issues. • School Improvement Plan reflects a systemic analysis of the actionable causes of gaps in student performance and contains goals that support systemic improvement. • The principal supports through personal action, professional learning by self and faculty, exploration of mental models, team learning, shared vision, and systems thinking practices focused on improving student learning. • Dialogues with faculty and staff on professional learning goes beyond learning what is needed for meeting basic expectations and is focused on learning that enhances the collective capacity to create improved outcomes for all students.	• Team learning practices are evident among the faculty and focused on performance gaps among student subgroups within the school. • Professional learning actions by faculty address performance gaps among student subgroups within the school. • Performance gaps among student subgroups within the school show improvement trends. • Faculty, department, team, and cross-curricular meetings focus on student learning. • Data Teams, Professional Learning Communities, and/or Lesson Study groups show evidence of recurring meetings and focus on student learning issues. • Faculty and staff talk about being part of something larger than themselves, of being connected, of being generative of something truly important in students' lives. • There is systemic evidence of celebrating student success with an emphasis on reflection on why success happened.

• Other leadership evidence of proficiency on this indicator.	• Teacher or student questionnaire results address learning organization's essential elements. • Other impact evidence of proficiency on this indicator.
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.* **[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory**	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):	

Reflection Questions for Indicator 5

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Has your leadership resulted in people continually expanding their capacity to create the results they truly desire? Is there evidence that new and expansive patterns of thinking are nurtured? Are the people who make up your school community continually learning to see the "big picture" (i.e. the systemic connections between practices and processes)?	Where the essential elements of a learning organization are in place and interacting, how do you monitor what you are creating collectively is focused on student learning needs and making a difference for all students?	What essential elements of a learning organization have supports in place and which need development? Understanding that systemic change does not occur unless all of the essential elements of the learning organization are in operation, interacting, and focused on student learning as their priority function, what gaps do you need to fill in your supporting processes and what leadership actions will enable all faculty and staff to get involved?	What happens in schools that are effective learning organizations that does not happen in this school? How can you initiate work toward a learning organization by developing effective collaborative work systems (e.g., Data Teams, Professional Learning Communities, Lesson Studies)?

Indicator 6 – School Climate: The leader maintains a school climate that supports student engagement in learning.

Narrative: "Climate" at a school is determined by how people treat one another and what is respected and what is not. School leaders who promote a school climate where learning is respected, effort is valued, improvement is recognized, and it is safe to acknowledge learning needs have provided students support for sustained engagement in learning.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader ensures that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school. Respect for students' cultural, linguistic and family background is evident in the leader's conduct and expectations for the faculty. The leader is proactive in guiding faculty in adapting the learning environment to accommodate the differing needs and diversity of students. School-wide values, beliefs, and goals are supported by individual and class behaviors through a well-planned management system.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and recurring monitoring) establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thoughts and actions of all staff and students. Policies and the implementation of those policies result in a climate of respect for student learning needs and cultural, linguistic and family background. Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are consistently applied throughout the school.	Some practices promote respect for student learning needs and cultural, linguistic and family background, but there are discernable subgroups who do not perceive the school climate as supportive of their needs. The school climate does not generate a level of school-wide student engagement that leads to improvement trends in all student subgroups. The leader provides school rules and class management practices that promote student engagement and are fairly implemented across all subgroups. Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are inconsistently applied.	Student and/or faculty apathy in regard to student achievement and the importance of learning is easily discernable across the school population and there are no or minimal leadership actions to change school climate. Student subgroups are evident that do not perceive the school as focused on or respectful of their learning needs or cultural, linguistic and family background or there is no to minimal support for managing individual and class behaviors through a well-planned management system.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• The leader organizes, allocates, and manages the resources of time, space, and attention so that the needs of all student subgroups are recognized and addressed. • There are recurring examples of the leader's presentations, documents, and actions that reflect respect for students' cultural, linguistic and family background. • The leader maintains a climate of openness and inquiry and supports student and faculty access to leadership. • The school's vision, mission, values, beliefs, and goals reflect an expectation that student learning needs and cultural, linguistic and family backgrounds are respected and school rules consistent with those beliefs are routinely implemented. • Professional learning is provided to sustain faculty understanding of student needs. • Procedures are in place and monitored to ensure students have effective means to express concerns over any aspect of school climate. • Other leadership evidence of proficiency on this indicator.	• Classroom rules and posted procedures stress positive expectations and not just "do nots." • All student subgroups participate in school events and activities. • A multi-tiered system of supports that accommodates the differing needs and diversity of students is evident across all classes. • Students in all subgroups express a belief that the school responds to their needs and is a positive influence on their future well-being. • Walkthroughs provide recurring trends of high student engagement in lessons. • Student services staff/counselors' anecdotal evidence shows trends in student attitudes toward the school and engagement in learning. • Teacher/student/parent survey or questionnaire results reflect a school climate that supports student engagement in learning. • The availability of and student participation in academic supports outside the classroom that assist student engagement in learning. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 6

Highly Effective	Effective	Needs Improvement	Unsatisfactory
In what ways might you further extend your reach within the district to help others benefit from your knowledge and skill in establishing and maintaining a school climate that supports student engagement in learning?	What strategies have you considered that would ensure that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school? How could you share with your colleagues across the district the successes (or failures) of your efforts?	How might you structure a plan that establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thought and action of all staff and students?	What might be the importance of developing a shared vision, mission, values, beliefs, and goals to establish and maintain a school climate that supports student engagement in learning?

Indicator 7 – High Expectations: The leader generates high expectations for learning growth by all students.

Narrative: The leader who expects little from students and faculty will get less than they are capable of accomplishing. "Every child can learn" takes on new meaning when supported by faculty and school leader expectations that students can and will learn a lot...not just a minimum to get by. Expecting quality is a measure of respect.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader incorporates community members and other stakeholder groups into the establishment and support of high academic expectations. The leader benchmarks expectations to the performance of the state's, nation's, and world's highest performing schools. The leader creates systems and approaches to monitor the level of academic expectations. The leader encourages a culture in which students are able to clearly articulate their diverse personal academic goals.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent monitoring schedule) creates and supports high academic expectations by empowering teachers and staff to set high and demanding academic expectations for every student. The leader ensures that students are consistently learning, respectful, and on task. The leader sets clear expectations for student academics and establishing consistent practices across classrooms. The leader ensures the use of instructional practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	The leader creates and supports high academic expectations by setting clear expectations for student academics, but is inconsistent or occasionally fails to hold all students to these expectations. The leader sets expectations, but fails to empower teachers to set high expectations for student academic performance.	The leader does not create or support high academic expectations by accepting poor academic performance. The leader fails to set high expectations or sets unrealistic or unattainable goals. Perceptions among students, faculty, or community that academic shortcomings of student subgroups are explained by inadequacy of parent involvement, community conditions, or student apathy are not challenged by the school leader.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• School Improvement Plan targets meaningful growth beyond what normal variation might provide. • Test specification documents and state standards are used to identify levels of student performance and performance at the higher levels of implementation is stressed. • Samples of written feedback provided to teachers regarding student goal setting practices are focused on high expectations. • Agendas/Minutes from collaborative work systems (e.g., Data Teams, Professional Learning Communities) address processes for "raising the bar." • Other leadership evidence of proficiency on this indicator.	• Rewards and recognitions are aligned with efforts for the more difficult rather than easier outcomes. • Learning goals routinely identify performance levels above the targeted implementation level. • Teachers can attest to the leader's support for setting high academic expectations. • Students can attest to the teacher's high academic expectations. • Parents can attest to the teacher's high academic expectations. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*			
[ ] Highly Effective	**[ ] Effective**	**[ ] Needs Improvement**	**[ ] Unsatisfactory**
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

Reflection Questions for Indicator 7

Reflection Questions			
Highly Effective	**Effective**	**Needs Improvement**	**Unsatisfactory**
What strategies have you considered using that would increase the professional knowledge opportunities for colleagues across the school district in the area of setting high academic expectations for students?	How might you incorporate community members and other stakeholder groups into the establishment and support of high academic expectations?	What are 2-3 key strategies you have thought about using that would increase your consistency in creating and supporting high academic expectations for every student?	What might be some strategies you could use to create or support high academic expectations of students?

Indicator 8 – Student Performance Focus: The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.

Narrative: Lots of talk about high expectations, goal setting, working hard, rigor, and getting results is important, but leaders need to know where students' actual performance levels are to be able to track real progress. Knowing annual test results is useful, but it is not enough. What does the leader do to know whether progress is being made or not and whether "mid-course" corrections are required?

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Assessment data generated at the school level provides an on-going perspective of the current reality of student proficiency on academic standards. There is evidence of decisive changes in teacher assignments and curriculum based on student and adult performance data. Case studies of effective decisions based on performance data are shared widely with other leaders and throughout the district.	Each academic standard has been analyzed and translated into student-accessible language and processes for tracking student progress are in operation. Power (high priority) standards are widely shared by faculty members and are visible throughout the building. Assessments on student progress on them are a routine event. The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.	Standards have been analyzed, but are not translated into student-accessible language. School level assessments are inconsistent in their alignment with the course standards. Power (high priority) standards are developed, but not widely known or used by faculty, and/or are not aligned with assessment data on student progress. Student work is posted, but does not reflect proficient work throughout the building.	There is no or minimal coordination of assessment practices to provide on-going data about student progress toward academic standards. School level assessments are not monitored for alignment with the implementation level of the standards. No processes in use to analyze standards and identify assessment priorities. No high priority standards are identified and aligned with assessment practices.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Documents, charts, graphs, tables, and other forms of graphic displays reflecting students' current levels of performance are routinely used by the leader to communicate "current realities." • Documents, charts, graphs, tables, and other forms of graphic displays reflect trend lines over time on student growth on learning priorities. • Teacher schedule changes are based on student data. • Curriculum materials changes are based on student data. • Other leadership evidence of proficiency on this indicator.	• Faculty track student progress practices. • Students track their own progress on learning goals. • Current examples of student work are posted with teacher comments reflecting how the work aligns with priority goals. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 8

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What data other than end of year state assessments would be helpful in understanding student progress at least every 3-4 weeks?	What data other than end of year state assessments would be helpful in understanding student progress on at least a quarterly basis?	What data other than end of year state assessments would be helpful in understanding student progress on at least a semi-annual basis?	What data other than end of year state assessments would be helpful in understanding student progress?

Instructional Leadership

Narrative: School leaders do many things. Domain 2 of the FSLA addresses a core of leader behaviors that impact the quality of essential elements for student learning growth. The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential to student achievement.

Indicator 9 – Standards-Based Instruction: The leader delivers an instructional program that implements the state's adopted academic standards (The Florida Standards) in a manner that is rigorous and culturally relevant to the students by:

- **aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and**
- **communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.**

Narrative: Florida's plan of action for educating our children for the 21st century is based on standards-based instruction. Course descriptions specify the standards that are to be learned in each course. All of the course content in courses for which students receive credit toward promotion/graduation is expected to be focused on the standards in the course description. This indicator addresses the leader's proficiency at making sure all students receive rigorous, culturally relevant standards-based instruction by aligning key practices with the state's academic standards (The Florida Standards and Access Points). The leader does what is necessary to make sure faculty recognize and act on the cause and effect relationship between good instruction (i.e., research-based strategies, rigorous, culturally relevant,) on the "right stuff" (the state standards adapted based on data about student needs).
Note: Course descriptions and the standards for each course may be explored at www.floridastandards.org.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Processes exist for all courses to ensure that what students are learning is aligned with state standards for the course. The leader has institutionalized quality control monitoring to ensure that instruction is aligned with the standards and is consistently delivered in a rigorous and culturally relevant manner for all students. Teacher teams coordinate work on student mastery of the standards to promote integration of the standards into useful skills. The leader provides quality assistance to other school leaders in effective ways to communicate the cause and effect relationship between effective standards-based instruction and student growth.	Processes exist for most courses to ensure that what students are learning is aligned with state standards for the course. Instruction aligned with the standards is, in most courses, delivered in a rigorous and culturally relevant manner for all students. The leader routinely monitors instruction to ensure quality is maintained and intervenes as necessary to improve alignment, rigor, and/or cultural relevance for most courses. Collegial faculty teamwork is evident in coordinating instruction on The Florida Standards that are addressed in more than one course.	Processes exist for some courses to ensure that what students are learning is aligned with state standards for the course. Instruction is aligned with the standards in some courses. Instruction is delivered in a rigorous manner in some courses. Instruction is culturally relevant for some students. The leader has implemented processes to monitor progress in some courses, but does not intervene to make improvements in a timely manner.	There is limited or no evidence that the leader monitors the alignment of instruction with state standards, or the rigor and cultural relevance of instruction across the grades and subjects. The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum and instruction that are culturally, racially, or ethnically insensitive and/or inappropriate. The leader does not know and/or chooses not to interact with staff about teaching using research-based instructional strategies to obtain high levels of achievement for all students.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the		**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may	

following:	include, but are not limited to the following:
• The leader's faculty, department, grade-level meeting agendas, minutes, and other documents focus on the alignment of curriculum and instruction with state standards. • School Improvement Plan goals and actions are linked to targeted academic standards. • The leader's presentations to faculty on proficiency expectations include illustrations of what "rigor" and "culturally relevant" mean. • Monitoring documents indicate frequent review of research-based instructional practices regarding alignment, rigor and cultural relevance. • Results of monitoring on research-based instruction are used to increase alignment to standards, rigor, and/ or cultural relevance. • School's financial documents reflect expenditures supporting standards-based instruction, rigor, and/or cultural relevance. • Other leadership evidence of proficiency on this indicator.	• Faculty members routinely access or provide evidence of using content from www.floridastandards.org • Faculty has and makes use of the list of standards associated with their course(s). • Activities and assignments are aligned with standards applicable to the course and those connections are conveyed to students. • Teachers can describe a school wide "plan of action" that aligns curriculum and standards and provide examples of how they implement that plan in their courses. • Teachers attest to the leader's efforts to preserve instructional time for standards-based instruction. • Teachers attest to the leader's frequent monitoring of research-based instructional practices and application of those practices in pursuit of student progress on the course standards. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 9

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What procedures might you establish to increase your ability to help your colleagues lead the implementation of the district's curriculum to provide instruction that is standards-based, rigorous, and culturally relevant? What can you share about your leadership actions to ensure that staff members have adequate time and support, and effective monitoring and feedback on proficiency in use of research-based instruction focused on the standards?	In what ways can you offer professional learning for individual and collegial groups within the school or district that illustrate how to provide rigor and cultural relevance when delivering instruction on the standards? How do you engage teachers in deliberate practice focused on mastery of standards-based instruction?	What might be 2-3 key leadership strategies that would help you to systematically act on the belief that all students can learn at high levels? How can your leadership in curriculum and instruction convey respect for the diversity of students and staff? How might you increase the consistency with which you monitor and support staff to effectively use research-based instruction to meet the learning needs of all students? What are ways you can ensure that staff members are aligning their instructional practices with state standards?	Where do you go to find out what standards are to be addressed in each course? How might you open up opportunities for all students to meet high expectations through your leadership in curriculum and instruction? Do you have processes to monitor how students spend their learning time? In what ways are you monitoring teacher implementation of effective, research-based instruction? In what ways are you monitoring teacher instruction in the state's academic standards?

Indicator 9 – Learning Goals Alignments: The leader implements recurring monitoring and feedback processes to ensure that priority learning goals established for students are based on the state's adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubric to guide tracking progress toward student mastery.

Narrative: "Learning goals" is a high-effect size strategy that uses scales or progressive levels to monitor student growth on the way to mastery of a state academic standard. Learning goals typically take 2-9 weeks of student time to master so are more comprehensive than daily objectives. The essential issue is that the teacher creates "scales" or levels of progress toward mastery of the learning goal. Teacher and students use those scales to track progress toward mastery of the goal(s). This indicator addresses the leader's proficiency at monitoring and providing feedback on teacher and student use of priority learning goals with scales. The leader is expected to go beyond low levels of monitoring that address whether the teacher provides such goals and attends to the levels of student understanding and engagement with the learning goals. Do the students pursue those goals? Do they track their own progress? Is celebrations of success on learning goals focused on how success was achieved more than that is was obtained?

Note: Beginning in the 2012-13 school year, professional learning about learning goals and sample learning goals may be explored at www.floridastandards.org, www.floridaschoolleaders.org, and www.startwithsuccess.org. (not sure if this statement is still needed)

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Recurring leadership involvement in the improvement in quality of daily classroom practice is evident and is focused on student progress on priority learning goals. Routine and recurring practices are evident that support celebration of student success in accomplishing priority learning goals and such celebrations focus on how the success was obtained. The leader routinely shares examples of effective learning goals that are associated with improved student achievement. Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful use of leaning goals in standards-based instruction.	Clearly stated learning goals accompanied by a scale or rubric that describes measurable levels of performance, aligned to the state's adopted student academic standards, is an instructional strategy in routine use in courses school wide. Standards-based instruction is an evident priority in the school and student results on incremental measures of success, like progress on learning goals, are routinely monitored and acknowledged. The formats or templates used to express learning goals and scales are adapted to support the complexity of the expectations and the learning needs of the students. Clearly stated learning goals aligned to state or district initiatives in support of student reading skills are in use school wide.	Specific and measurable learning goals with progress scales, aligned to the state's adopted student academic standards in the course description, are in use in some but not most of the courses. Learning goals posted/provided in some classes are not current, do not relate to the students current assignments and/or activities, or are not recognized by the students as priorities for their own effort. Learning goals tend to be expressed at levels of text complexity not accessible by the targeted students and/or at levels of complexity too simplified to promote mastery of the associated standards. Processes that enable students and teachers to track progress toward mastery of priority learning goals are not widely implemented throughout the school.	Clearly stated priority learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are not systematically provided across the curriculum to guide student learning, or learning goals, where provided, are not aligned to state standards in the course description. The leader engages in minimal to non-existent monitoring and feedback practices on the quality and timeliness of information provided to students on what they are expected to know and be able to do (i.e. no alignment of learning goals with state standards for the course). There are minimal or no leadership practices to monitor faculty practices on tracking student progress on priority learning goals.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of learning goals with scales to	• Clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal

engage students in focusing on what they are to understand and be able to do. • The leader's practices on teacher observation and feedback routinely address learning goals and tracking student progress. • The leader provides coaching or other assistance to teachers struggling with use of the learning goals strategy. • Procedures are in place to monitor and promote faculty collegial discussion on the implementation levels of learning goals to promote alignment with the implementation level of the associated state standards. • Leader's communications to students provide evidence of support of students making progress on learning goals. • Progress monitoring of adult and student performance on targeted priority learning goals is documented, charted, and posted in high traffic areas of the school. • Evidence of the leader's intervention(s) with teachers who do not provide learning goals that increase students' opportunities for success. • Other leadership evidence of proficiency on this indicator.	are posted or easily assessable to students. • Teams or departments meet regularly to discuss the quality of learning goals with scales being employed and adapt them based on student success rates. • Teacher lesson plans provide evidence of the connection of planned activities and assignments to learning goals. • Teacher documents prepared for parent information make clear the targeted learning goals for the students. • Students are able to express their learning goals during walkthroughs or classroom observations. • Students are able to explain the relationship between current activities and assignments and priory learning goals. • Lesson study groups and other collegial learning teams routinely discuss learning goals and scales for progression • Methods of both teachers and students tracking student progress toward learning goals are evident. • Celebrations of student success include reflections by teachers and students on the reasons for the success • Teachers can identify the learning goals that result in the high levels of student learning. • Other impact evidence of proficiency on this indicator

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 9

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What specific strategies have you employed to measure improvements in teaching and innovations in use of learning goals and how can you use such measures as predictors of improved student achievement?	What system supports are in place to ensure that the best ideas and thinking on learning goals are shared with colleagues and are a priority of collegial professional learning?	To what extent do learning goals presented to the students reflect a clear relationship between the course standards and the assignments and activities students are given?	What have I done to deepen my understanding of the connection between the instructional strategies of learning goals and tracking student progress?

Indicator 10 – Curriculum Alignments: Systemic processes are implemented to ensure alignment of curriculum resources with state standards for the courses taught.

Narrative: Academic standards are determined at the state level and the curriculum used to enable students to master those standards is determined at the district and school level. Curriculum must be aligned with the standards if it is to support standards-based instruction. Curriculum resources may or may not be fully aligned with the standards assigned to a specific course. The learning needs of students in specific classes may require additional or adapted curriculum materials to address issues of rigor, cultural relevance, or support for needed learning goals. School leaders maintain processes to monitor the appropriateness and alignment of curriculum to standards and intervene to make adjustments as needed to enable students to access curriculum that supports the standards.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader routinely engages faculty in processes to improve the quality of curriculum resources in regard to their alignment with standards and impact on student achievement and supports replacing resources as more effective ones are available. The leader is proactive in engaging other school leaders in sharing feedback on identification and effective use of curriculum resources that are associated with improved student achievement. Parents and community members credit this leader with sharing ideas or curriculum supports that enable home and community to support student mastery of priority standards.	Specific and recurring procedures are in place to monitor the quality of alignment between curriculum resources and standards. Procedures under the control of the leader for acquiring new curriculum resources include assessment of alignment with standards. Curriculum resources aligned to state standards by resource publishers/developers are used school wide to focus instruction on state standards, and state, district, or school supplementary materials are routinely used that identify and fill gaps, and align instruction with the implementation level of the standards.	Processes to monitor alignment of curriculum resources with standards in the course descriptions are untimely or not comprehensive across the curriculum. Efforts to align curriculum with standards are emerging but have not yet resulted in improved student achievement. Curriculum resources aligned to state standards by text publishers/developers are used school wide to focus instruction on state standards, but there is no to minimal use of state, district, or school supplementary materials that identify and fill gaps, and align instruction with the implementation level of the standards.	There are no or minimal processes managed by the leader to verify that curriculum resources are aligned with the standards in the course descriptions.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Curriculum is presented to faculty and students as the content reflected in course descriptions rather than the content in a textbook. • School procedures for acquisition of instructional materials include assessment of their usefulness in helping students' master state standards and include processes to address gaps or misalignments. • Course descriptions play a larger role in focusing course content than do test item specification documents. • Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of curriculum being a vehicle for enabling students to master standards in the course description. • Media center acquisitions reflect a systematic effort to build curriculum supports that support student mastery of content standards at various levels of implementation. • The Florida Standards are routinely used to frame discussions	• Teachers can describe the strengths and weaknesses of primary texts in regard to alignment with standards in the state course description. • Students are able to characterize text books and other school provided resources tools as aids in student mastery of course standards. • Pacing guides focus assignments and activities planned for students on learning goals and state standards rather than coverage of chapters in a text. • Documents can be presented that inform of the alignment between curriculum resources and standards for the course. • Teachers can identify supplementary material used to deepen student mastery of standards. • Parent feedback/questionnaire results indicate recognition that the school is focused on standards-based instruction rather than covering topics or chapters.

on the quality and sufficiency of curriculum support materials. • Other leadership evidence of proficiency on this indicator.	• Student feedback/questionnaire results indicate recognition that the curriculum is focused on what students are to understand and be able to do. • Results on student growth measures show steady improvements in student learning. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 10

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What system is in place to ensure that your best ideas and thinking on using curriculum to enable students to master standards are shared with colleagues, particularly when there is evidence at your school of improved student achievement?	What specific school improvement strategies have you employed to measure improvements in teaching and innovations in curriculum that serve as predictors of improved student achievement?	How can you monitor whether the activities and assignments student get that involve use of curriculum resources are aligned with learning goals and standards?	Do you know which standards are addressed in your curriculum?

Indicator 11 – Quality Assessments: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Narrative: How do we know what our students already know, what they need to know, and how they are doing as we move forward with instruction? The school leader needs "assessment literacy" to address these questions. Where indicator 1.2 addresses the leader's proficiency in use of student performance data, this indicator focuses on actions taken at the school site to generate interim assessment data and make sure faculty use formative assessment practices to monitor and adjust instruction. Assessment of student progress toward academic standards is an important aspect of tracking student progress. Leaders need to make use of data on interim and formative assessments to guide goal setting and progress monitoring. They need to provide teachers access to quality assessments and promote teacher use of formative assessments as a routine strategy. The leader needs on-going assessment data to inform a variety of decisions regarding such issues as resource allocations, student and teacher schedules, professional learning impacts, and adjustments in plans.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader uses a variety of creative ways to provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement. Formative assessments are part of the school culture and interim assessment data is routinely used to review and adapt plans and priorities.	The leader systematically seeks, synthesizes, and applies knowledge and skills of assessment literacy and data analysis. The leader routinely shares knowledge with staff to increase students' achievement. Formative assessment practices are employed routinely as part of the instructional program. The leader uses state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions. These specific and observable changes result in increased achievement for students.	The leader haphazardly applies rudimentary knowledge and skills of assessment literacy and is unsure of how to build knowledge and develop skills of assessment literacy and data analysis. The leader inconsistently shares knowledge with staff to increase student achievement. There is inconsistency in how assessment data are used to change schedules, instruction, curriculum, or leadership. There is rudimentary use of assessment data from state, district, school, and classroom.	The leader has little knowledge and/or skills of assessment literacy and data analysis. There is little or no evidence of interaction with staff concerning assessments. The leader is indifferent to data and does not use data to change schedules, instruction, curriculum or leadership. Student achievement remains unchanged or declines. The leader does not use assessment data from state, district, school, and classroom.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documents for faculty use that set clear expectations for the use of formative assessments to monitor student progress on mastering course standards • Samples of written feedback provided to teachers regarding effective assessment practices. • Collaborative work systems' (e.g., data teams, professional learning communities) agendas and minutes reflect recurring engagements with interim and formative assessment data. • Faculty meeting agendas and minutes reflect attention to formative and interim assessment processes. • Classroom walkthrough data reveals routine use of formative assessment practices in the classrooms. • Assessment rubrics are being used by the school. • Other leadership evidence of proficiency on this indicator.	• Teachers can describe interactions with the leader where effective assessment practices are promoted. • Teachers' assessments are focused on student progress on the standards of the course. • Teachers attest to the leader's efforts to apply knowledge and skills of effective assessment practices. • Teachers can provide assessments that are directly aligned with course standard. • Teachers attest to the leader's frequent monitoring of assessment practices. • Student folders and progress tracking records reflect use of formative data. • Documents are in use that informs teachers of the alignment between standards and assessments. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.* **[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory**	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected): **Enter data here:**	

Reflection Questions for Indicator 11

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How might you engage other school leaders in sharing quality examples of formative assessment and use of interim assessment data? What procedures might you establish to increase your ability to help your colleagues provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement?	How might you engage teacher leaders in sharing quality examples of formative assessment practices with other faculty? How can you provide ongoing professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement?	How are you systematically seeking, synthesizing, and applying knowledge and skills of assessment literacy and data analysis? In what ways are you sharing your knowledge with staff to increase all students' achievement? In what ways are you using state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions to increase student achievement?	How are you expanding your knowledge and/or skills of assessment literacy and data analysis? What strategies have you considered that would increase your interaction with staff concerning assessments? How are you using your knowledge and skills of assessment literacy to change schedules, instruction, and curriculum or leadership practices to increase student achievement?

Indicator 12 – Faculty Effectiveness: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.

Narrative: School leaders are responsible for monitoring the effectiveness of classroom teachers. This indicator addresses the proficiency and focus of the leader's monitoring processes to maintain awareness of faculty effectiveness and the use of monitoring data to improve student and faculty performance. The focus here is on monitoring teacher use of strategies supported by contemporary research, teacher proficiency on issues contained in the district's teacher evaluation system, what teachers do to improve student achievement, and faculty proficiency on the FEAPs.

Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader's monitoring process generates a shared vision with the faculty of high expectations for faculty proficiency in the FEAPs, research-based instructional strategies, and the indicators in the teacher evaluation system. The leader shares productive monitoring methods with other school leaders to support district wide improvements.	The leader's effective monitoring process provides the leader and leadership team with a realistic overview of the current reality of faculty effectiveness on the FEAPs, the indicators in the teacher evaluation system, and research-based instructional strategies. The leader's monitoring practices are consistently implemented in a supportive and constructive manner.	The district teacher evaluation system is being implemented but the process is focused on procedural compliance rather than improving faculty proficiency on instructional strategies that impact student achievement. The manner in which monitoring is conducted is not generally perceived by faculty as supportive of their professional improvement.	Monitoring does not comply with the minimum requirements of the district teacher evaluation system. Monitoring is not focused on teacher proficiency in research-based strategies and the FEAPs.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Schedules for classroom observation document monitoring of faculty. • Records or notes indicate the frequency of formal and informal observations. • Data from classroom walkthroughs is focused on high-effect size strategies and other FEAPs implementation. • Notes and memorandum from follow-up conferences regarding feedback on formal or informal observations reflect attention to FEAPs issues and research-based practices. • Agendas for meetings address faculty proficiency issues arising from the monitoring process. • The leader meets with teachers to provide feedback on their growth in proficiency on instructional strategies. • Leadership team agendas or memoranda focused on issues arising from monitoring. • Principal's resource allocation actions are adjusted based on monitoring data. • Other leadership evidence of proficiency on this indicator.	• The teachers document that the leader initiated professional development focused on issues arising from faculty effectiveness monitoring. • Teacher-leader meeting agendas or memoranda reflect follow-up actions based on feedback from leadership monitoring on FEAPs, teacher evaluation indicators, or research-based strategies. • Lesson study, PLC, or teacher team work is initiated to address issues arising from monitoring process. • Teachers can describe the high-effect size instructional strategies employed across the grades and curriculum and how they are adapted in the teacher's classroom to meet student needs. • Data and feedback from school leader(s) generated from walkthroughs and observations are used by teachers to revise instructional practices. • Other impact evidence of proficiency on this indicator.

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 12

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you convey to highly effective teachers specific feedback that would move them toward even higher levels of proficiency? How do you engage highly effective teachers in sharing a vision of high quality teaching with their colleagues so that there is no plateau of "good enough"?	How do you improve your conferencing skills so your feedback to teachers is both specific enough to be helpful and perceived as support rather than negative criticism?	How do you restructure your use of time so that you spend enough time on monitoring the proficiency of instructional practices and giving feedback to be an effective support for the faculty?	How do you improve your own grasp of what the FEAPs require so that your monitoring has a useful focus?

Indicator 13 – Feedback Practices: The leader monitors, evaluates proficiency, and provides timely and actionable feedback to faculty on the effectiveness of instruction, priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals.

Narrative: This indicator focuses on the use of the monitoring process to provide quality and timely feedback to teachers. The feedback processes need to deepen teacher understanding of the impact of their practices on student learning.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader's focus on accurate, timely, and specific recognition of proficiency and improvement in proficiency. The focus and specificity of feedback creates a clear vision of what the priority instructional goals are for the school and the cause and effective relationship between practice and student achievement on those priority goals. The leader balances individual recognition with team and organization-wide recognition.	The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce proficient performance and highlight the strengths of colleagues and staff. The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of instructional practices. Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance.	The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance, or there are faculty to whom feedback is not timely or not focused on priority improvement needs. The leader tends to view feedback as a linear process; something they provide teachers rather than a collegial exchange of perspectives on proficiency.	There is no or only minimal monitoring that results in feedback on proficiency. Formal feedback, when provided, is nonspecific. Informal feedback is rare, nonspecific, and not constructive.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Rubrics that distinguish among proficiency levels on evaluation indicators are used by the leader to focus on feedback on needed improvements in instructional practice. • Samples of written feedback that was provided to teachers regarding prioritized instructional practices. • Documentation of an instructional monitoring schedule that supports frequent instructional monitoring by the school's administrative staff. • The leader implements a schedule that results in frequent walkthroughs and observations of teaching and learning • School improvement plan reflects monitoring and data analyses. • Evidence that the leader has a system for securing feedback from teachers specific to prioritized instructional practices. • The leader's use of time results in at least 2 work days a week spent on monitoring instructional issues (i.e. "watching the game") and providing specific and actionable feedback on	• Teachers can attest to regularly scheduled formal and informal observations. • Teachers report recognition as team members and as individuals. • Teachers describe feedback from the leader in terms of recognizing instructional strengths and suggestions to take their teaching to a new level. • Teachers report that leader uses a combination of classroom observation and teacher-self assessment data as part of the feedback. • Feedback to teachers, over the course of the year, is based on multiple sources of information (e.g. observations, walkthroughs, videos, self-reflections, lesson studies, PLCs, assessment data,) and from more than one person. • Teacher leaders have opportunities to observe colleagues teaching practices and provide feedback.

instructional practices. • The leader provides feedback that describes ways to enhance performance and reach the next level of proficiency. • Feedback reflects judgment on proficiency, not just a "yes-no" checklist approach. • Other leadership evidence of proficiency on this indicator.	• Feedback and evaluation data is used by teachers to formulate growth plans. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 13

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How frequently do teachers recognize that your feedback is directly linked to improving both their personal performance and that of the school? What might you do to ensure that they see this important connection?	What are some examples of focused, constructive, and meaningful feedback that you provide to your staff? How does this support their learning?	In what ways do you currently recognize faculty in providing feedback and affirmation to them? To what extent do you acknowledge the efforts of teams, as well as that of individuals?	How can frequent, focused, and constructive feedback support teachers in improving their instructional practice?

Indicator 14 - Instructional Initiatives: District supported state initiatives focused on student growth are supported by the leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives. Initiatives include:

- **Monitoring Text Complexity**: The school leader monitors teacher implementation of instructional processes involving complex text with embedding of close reading and rereading of complex text as a routine event incorporating these two processes:
  - writing in response to text
  - text-based discussions with students
- **Interventions:** The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups. (MTSS)
- **Instructional Adaptations:** The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. (MTSS)
- **ESOL Strategies:** The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class. (ESOL)]
- **Other District Supported Initiatives**: The school leader monitors the school and classrooms for comprehensive implementation of all other instructional initiatives supported by the district as relevant to this school.

Narrative: The Department of Education and/or district-supported initiatives focused on improving student performance require school leader support to be successful at the school site. This indicator addresses the leader's proficiency in supporting such initiatives. Indicator 4.4 also focuses on professional learning needed to implement priority initiatives.
Note: District and FLDOE websites provide support and information about priority initiatives.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
All initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative. The leader monitors teachers' implementation of the initiative, tracks the impact of the initiative on student growth, and shares effective practices and impacts with other school leaders.	Most of the district and state initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative. Reading Complexity and MTSS are routine instructional processes in all classes and at all levels of instruction. ESOL strategies are routinely employed with all ELL students. The leader is conversant with the impact the initiative is expected to have and monitors teacher and student implementation of the elements of the initiative.	Some initiatives are implemented across the some of the grades and subjects as appropriate with work in progress to implement the components of each initiative. The leader relies on teachers to implement the initiatives and is seldom involved in monitoring or providing feedback on the impact of the initiative's implementation on student growth.	District and state supported initiatives are not supported by the leader with any specific plans, actions, feedback or monitoring. The leader is unaware of what state and district initiatives are expected to be implemented at the school.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• The initiatives being pursued are explicitly identified and access to supporting resources is provided. • Leader's agendas, memoranda, etc. reflect presentations to faculty on the targeted initiatives. • A Multi-tiered System of Supports (MTSS) and Response to Intervention (RtI) is fully implemented and the leader monitors regularly to sustain implementation. • The leader monitors practices in areas where subject specific strategies are expected and provides feedback on the effective use of such strategies (e.g. ESOL strategies) • Reading Strategies from Just Read, Florida! are implemented. • The leader can identify all of the initiatives in use and describe how progress is monitored for each. • Other leadership evidence of proficiency on this indicator.	• Classroom teachers describe how they implement the various initiatives. • Video exemplars that support implementing the initiatives are routinely used by faculty. • Online resources and technology supports that deepened understanding of the initiatives are used by faculty. • State or district web-based resources aligned with the initiatives are regularly accessed by faculty, • Teachers have participated in professional development associated with the initiative and implemented the strategies learned. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 14

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you engage your faculty in communities of practice where practices related to the initiatives are shared with faculty in other schools or districts?	How do you use monitoring of these initiatives to identify faculty professional development needs that, if addressed, would improve the quality of implementation?	How do you communicate with district and state resources to learn more about what these initiatives can contribute to my school?	How do you find out what initiatives should be implemented?

Indicator 15 – Facilitating and Leading Professional Learning: The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.

Narrative: Indicator 15 is focused on what the leader does to engage faculty in meaningful professional learning (which includes being involved in what the faculty is learning). Professional learning on-the-job is an essential aspect of effective schools. School leaders who manage the school in ways that support both individual and collegial professional learning get better outcomes than those who do not. The leader's personal participation in professional learning plays a major role in making professional learning efforts pay off. This indicator addresses the leader's role as a leader in professional development.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader uses a variety of creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency on high effect size strategies. The leader is personally involved in the learning activities of the faculty in ways that both show support and deepen understanding of what to monitor. The entire organization reflects the leader's focus on accurate, timely, and specific professional learning that targets improved instruction and student learning on the standards in the course descriptions. Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.	The leader provides recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency on high effect size strategies and student learning needs. The leader removes barriers of time for professional learning and provides needed resources as a priority. Participation in specific professional learning that target improved instruction and student learning is recognized by the faculty as a school priority. Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.	Less than a majority of the faculty can verify participation in professional learning focused on student needs or faculty proficiency on high effect size strategies. Time for professional learning is provided but is not a consistent priority. Minimal effort is expended to assess the impact of professional learning on instructional proficiency. Leadership monitoring of professional learning is focused primarily on participation with minimal attention given to the impact of instructional proficiency on student learning.	Focused professional development on priority learning needs is not operational. Few faculty members have opportunities to engage in collegial professional development processes on the campus. Individual professional learning is not monitored and is not connected to the school improvement plan or student learning needs.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development. • Documents generated by or at the direction of the leader establish a clear pattern of attention to collegial professional development. • Schedules provide evidence of recurring time allocated for professional learning. • Technology is used to provide easy and recurring access to professional learning.	• Faculty members describe an organizational climate supportive of professional learning and can provide examples of personal involvement. • Minutes and/or summary records of lesson study teams, book study groups, and/or PLCs provide evidence that these collegial opportunities are active on the campus. • Agendas, documents, or anecdotal records of teams and/or department meetings reflect recurring engagement in professional learning. • Information on the availability of professional learning is easily

• Budget records verify resources allocated to support prioritized professional learning. • Documents generated provide evidence that administrators are monitoring faculty participation in professional learning. • Other leadership evidence of proficiency on this indicator.	accessible for faculty. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 15

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What strategies have you implemented so that you spread your learning about providing professional learning for individual and collegial groups within your school to your colleagues across the school system?	What might be some creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency on high effect size strategies?	As you think about your leadership in providing professional learning, what are key strategies for you to consider that would help you provide recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency on high effect size strategies and student learning needs?	How would you describe your efforts to make certain that your professional learning is focused on student needs or faculty proficiency on high effect size strategies?

Indicator 16 – Student Centered: The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.

Narrative: School leaders who monitor what students experience by being enrolled in the leader's school have better insights on how to make the system work than those who do not monitor impact of policies and practices on students. It is the leader's responsibility to know whether student life is equitable, respectful, and supportive of engagement in learning.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader provides clear, convincing, and consistent evidence that he or she ensures the creation and maintenance of a learning environment conducive to successful teaching and learning for all and shares these practices with others throughout the district. Involves the school and community to collect data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.	The leader provides clear evidence that he or she creates and maintains a learning environment that is generally conducive to ensuring effective teaching practices and learning, although there may be some exceptions. Collects data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.	The leader provides limited evidence that he or she creates a safe school either in planning or actions. Collects data on curricular and extra-curricular student involvement.	The leader provides little to no evidence that he or she makes plans for a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise. Does not collect data on curricular and extra-curricular student involvement.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documents that establish safe, respectful, and inclusive school-wide common expectations for students and staff. • Agendas, meeting minutes, etc., show recurring attention to student needs. • The leader's documents reveal a pattern of examining student opportunities for achieving success • Leader has procedures for students to express needs and concerns direct to the leader. • The leader provides programs and supports for student not making adequate progress. • School policies, practices, procedures are designed to address student needs. • Other leadership evidence of proficiency on this indicator.	• Teachers can describe specific policies, practices, and procedures that result in a safe, respectful, and inclusive student-centered learning environment. • Student questionnaire results reflect satisfaction with school attention to student needs and interests. • Counseling services and safe school programs (e.g. anti-bullying") are implemented. • Tutorial processes are provided and easily accessible by students. • Teachers receive training on adapting instruction to student needs. • Extended day or weekend programs focused on student academic needs are operational and monitored. • Parent questionnaire results reflect satisfaction with schools attention to student needs and interests. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 16

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What practices have you engaged in to increase professional knowledge opportunities for colleagues across the school system regarding your efforts to ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all?	What evidence would you accept you were ensuring the creation and maintenance of a learning environment conducive to successful teaching and learning for all?	How would you describe your efforts to provide clear evidence that you create and maintain a learning environment that is generally conducive to ensure effective teaching and learning, although there may be some exceptions?	What strategies are you intentionally implementing to create and maintain a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise?

Indicator 17 - Success Oriented: Initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.

Narrative: The issues in 17 focus on monitoring how school policy and practice affect the quality of student lives. This indicator shifts focus from those broad issues to what happens at the school that creates opportunities for student success and students' perceptions that school life is organized to do something good for them. School should be rigorous and demanding but also implemented in ways that create recurring opportunities for success.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Through all grades and subjects, a multi-tiered system of supports is operational providing core universal supports (research-based, high-quality, general education instruction and support; screening and benchmark assessments for all students, and continuous data collection continues to inform instruction). Where students are not successful on core instruction, problem solving is employed to identify and implement targeted supplemental supports (data based interventions and progress monitoring). Where targeted supplemental supports are not successful, intensive individual supports are employed based on individual student needs. Skillful problem solving to ensure staff have adequate time and support, and effectively monitoring teacher's effective use of research-based instruction.	Problems solve skillfully (e.g., conceptualizing, applying, analyzing, synthesizing, and/or evaluating information) to provide adequate time, resources, and support to teachers to deliver the district's curriculum to all students. Celebrations of student success are common events and are focused on recognition of the methods and effort expended so students understand what behaviors led to the success. Most grades and subject track student learning growth on priority instructional targets. MTSS operational across the grades and subjects.	Problem solving efforts are unskillfully used to provide adequate time, resources, and support to teachers to deliver the district's curriculum and state's standards to students. Celebrations of student success are provided but are inconsistent in focusing on how/why students succeeded. MTSS operational in some classes.	No actions other than use of slogans and exhortations to succeed are taken by the leader to address practices and process that actually enable success. MTSS not operational.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Agendas, memorandum, and other documents provide direction on implementation of MTSS. • Agendas, memorandum, and other documents reflect recurring discussion with faculty on continuous progress monitoring practices. • The leader recognizes the accomplishments of individual teachers, student, groups and the whole school via newsletters , announcements, websites, social media and face-to-face exchanges) • Leader solicits student input on processes that support or	• Teachers' records reveal data-based interventions and progress monitoring. • Teacher-directed celebrations of student success identify causes of success. • Supplemental supports are provided in classes. • Faculty and student describe the leader as one who is genuinely committed to student success in school and life. • Faculty teams, departments, grade levels or collegial learning teams who have worked together on student success are recognized.

hamper their success. • Leader does surveys and other data collections that assess school conditions that impact student well-being. • Data collection processes are employed to collect student, parent, and stakeholder perception data on the school supports for student success. • Other leadership evidence of proficiency on this indicator.	• Teacher and student tracking of progress results in data on student success. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 17

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What supports do you need to provide to deepen the faculty's capacity to provide intensive individual supports? How do you share effective continuous progress practices with other school leaders?	How do you enable teachers proficient at MTSS to share the process with other teachers? What continuous progress practices should be shared with the entire faculty?	How do you monitor instructional practice to assess the quality of implementation of MTSS? How do you monitor the impact of targeted supplemental supports? What barriers to student success are not being addressed in your school?	How do you obtain training on what the MTSS model requires and how do you convey the expectations inherent in the model to your faculty?

Indicator 18 – Achievement Gaps: The leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.

Narrative: Indicator 18 focuses on academic growth of specific sub-groups whose academic performance lags behind what they are capable of achieving. The leader is expected to prepare the faculty to do what is needed to meet the academic improvement needs of the sub-group(s).

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader has created a self-regulating system based on data that guarantees regular and predictable success of all sub-groups, even if conditions change from one year to another. Achievement gaps have been eliminated or substantially minimized with trend lines consistently moving toward elimination of such gaps.	Processes to minimize achievement gaps within all impacted subs-groups are employed for all sub-groups with positive trend lines showing reduction of gaps for all subgroups. The leader consistently applies the process of inquiry and/or has enabled development of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.	Sub-groups within the school and associated with achievement gaps have been identified and some processes are underway to understand root causes. Some actions to minimize the gaps have been implemented but either do not reach all sub-group students or have inconsistent or minimal results. The leader inconsistently applies the process of inquiry and/or has enabled only limited efforts to develop of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.	The leader does not identify nor implement strategies to understand the causes of sub-group achievement gaps. No changes in practices or processes have been implemented under the leader's direction that is designed to address achievement gaps. The leader does not apply the process of inquiry and/or develop processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• The leader uses statistical analyses identifying academic needs of sub-group members. • Written goals are developed and provided to faculty that focus on reducing or eliminating achievement gaps for students in under-performing sub-groups and for students with disabilities. • Documents reflecting the leader's work in deepening faculty understanding of cultural and development issues related to improvement of academic learning growth by sub-group students. • The leader develops school policies, practices, procedures that validate and value similarities and differences among students. • Leader's actions in support of engaging sub-group students in self-help processes and goal setting related to academic achievement. • The leader personally engages students in under-performing sub-groups with support, encouragement, and high expectations. • Leader's take actions in aligning parent and community resources with efforts to reduce achievement gaps. • Other leadership evidence of proficiency on this indicator.	• Faculty and staff can describe the school-wide achievement goals focused on narrowing achievement gaps and relate how to implement those goals to impact individual students. • Under-achieving sub-group students are enrolled in advanced classes and presented with high expectations. • Teachers can describe specific policies, practices, and procedures that help them use culture and developmental issues to improve student learning. • Faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels, English language learners, and students with disabilities. • Teacher records reflecting tracking sub-group student progress on targeted learning goals related to academic achievement. • Student questionnaire results (from sub-group students) reflecting recognition of school efforts to improve their academic performance. • Parent questionnaire results from sub-group parents reflecting recognition of school efforts to improve student achievement. • Lesson study groups focused on improving lessons to impact achievement gaps. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 18

Reflection Questions			
Highly Effective	**Effective**	**Needs Improvement**	**Unsatisfactory**
What strategies might you employ to increase your ability to help your colleagues understand how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment, etc.) in order to improve student achievement?	What are one or two critical steps you could take that would shift your examination of culture to a point that they become a self-regulating system based on data that guarantees regular and predictable success even if conditions change?	How might you systematically apply the process of inquiry to develop methods of generating greater understanding of the cultures of individuals within the building and how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment) to improve student achievement?	Why do sub-groups students like those in your school not perform as well as similar groups in other schools? In what ways might you demonstrate greater understanding of cultures and their impact on the current systems in your school to improve student learning?

Organizational Leadership

Narrative: This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Narrative: Problem solving is an essential support to decision making. The leader's skill in using thinking skills and data to define problems and identify solutions is the focus here.

Indicator 19 – Problem Solving: The leader uses critical thinking and data-based problem solving techniques to define problems and identify solutions.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader demonstrates the ability to construct a clear and insightful problem statement with evidence of relevant contextual factors. The leader identifies multiple approaches for solving a problem and proposes one or more solutions/hypotheses that indicate a deep comprehension of the problem. The solutions are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem. The leader's evaluation of solutions is comprehensive and includes all of the following: history of the problem, logic/reasoning, feasibility and impact of the solution. The solution is implemented in a manner that addresses each of the contextual factors of the problem. A thorough review of the results is conducted to determine need for further work.	The leader demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors and the problem statement is adequately detailed. The leader identifies multiple approaches for solving a problem. The leader's solutions are sensitive to contextual factors as well as at least one of the following: ethical, logical, or cultural dimensions of the problem. Evaluation of solutions is adequate and includes: history of the problem, reviews logic and reasoning, examines feasibility of solution, and weighs impact. The solution is implemented and the results reviewed with some consideration for further work.	The leader is beginning to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but the problem statements are superficial or inconsistent in quality. Typically, a single "off the shelf" solution is identified rather than designing a solution to address the contextual factors. The solution is implemented in a manner that addresses the problem statement but ignores relevant factors. Results are reviewed with little, if any, consideration for further work.	The leader demonstrates a limited ability to identify a problem statement or related contextual factors. Solutions are vague or only indirectly address the problem statement. Solutions are implemented in a manner that does not directly address the problem statement and are reviewed superficially with no consideration for further work.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Samples of problem statements, contextual factors, recommended approaches, proposed solutions, evaluation, and review with consideration for further work are presented. • A well-established problem-solving process can be described by the leader. • Data records reveal the range of problems addressed and after-implementation data collections. • Reports and newsletters to stakeholders inform of problems addressed and the impact of solutions implemented. • Other leadership evidence of proficiency on this indicator.	• Teachers can personally attest to the problem-solving skills of the leader. • Teachers report a high degree of satisfaction with the problem-solving process established by the leader. • Teacher and/or students describe participating in problem solving led by the school leader. • Multi-tiered System of Supports (MTSS) is fully operational in classrooms. • Sub-ordinate leaders are engaged in data-based problem solving. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*			
[ ] Highly Effective	**[ ] Effective**	**[ ] Needs Improvement**	**[ ] Unsatisfactory**
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

Reflection Questions for Indicator 19

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What might be some of the things you learned about problem solving that will influence your leadership practice in the future?	What can you do to enable your sub-ordinate leaders to be more effective in problem solving?	What are some specific recollections (data) that come to mind that define your thinking about effective problem solving?	How would you describe your problem solving process?

Indicator 20 – Quality Control: The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implementing actions as needed.

Narrative: Decisions are made....but there is a follow-up process. What was the impact of the decisions? The focus here is the leader's follow-up on decisions and capacity to make revisions where needed.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader can provide clear and consistent evidence of decisions that have been changed based on new data. The leader has a regular pattern of decision reviews and "sun setting" in which previous decisions are re-evaluated in light of the most current data. There is a culture of open acknowledgement of undesired outcomes in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.	The leader has a record of evaluating and revising decisions based on new data. Review of decision and follow-up actions are consistently timely.	The leader has some processes for acquiring new information on impact of decisions and appears to be willing to reconsider previous decisions, but does not have a clear or consistent record of making changes where needed or as soon as needed.	There is little or no evidence of reflection and re-evaluation of previous decisions. Sub-ordinate leaders are not encouraged to evaluate prior decisions.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Examples of documents related to previous decisions that indicate re-evaluation in light of emerging data or trends. • Evidence that re-evaluations in light of emerging data or trends resulted in changes or adjustments in actions. • A well-articulated problem-solving process can be produced. • Leader's work schedule reflects time for monitoring the implementation of priority decisions. • Other leadership evidence of proficiency on this indicator.	• Teachers can attest to having participated in a re-evaluation of a decision based on emerging trends and data. • Teachers report confidence in the decisions being made by the leader. • Sub-ordinate leaders' records reveal time committed to gathering data and following up on impact and implementation of leader's decisions. • Sub-ordinate leaders' records reveal time committed to gathering data and following up on impact and implementation of the sub-ordinate leaders' decisions. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 20

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you continue to clarify the decision-making process in a dynamic, changing environment?	Why is it necessary for you as a school leader to re-evaluate prior decisions and programs in light of emerging research, personal experience, and changing situations?	What will you do from now on to ensure previous decisions and programs are revisited and evaluated on a routine basis?	When do you take time with your leadership team to reflect on decisions that have been made? In what ways do you evaluate decisions on the basis of student achievement?

Indicator 21 – Technology Integration: The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.

Narrative: Technology was a separate standard in the 2005 Florida Principal Leadership Standards (FPLS). By 2011 the state had made great strides toward accepting technology into the schools. In the 2011 FPLS, technology moved from a separate general "pro-technology" standard to focused applications of technology embedded in several standards. This indicator focuses on technology integration and the leader's use of technology to improve decision-making processes in several priority areas.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader mentors other school leaders on effective means of acquiring technology and integrating it into the decision-making process. The leader provides direct mentoring and coaching supports so that new staff and new sub-ordinate leaders are quickly engaged in effective use of technology supports needed to enhance decision-making quality.	Technology support for decision-making processes is provided for all of the staff involved in decision making on school instructional and faculty improvement efforts. Technology integration supports all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership. Engages sub-ordinate leaders in developing strategies for coaching staff on integration of technology.	Technology support for decision-making processes is provided for some, but not all of the staff involved in decision making on school instructional and faculty improvement efforts. Technology integration supports some, but not all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership.	There is no or only minimal evidence that decision-making prioritization, problem solving, decision evaluation or distributed leadership processes are supported by technology integration. Decision making is not supported by a well-understood system of procedures to identify problems and generate solutions. Technology integration does not support data exchanges, project management, and feedback processes.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• School improvement plan reflects technology integration as a support in improvement plans. • Leader has a technology integration plan used to provide technology supports to the degree possible with available resources. • School website provides stakeholders with information about and access to the leader. • Technology tools are used to aid in data collection and analyses and distribution of data findings. • Evidence that shared decision -making and distributed leadership is supported by technology. • Technology used to enhance coaching and mentoring functions. • Other leadership evidence of proficiency on this indicator.	• Sub-ordinate leaders integrate technology into their work functions and use technology to streamline the process. • Data from faculty that supports decision making and monitoring impact of decisions are shared via technology. • PowerPoint presentations, e-mails, and web pages of faculty members support involvement in decision making and dissemination of decisions made. • Faculty use social network methods to involve students and parents in data collection that supports decision making and to inform stakeholders of decisions made. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*			
[ ] Highly Effective	**[ ] Effective**	**[ ] Needs Improvement**	**[ ] Unsatisfactory**
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

Reflection Questions for Indicator 21

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for integrating new technology so that faculty and students are keeping pace with the communications and thinking supports used in the emerging global economy?	How might you increase the range and scope of technology integration to support communications and information acquisition processes used by faculty and staff? How might the technology improve the quality of decisions at your school?	Under what circumstances would you be willing to support increased use of technology to support efficiency in communication and decision-making processes? How might you use the function of delegation to empower staff and faculty at your school to make more proficient use of technology integration?	What factors prevent you from supporting technology integration??

Indicator 22 – Delegation: The leader establishes delegated areas of responsibility for sub-ordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.

Narrative: Leadership teams engage other skilled people in the business of the school. However, involvement does not ensure effective organizations. This indicator focuses on the distribution of responsibility and whether sub-ordinate leaders have been delegated all that is needed to succeed.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Staff throughout the organization is empowered in formal and informal ways. Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces. Other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.	There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization. The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business.	The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others. Clarity of the scope of delegated authority is inconsistent from one delegation to another. Actions taken by those to who tasks are delegated are sometimes overruled without explanation.	The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment. If delegation has occurred there is a lack of clarity on what was to be accomplished or what resources were available to carry out delegated tasks.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• A Responsibility Matrix or chart of "who does what" provides evidence that the leader trusts others within the school by identifying how leadership responsibilities are delegated to other faculty members on his or her staff. • The leader's processes keep people from performing redundant activities. • The leader has crafted "job descriptions" for sub-ordinate leaders' roles that clarify what they are to do and have the delegated authority to do. • Communications to delegated leaders provide predetermined decision-making responsibility. • Documents initiating projects and tasks identify personal responsibility for success at the beginning of the project. • Delegation and trust are evident in personnel evaluations. • Delegation and trust are evident in the school improvement plan as a variety of school staff are identified as being directly responsible for various components of the planning effort. • Meeting minutes provide evidence of delegation and trust being extended to select members of the faculty. • Other leadership evidence of proficiency on this indicator.	• Teachers report that areas of delegated responsibility include authority to make decisions and take action within defined parameters. • Faculty and staff can cite examples of delegation where the leader supported the staff member's decision. • Faculty report that building leaders express high levels of confidence in their capacity to fulfill obligations relevant to the shared task of educating children. • Staff to whom responsibility has been delegated in turn delegates appropriate aspects of their tasks to other staff thus expanding engagement. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 22

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for delegating authority to subordinates?	How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams? In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?	Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty? How might you use the function of delegation to empower staff and faculty at your school?	What factors prevent you from releasing responsibilities to staff?

Indicator 23 – Relationships: The leader develops sustainable and supportive relationships between staff, colleagues, parents, community, higher education, and business leaders.

Narrative: This is a fundamentally important skill set. Leaders get quality work done through other people. The skill set of relationship building, including networking and engaging others in a shared vision, are hallmarks of quality leaders.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
While maintaining on-site work relationships with faculty and students as a priority, the leader finds ways to develop, support, and sustain key stakeholder relationships with staff, colleagues, parent organizations, community leaders, and businesses, and mentors other school leaders in quality relationship building. The leader has effective relationships throughout all stakeholder groups and models effective relationship building for other school leaders.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) networks with all key stakeholder groups (e.g., staff, colleagues, parents, community members, higher education, and business leaders) in order to cultivate, support, and develop potential and emerging leaders. Leader has effective collegial relationships with most faculty and subordinates.	The leader is inconsistent in planning and taking action to network with stakeholder groups (e.g., staff, colleagues, parents, community members, higher education, and business leaders) to support leadership development. Relationship skills are employed inconsistently.	The leader makes no attempt to or has difficulty working with a diverse group of people. Consequently, the leader does not network with individuals and groups in other organizations to build collaborative partnerships in support of leadership development.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documentation can be provided describing the leader's plan—with goals, measurable strategies, and a frequent-monthly-monitoring schedule—to develop sustainable and supportive relationships with key stakeholder groups in support of potential and emerging leaders. • Documentation can be provided as to the relationships with staff, colleagues, other building leaders the leader has established in support of potential and emerging leaders within the school. • Documentation can be provided as to the relationships with parents, community members, higher education, and business leaders the leader has established in support of potential and emerging leaders within the school. • Other leadership evidence of proficiency on this indicator.	• Staff survey and/or feedback support that the leader has developed sustainable and supportive relationships with them in support of potential and emerging leaders at the school. • Community members report that the leader has developed sustainable and supportive relationships with them in support of potential and emerging leaders at the school. • Higher education members within the area report that the leader has developed sustainable and supportive relationships with them in support of potential and emerging leaders at the school. • Business leaders within the area report that the leader has developed sustainable and supportive relationships with them in support of potential and emerging leaders at the school. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 23

Highly Effective	Effective	Needs Improvement	Unsatisfactory
In what ways might you further extend your reach within the district to help others throughout the district benefit from your knowledge and skill in establishing relationships among key stakeholder groups?	What strategies are you employing so you can share your experiences relative to establishing relationships with key stakeholders to support potential and emerging leaders?	In what ways are you working to establish networks with key stakeholder groups to cultivate and support potential and emerging leaders in your school?	How might your relationships with faculty and key stakeholder groups help to cultivate and support potential and emerging leaders in your school?

Indicator 24 – Operational Effectiveness: The leader follows and implements School Board Policy and Procedures effectively with coherent plans and establishes and monitors appropriate deadlines for self, faculty, and staff.

Narrative: This indicator focuses on the key aspects of operational effectiveness and management skills essential to school success.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to the practices at the effective level, the leader demonstrates consistent evidence of revising and updating school procedures and timelines to align with district expectations. Effective operational practices are frequently shared with other administrators and colleagues throughout the system.	There is consistent evidence of understanding or adhering to School Board policy, procedures, or standard operating procedures. The leader consistently demonstrates evidence of communicating expectations and procedures in alignment with district practices. The leader consistently completes tasks and projects on time and within budget.	There is inconsistent evidence of understanding or adhering to School Board policy, procedures, or standard operating practices. There is inconsistent evidence of time, task, or operational management focused on goals, resources, timelines, and results. There is inconsistent completion of tasks and projects on time and within budget.	There is little or no evidence of understanding or adhering to School Board policy, procedures, or standard operating practices. There is little or no evidence of time, task, or operational management focused on goals, resources, timelines, and results.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Tasks and reports for parties outside the school are monitored for timely completion. • Examples of comprehensive school procedures as related to payroll, finance, property, etc. • Examples of a school environment focused on safety, efficiency, effectiveness, and legal compliance. • Examples of timelines managed by the leader by strategically delegating time, resources, and responsibilities. • Other leadership evidence of proficiency on this indicator.	• Reports that require teacher input are submitted on time and in compliance with expectations. • Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe how school leadership monitors work progress and due dates. • Other school leaders credit their operational effectiveness to the mentoring provided by the leader • School-wide survey results related to school management issues reflect awareness of a positive impact of organization on school operations • Other impact evidence of proficiency on this indicator

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 24

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How much of your work? on organization effectiveness is reactive to establish conformity with deadlines and short term situations and how much is proactive focused on creating capacity for continuous improvement? Are you able to identify and articulate to others the systemic connections between the various projects and tasks you manage?	To what extent are tasks and major tasks delineated in your overall vision and school culture? What might you do to emphasize the most important components over minor tasks? How do you distinguish between the support needed for high priority projects and tasks that impact student achievement or faculty development and compliance with projects that have fixed due dates for parties outside the building?	How do you ensure unanticipated changes do not derail or impede adherence to School Board Policies and Procedures? How do you monitor whether work needed to meet deadlines is proceeding at a necessary pace? How do you ensure that projects and tasks are consistently completed on time and within budget?	What changes in your practice are needed to ensure that School Board Policies and Procedures are implemented effectively? How do you distribute workloads so the appropriate people are involved and with sufficient clarity on goals and timeframes to get work done?

Indicator 25 – Strategic Instructional Resourcing: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.

Narrative: Resources are always limited. How well a leader does at putting resources where they are needed and when they are needed to support instructional goals is the focus here. Do teachers and students get what they need when they need it?

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities. The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness. Leader mentors other school leaders in the budget process and fiscal resourcefulness to improve utilization of resources in alignment with strategic goals across the district.	The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities. The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments. The leader documents a process to direct funds to increase student achievement that is based on best practices and leveraging of antecedents of excellence in resources, time, and instructional strategies.	The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines. The leader lacks proficiency in using the budget to focus resources on school improvement priorities. Resources are not committed or used until late in the year or are carried over to another year due to lack of planning and coordination. The leader makes minimal attempts to secure added resources.	The leader has no clear plan for focusing resources on instructional priorities and little or no record of keeping commitments for schedules and budgets.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• School financial information shows alignment of spending with instructional needs. • Documents are provided to faculty that indicate clear protocols for accessing school resources. • School Improvement Plan and spending plans are aligned. • Leader's documents reveal recurring involvement in aligning time, facility use, and human resources with priority school needs. • Schedules and calendars for use of the facility reflect attention to instructional priorities. • Other leadership evidence of proficiency on this indicator.	• School-wide teacher questionnaire results reveal satisfaction with resources provided for instructional and faculty development. • Staff receipt books, activity agreements, and fundraiser requests reflect priority attention to instructional needs. • Teachers can describe the process for accessing and spending money in support of instructional priorities. • Teachers can provide examples of resource problems being taken on by school leadership as a priority issue to be resolved. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 25

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How would you describe the systematic method for pursuing grants, partnerships, and combining community resources you have implemented to support increases to student achievement?	To what extent are faculty and staff aware of your budgeting expectations? How are your budgeting expectations delineated, published, and communicated?	Have there been instances in which you failed to meet deadlines or where expenditures resulted in budget overruns? What did you learn from that experience and how did you apply lessons from it?	When resources are limited, what actions do you take as the school leader to allocate them most efficiently?

Indicator 26 – Clear Goals and Expectations: The leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

Narrative: Proficiency in the competencies addressed in this indicator impacts success on many other indicators. The most successful school leaders are able to provide clear goals and expectations on every aspect of school operations and instructional leadership. You need to do the "school leader's two step." Having clear goals and expectations is step one, communicating them so others can act on them is step two.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Clear evidence communication on goals and expectations is present, including open forums, focus groups, surveys, personal visits, and use of available technology. Ensures that all community stakeholders and educators are aware of the school goals for instruction, student achievement, and strategies and progress toward meeting these goals. The leader coaches others within the district to effectively employ the Florida common language of instruction in communicating school goals and expectations.	The leader conducts frequent interactions with students, faculty, and stakeholders to communicate and enforce clear expectations, structures, and fair rules and procedures. Utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community. Is proficient in the use of the Florida common language of instruction to align school goals with district and state initiatives.	Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding some student and faculty performance issues. Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community on goals and expectations, but it is inconsistently implemented. Has a limited capacity to employ Florida's common language of instruction in aligning school goals and expectations with district and state initiatives.	Expectations and goals regarding student and faculty performance are not provided or are not communicated in a timely, comprehensible and actionable form. The leader's actions demonstrate a lack of understanding of the importance of establishing clear expectations, structures, rules, and procedures for students and staff. Uses terms in the Florida common language of instruction incorrectly thus misguiding others.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Evidence of visibility and accessibility (e.g., agendas of meetings, newsletters, e-mail correspondence, appointment book, etc.) is provided. • Evidence of formal and informal systems of communication that include a variety of formats (e.g., written, oral) in multiple ways through different media (e.g., newsletter, electronic) used to communicate goals and expectations for how to accomplish the goals. • School safety and behavioral expectations are accessible to all. • Dissemination of clear norms and ground rules for standards-based instruction and Multi-tiered System of Supports (MTSS) is provided. • School Improvement Plan is based on clear actionable goals. • Leader is able to access Florida's common language of instruction via online resources. • Other leadership evidence of proficiency on this indicator.	• Faculty routinely access www.floridastandards.org to align course content with state standards. • Staff survey results reflect awareness and understanding of priority goals and expectations. • Parent survey results reflect understanding of the priority academic improvement goals of the school. • Parents' communications to the school reflect understanding of the goals and expectations that apply to their children. • PTSA/Booster club operations and participation addresses support for school academic goals. • Student survey results reflect understanding of goals and expectations that apply to the students. • Sub-ordinate leaders use Florida's common language of instruction. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 26

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What additional strategies have you established to diffuse your practices on goals and expectations among your colleagues across the school system? How does feedback from key stakeholder groups inform the work of the school?	How might you articulate to faculty the benefits that could be gained by the school if parents and community members understood the rationale for most decisions on goals and expectations?	How might you improve your consistency of interactions with stakeholders regarding the work of the school? Knowing that some teachers and parents are reluctant to initiate conversations with school leaders, what strategies have you employed or considered in which you—as the leader—would initiate communication on priority goals and expectations?	What are your priority goals for school improvement? How do you know whether others find them clear and comprehensible?

Indicator 27 – Accessibility: Maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.

Narrative: Leaders need to be seen by those they are to lead...and those who are asked to engage in rigorous effort on the leader's goals need access to the leader. While leaders must manage their time, they must also make sure those who need access can get it in reasonable ways and timeframes. In a 21st century technological society use of social networking and other technologies to promote accessibility is a valuable leadership competency.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to the practices at the effective level, the leader initiates processes that promote sub-ordinate leaders access to all through a variety of methods stressing the need for engagement with stakeholder groups. The leader serves as the "voice of the school" reaching out to stakeholders and advocating for school needs. The leader mentors other school leaders on quality processes for accessibility, engaging stakeholders, and using technologies to expand impact.	Leader provides timely access to all through a variety of methods using staff and scheduling practices to preserve time on instructional priorities while providing processes to enable access for parents and community. Leader is consistently visible within the school and community focusing attention and involvement on school improvement and recognition of success. Stakeholders have access via technology tools (e.g., e-mails, phone texts, video conferencing, websites) so that access is provided in ways that do not minimize the leader's time for instructional leadership and faculty development.	Leader's actions to be visible and accessible are inconsistent or limited in scope. Limited use of technology to expand access and involvement. Leadership is focused within the school with minimal outreach to stakeholders.	Leader is not accessible to staff, student, or stakeholders and does not engage stakeholders in the work of the school. Leader has low visibility to students, staff, and community.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Leader's work schedule reflects equivalent of two work days a week in classrooms and interacting with students and teachers on instructional issues. • Meeting schedules reflect frequency of access by various stakeholders. • Executive business partnerships engaging local business leaders in ongoing support of school improvement. • E-mail exchanges with parents and other stakeholders. • Websites or weblogs provide school messaging into the community. • Leader's participation in community events. • Leader has established policies that inform students, faculty, and parents on how to get access to the leader. • Leader monitors office staff's implementation of access policies to ensure timely and responsive accessibility. • Other leadership evidence of proficiency on this indicator.	• School office staff have effective procedures for routing parents and stakeholders to appropriate parties for assistance and informing the leader when direct involvement of the leader is necessary. • Sub-ordinate leaders' involvement in community events where school issues may be addressed. • "User friendly" processes for greeting and determining needs of visitors. • Newspaper accounts reflecting leader's accessibility. • Teacher and student anecdotal evidence of ease of access • Parent surveys reflect belief that access is welcomed. • Office staff handles routine requests for access in ways that satisfy stakeholders' needs without disrupting leader's time on instructional issues, but gives school leader timely notice when his/her personal involvement should occur without delay. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*			
[ ] Highly Effective	**[ ] Effective**	**[ ] Needs Improvement**	**[ ] Unsatisfactory**
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

Reflection Questions for Indicator 27

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How can you involve sub-ordinate leaders as high visibility assets of the school?	What uses can you make of modern technology to deepen community engagement and expand your accessibility to all?	How can you assess what students, faculty, and stakeholders think of your level of accessibility?	What work habits would you need to change to be more visible to students, faculty, and stakeholders?

Indicator 28 – Recognitions: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.

Narrative: Leading is about enabling others to succeed. Recognition of the successes and contributions of others is a key leadership function. Recognition from the leader is motivating and focusing. The recognition needed is more than "good job." It identifies what people did to generate the success being recognized. Recognizing the way in which people succeed encourages them to continue those practices and informs others "by what methods" they may do the same.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to meeting effective level criteria, the leader utilizes recognition reward, and advancement as a way to promote the accomplishments of the school. Shares the methods that lead to success with other leaders. Engages community groups in supporting and recognizing rigorous efforts to overcome past failures.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) recognizes individuals for praise, and where appropriate, rewards and promotes based on established criteria. Recognizes individual and collective contributions toward attainment of strategic goals by focusing on what was done to generate the success being celebrated.	The leader uses established criteria for performance as the primary basis for recognition, and reward, but is inconsistent or untimely in doing so, with some people deserving of recognition not receiving it.	The leader does not celebrate accomplishments of the school and staff, or has minimal participation is such recognitions.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Faculty meeting agendas routinely include recognitions of progress and success on goals. • Rigorous effort and progress points of collegial work groups are recognized and the methods they employed shared. • Samples of recognition criteria and reward structures are utilized. • Documents (e.g. written correspondence, awards, agendas, minutes, etc.) supporting the recognition of individuals are based on established criteria. • Communications to community groups are arranged recognizing student, faculty, and school accomplishments. • Other leadership evidence of proficiency on this indicator.	• Teachers attest to the leader's recognition of them as individuals and as team members. • Teachers describe feedback from the leader that acknowledges specific instructional strengths or improvements. • Teachers report that the leader uses a combination of methods to promote the accomplishments of the school. • Students report both formal and informal acknowledgements of their growth. • Bulletin boards or other media display evidence of student growth. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 28

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What might be some of the potential benefits that would come from you sharing your talents in this area with your colleagues in the district?	In what ways are you utilizing the recognition of failure as an opportunity to improve? How do you enable those that make progress to share "by what method" they did so?	How might you compare your beliefs about the importance of providing individual and collective praise to your actual practice? What do you want to be most aware of as you make future plans in this area?	As you assess the importance of acknowledging failures and celebrating accomplishments, what assumptions are guiding you?

Professional and Ethical Behavior

Narrative: This domain is focused on the professional integrity and dedication to excellence of the school leader. The indicators in this domain focus on behaviors essential to success as a school leader.

Indicator 29 – Resiliency: The leader demonstrates resiliency in pursuit of student learning and faculty development by:

- **staying focused on the school vision,**
- **reacting constructively to adversity and barriers to success,**
- **acknowledging and learning from errors,**
- **constructively managing disagreement and dissent with leadership,**
- **bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and**
- **productive attitudes in the face of adversity.**

Narrative: The lead indicator in this FSLA domain is focused on resiliency. Leadership takes strength of character and a capacity to "weather the storm(s)" to get quality results. It includes learning from mistakes and sticking with it until you get it right.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future. The leader encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is made better and more broadly supported as a result. The leader is able to bounce back quickly from adversity while remaining focused on the vision of the organization. The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons. The influence of previous evaluations has a positive impact not only on the leader, but on the entire organization.	The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning. The leader uses dissent to inform final decisions, improve the quality of decision-making, and broaden support for his or her final decision. The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues. Non-defensive attitude exists in accepting feedback and discussing errors and failures. There is evidence of learning from past errors. Defined structures and processes are in place for eliciting input. Improvement needs noted in the leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.	The leader is able to accept evidence of personal and organizational failures or mistakes when offered by others, but does not initiate or support the evidence gathering. Some evidence of learning from mistakes is present. The leader tolerates dissent, but there is very little of it in public. The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner. The leader tolerates dissent, but there are minimal to no systemic processes to enable revision of levels of engagement, mental models, and/or misconceptions. The leader is aware of improvement needs noted in previous evaluations, but has not translated them into an action plan.	The leader is unwilling to acknowledge errors. When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes. The leader ignores or subverts policy decisions or initiatives focused on student learning or faculty development that are unpopular or difficult. Dissent or dialogue about the need for improvements is absent due to a climate of fear and intimidation and/or apathy. No evidence or reference to previous leadership evaluations is present in the leader's choices of tasks and priorities.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons. • The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future. • The leader demonstrates willingness to question district authority and policy leaders appropriately with evidence and constructive criticism, but once a district decision is made, fully supports, and professionally implements organizational policy and leadership decisions. • The leader recognizes and rewards thoughtful dissent. • The leader's previous evaluations are explicitly reflected in projects, tasks, and priorities. • The leader offers evidence of learning from dissenting views • Improvement plans reflect changes in leadership practices. (either from one year to the next or amending of current plans based on new insights). • The leader accepts and implements leadership and policy with fidelity. District and state initiatives are represented by the leader in a thorough way citing the student data, research base, and performance goals relevant to these initiatives. • Other leadership evidence of proficiency on this indicator.	• Faculty, staff, parents, and community members express perceptions that their concerns and dissent receive fair consideration and are welcome input from the leader even when they disagree with policies or practices being implemented. • Faculty or students share anecdotes of practices/policies they previously challenged or resisted but, due to principal's resilience, they have changed ways of working without acting in dysfunctional or harmful ways to others within the organization. • The principal's resilience in pursuit of school improvements has generated a school climate where faculty and staff feel comfortable voicing concerns and disagreements and perceive that their concerns are treated as a basis for deepening understanding. • Previously resisted policies and practices are now perceived by faculty or students as appropriate and are being implemented with fidelity. • Results of staff, student, or community questionnaire regarding the leader's vision and impact on school improvement efforts. • Changes advocated by the leader and implemented despite resistance have had a positive impact on student growth. • Faculty and staff describe the school leader as unwavering in commitment to raising student achievement. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 29

Reflection Questions			
Highly effective	**Effective**	**Needs Improvement**	**Unsatisfactory**
What additional insights are you gaining about the challenges of reconciling points of view, disagreements and fully supporting and executing organizational policy and leadership decisions? What additional insights have you gained about the value of supporting processes that enable faculty to reflect on and modify their own mental models based on evidence rather than assumptions?	How might you reconcile your opinions with final decisions in supporting and implementing organizational policy and leadership decisions? How can you help your staff grow to acknowledge and implement systems for gaining multiple perspectives in decision-making?	When or how is it appropriate to challenge policy and leadership decisions, if at all? What leadership practices, structures, and processes could you put in place that would help staff know that dissent is welcomed as part of an informed decision-making process?	How do you deal with decisions with which you are uncomfortable? Do you think about the impact when unpopular or difficult policy decisions are undermined, ignored, or executed with public disagreement or lack of enthusiasm from yourself or your staff? What needs to be done to establish enough trust that faculty and staff feel free to present opposing views with you in an open, sharing way?

Indicator 29 – Commitment: The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.

Narrative: Leaders are committed to carrying out the role of school leader in ways that benefit others: Students – faculty – community. Barriers to having that impact are not seen as reasons to give up but as problems to be solved.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The messaging and support systems of the effective principal are expanded to engage parents and the community at large in participating in actions that promote student success and mitigate or eliminate multiple barriers to success. The principal's actions on behalf of students form a foundation of mutual respect between students, faculty and the community.	There are programs and processes within the school that focus all students on the importance of success in school and multiple tiers of support to assist them in overcoming barriers to success. Positive slogans and exhortations to succeed are supported with specific and realistic guidance and supports on how to succeed and overcome barriers. The school's vision of success for all students is shared with the community at large.	The leader demonstrates professional concern for students and for the development of the student's potential but implementation of processes to identify barriers to student success have limited scope and have resulted in actions to mitigate those barriers and provide supports for success only for some students. There are gaps in processes that engage all faculty in understanding the student population and the community in which they live. Some student sub-groups do not perceive the school as focused on their best interests.	Other than slogans and exhortations to do better, there is minimal or no evidence of principal leadership being employed to implement the FEAPs and FPLS for the benefit of students in the school, and the leader is not perceived by staff, students, or community as a sincere and effective advocate for the students.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Agenda, memorandum, and other documents show a recurring emphasis on student success with specific efforts to remove barriers to success. • Agenda, memorandum, and other documents show a recurring emphasis on deepening faculty understanding of the students and the community in which they live. • The leader can describe the challenges present in the students' lives and provide specific examples of efforts undertaken to support student success. • Barriers to student achievement or faculty development are identified in the SIP, and strategies are implemented to address them. • Other leadership evidence of proficiency on this indicator.	• Student results show growth in all sub-groups. • Faculty members' anecdotal evidence describes a leader focused on and committed to student success. • Parent and community involvement in student supports are plentiful and address the needs of a wide range of students. • Student work is commonly displayed throughout the community. • News reports in local media draw attention to positive actions of students and school. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 29

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What actions are needed to sustain the role of the school in generating a community wide effort to ensure students succeed?	What outreach can you initiate to expand the involvement of parents and community leaders in supporting student success and deepening understanding of the barriers and actions that mitigate them?	Have you presented an effective challenge to perceptions that student apathy or lack of parent involvement are acceptable explanations for lack of success by some students or sub-groups?	Do you know enough about the students and the community in which they live to recognize the barriers that prevent success by all of the students?

Indicator 30 – Professional Conduct. The leader Adheres to the Code of Ethics (Rules 6B-1.001) of the Education Profession in Florida and to the Principles of Professional Conduct for the education profession (Rules 6B-1.006, F.A.C.).

Narrative: State Board Rules define specific expectations for the conduct and ethical behaviors for Florida educators.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
There is clear, convincing, and consistent evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida, and inspires others within the organization to abide by that same behavior. The leader clearly demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community. As a result, the leader achieves and sustains the highest degree of ethical conduct and serves as a model for others within the district.	There is clear evidence that the leader values the worth and dignity of all people, the pursuit of truth, devotion to excellence (i.e., sets high expectations and goals for all learners, then tries in every way possible to help students reach them) acquisition of knowledge, and the nurture of democratic citizenship. The leader's primary professional concern is for the student and for the development of the student's potential. Therefore, the leader acquires the knowledge and skills to exercise the best professional judgment and integrity. The leader demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community. As a result the leader adheres to the prescribed ethical conduct.	The leader's behaviors enable recurring misunderstanding and misperceptions about the leader's conduct and ethics as expressed in the Code and Principles. There are segments of the school community whose developmental needs are not addressed and leadership efforts to understand and address those needs are not evident. The leader has only a general recollection of issues addressed in the Code and Principles and there is limited evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida.	The leader's patterns of behavior are inconsistent with the Code of Ethics, Rule 6B-1.001, or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Samples of written feedback from teachers regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization. • Samples of written feedback provided by parents regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization. • School improvement plan focuses on student success and evidence of actions taken to accomplish plans. • School safety and behavioral expectations promoted by the leader for the benefit of students. • Other leadership evidence of proficiency on this indicator.	• Teacher, student, parent anecdotal evidence reflecting respect for the principal's ethics and conduct. • Recognition by community and parent organizations of the principal's impact as a role model for student and adults in the community. • Parent or student questionnaire results. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.* **[ ] Highly Effective** **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

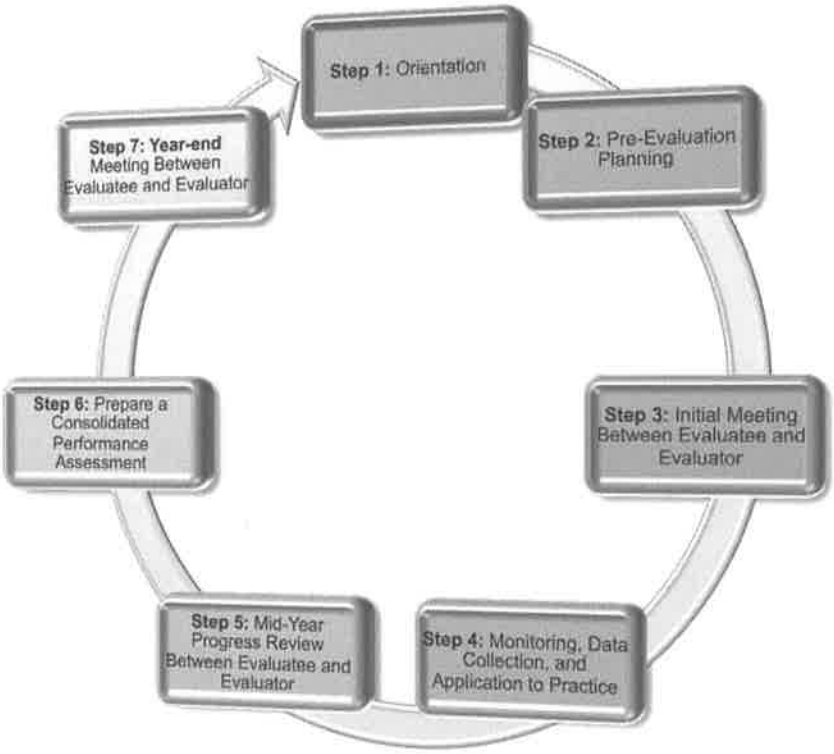
Reflection Questions for Indicator 30

Highly Effective: Leaders action's or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
How might you expand your influence within the district so that others achieve and sustain your high degree of ethical conduct?	What might be some strategies you could pursue that would inspire others within the organization to demonstrate your level of ethical behavior?	How might you be more overt in demonstrating that you abide by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida?	In what ways are you demonstrating that you abide by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida?

FSLA Process

Districts implement the Florida School Leader Assessment (FSLA) processes listed below to provide:

- **Guides to self-reflection** on what's important to success as a school leader
- **Criteria for making judgments** about proficiency that are consistent among raters
- **Specific and actionable feedback** from colleagues and supervisors focused on improving proficiency
- **Summative evaluations** of proficiency and determination of performance levels



The Seven Steps for SASA

Step 1: Orientation: The orientation step can occur at the start of a school year, or at the start of assignment as a school administrator. The depth and detail of orientation may vary based on prior training and whether changes in evaluation mod el have occurred, but an annual orientation or re-fresher orientation should occur. The orientation step should include:

- District provided orientation and training on the Florida Principal Leadership Standards (FPLS), Florida Statute, applicable State Board of Education rules, and district specific expectations that are subject to the evaluation system.
- All leaders and evaluators should have access to the content and processes that are subject to the evaluation system. All leaders and evaluators should have access to the same information and expectations. This may be provided by the leader's review of district evaluation documents, online modules, mentor sessions, or face-to-face training where awareness of district processes and expectations are identified.
- At the orientation step, each school leader is expected to engage in personal reflection on the connection between his/her practice and the FPLS and the indicators in the district evaluation system. This is a "what do I know and what do I need to know" self-check aligned with the FPLS and the district evaluation system indicators.

Step 2: Pre-evaluation Planning: After orientation processes, the leader and evaluator prepare for a formal conference to address evaluation processes and expectations. Two things occur:

- ***By September 22, 2017*** – The evaluatee submits SASA Self-Assessment and Deliberate Practice to evaluator.
- The evaluatee enters these ratings on the SASA document and gives Self-Assessment/ Deliberate Practice to supervisor.
- The evaluatee may begin the self-assessment using the ratings received on the most recent evaluation or the evaluatee may gather any data or evidence that supports an increased rating since the time of the most recent evaluation. (This data or evidence may include School Improvement Plan (SIP), student achievement data, prior faculty evaluations, and evidence of systemic processes that need work.)
- The Self-Assessment is solely used as a starting point to discuss performance for the fiscal year. It is not considered an "official" evaluation, and as such, is not submitted to the employee's Personnel File.

Step 3: Initial Meeting between evaluatee and evaluator: A meeting on expectations held between leader and supervisor to address the following:

- ***September 25 – October 31, 2017*** - The meeting shall be held face-to-face to discuss the following:
- Evaluation processes are reviewed and questions answered.
- The Self-Assessment is discussed. Both evaluatee and evaluator state perspectives on each indicator.
- Relationship of indicators to the SIP and district-supported initiatives are discussed.
- Deliberate Practice targets are discussed and approved by evaluator or revisions are requested.
- Indicators and/or student performance measures that are of concern are discussed.

Step 4: Monitoring, Data Collection, and Application to Practice: Evidence is gathered that provides insights on the leader's proficiency on the issues in the evaluation system by those with input into the leader's evaluation.

- ***On-going*** - Evaluator and evaluate gather relevant evidence on the indicators.
- The evaluator and evaluatee may consider stakeholder input as supporting evidence. (i.e. letters of commendation or concern, customer survey data, etc.)

Step 5: Mid-year Progress Review between evaluatee and evaluator: At a mid-year point, a progress review is conducted.

- ***January 16 - February 16, 2018***- Prior to the Mid-Year meeting, the evaluator rates and enters the indicator scores into the district's SASA database. The evaluator conducts a face-to-face to Mid-Year meeting to discuss the following:
- Actions and impacts of actions taken to enhance Indicators are reviewed.
- If applicable, review Indicators in which the evaluator has identified for a specific status update.
- Strengths and progress are recognized.
- Priority growth needs are reviewed.
- Where there is no evidence related to an Indicator and no interim judgment of proficiency can be provided, a plan of action must be made:
    - If an evaluator determines that the absence of evidence indicates an Unsatisfactory (U) proficiency rating (because actions or impacts of action should be evident) then the evaluatee is provided notice that the Indicator(s) will be addressed in a follow-up meeting.
    - The evaluator communicates performance concerns with his/her supervisor.
    - If the evaluator determines that the absence of evidence is explained by lack of opportunity for the evaluator to note any relevant evidence, then the evaluatee is asked to provide follow-up data on the Indicator prior to the year-end conference.
    - If the evaluator decides that the lack of evidence on one Indicator is balanced by substantial evidence on other Indicators in the same proficiency area, then no follow-up is required unless evidence supporting a Needs Improvement (NI) or Unsatisfactory (U) rating emerges.
- Any actions or inactions, which may result in an Unsatisfactory (U) rating or not improved within an Indicator, are communicated.
- Any Indicators for which there is insufficient evidence to rate proficiency at this stage; however, will be a priority for feedback during the remainder of the year. The items are to be noted.

Step 6: Prepare a consolidated performance assessment: The evaluator and a performance rating assigned prepare The summative evaluation form.

- ***By May 14, 2018*** - If applicable, the evaluatee identifies any indicators that may have been improved upon since the Mid-Year Evaluation. Evaluatee submits the suggested changes to the evaluator. The suggested changes are revisited and discussed during the End-of-Year conversation.
- Evaluator completes final score for each of the Indicators in preparation for the Final Evaluation Meeting.
- The scores are entered into the SASA database. The evaluator prints the SASA document.

- If the evaluator is concerned with the employee's performance, then the evaluator must discuss them with his/her supervisor.

Step 7: Year-end Meeting between evaluatee and evaluator: The year-end meeting addresses the FSLA score, the Deliberate Practice Score and Student Performance Measures.

- ***June 1– August 31, 2018***- Principals meet with each Assistant Principal
- ***June 1– August 31, 2018***- Director meets with each Principal
- The meeting shall be held face-to-face to discuss the following:
- Evaluator informs evaluatee of the final Indicator scores and the Leadership and Deliberate Practice Scores.
- The Leadership Practice and Deliberate Practice Score is calculated (within iObservation).
- If the evidence supports areas of concern, they are discussed with the evaluatee.
- Review priority growth issues that should be considered at next year's step 2 and step 3 processes.
- If the evaluator has performance concerns that may impact employment decisions, then the evaluator must discuss them with his/her supervisor.
- Evaluator and evaluatee sign the document in blue or black ink.
- The evaluatee is provided a copy of the evaluation form.
- The evaluation document is a partial evaluation (65%); therefore, it is retained on file with the supervisor. When the Student Performance portion of the evaluation is finalized, the evaluator will meet with the evaluatee to finalize the overall evaluation and to forward it to the Personnel Records Department.

**** Portfolios are not required or recommended.***

How to Score the FSLA

About the FSLA Scoring Process

The state-scoring model has these features:

- The performance labels used in Section 1012.34, F.S. for summative performance levels are also used in the FSLA to summarize feedback on domains and indicators:
  - Highly Effective (HE)
  - Effective (E)
  - Needs Improvement (NI)
  - Unsatisfactory (U)

Scoring:

- Direct Weighting: The FSLA score is based on ratings for each of the 30 indicators. All indicators are weighted equally and generate a rating (HE, E, NI, or U) on each indicator.

How to determine the FSLA Score.

Generating a score for the FSLA has two steps:

Step 1: Rate each Indicator

Start with judgments on the indicators. Each indicator is rated as HE, E, NI, or U based on accumulated evidence.

- The FSLA supports this indicator proficiency rating process with rubrics for distinguishing between the levels (HE, E, NI, or U) that are specific to the indicator.
- To guide the rating decision, illustrative examples of leadership actions and illustrative examples of impacts of leadership actions are provided.
- The rubrics for indicators and the illustrative examples are found in the "long forms" – the Data Collection and Feedback Protocols" included in this plan as well as posted on www.floridaschoolleaders.org (in the Learning Library, Resources Menu: Evaluation Resources – School Leaders).
- Ratings can be recorded on the long form or the short form (all FSLA forms and supporting resources are found within this plan as well as posted on www.floridaschoolleaders.org).

Rating Labels: What do they mean?

The principal should complete a self-assessment by scoring each of the indicators. The evaluator also will score each of the indicators. In an end-of the year conference, their respective ratings are shared and discussed. The evaluator then determines a final rating for each indicator and, using the procedures in this scoring guide, calculates an FSLA score.

Indicator ratings:

When assigning ratings to indicators in the FSLA, the evaluator should begin by reviewing the indicator rubrics. These are "word-picture" descriptions of leadership behaviors in each of the four levels of leadership behavior—"Highly Effective", "Effective", "Needs Improvement", and "Unsatisfactory." The evaluator finds the level that best describes performance related to the indicator.

The rating rubrics provide criteria that distinguish among the proficiency levels on the indicator. The illustrative examples of Leadership Evidence and Impact Evidence for each indicator provide direction on the range of evidence to consider. The rating for each indicator is the lowest rating for which the "word-picture" descriptors are appropriate and representative descriptions of what was observed about the leader's performance.

The FSLA rubrics are designed to give principals a formative as well as a summative assessment of where they stand in all leadership performance areas and detailed guidance on how to improve. While they are not checklists for school visits by the principal's supervisor, they do reflect the key behaviors about which supervisors and principals should be conversing frequently throughout the year. Moreover, these behavioral leadership descriptions will form the basis for principal and supervisor coaching and mentoring sessions.

Distinguishing between proficiency ratings:

The "Effective" level describes leadership performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the FPLS require and have made the adjustments and growth necessary to upgrade performance. The previous rating system of "satisfactory " and "unsatisfactory" does not provide any guidance as to where those who repeat past performance levels will fall in the shift to research and standards-based assessments. Both school leaders and evaluators should reflect on performance based on the new FPLS and the rubrics of the FSLA.

The "Highly Effective" level is reserved for truly outstanding leadership as described by very demanding criteria. Performance at this level is dramatically superior to "Effective" in its impact on students, staff members, parents, and the school district. Highly effective leadership results from recurring engagement with "deliberate practice." In brief, the "Highly Effective" leader helps every other element within the organization become as good as they are. In normal distributions, some leaders will be rated highly effective on some indicators, but very few leaders will be rated highly effective as a summative performance level.

The "Needs Improvement" level describes principals who understand what is required for success, are willing to work toward that goal, and, with coaching and support, can become proficient. Needs improvement rating will occur where expectations have been raised and standards made more focused and specific. Professional behavior and focused professional learning will guide school leaders toward increasingly effective performance.

Performance at the "Unsatisfactory" level describe leaders who do not understand what is required for proficiency or who have demonstrated through their actions and/or inactions that they choose not to become proficient on the strategies, knowledge bases, and skills sets needed for student learning to improve and faculties to develop.

Step 2: Calculate the FSLA Score

In Step 1, proficiency ratings for indicators were made based on an assessment of available evidence and the rating rubrics.

At the FSLA scoring stage the model provides that all 30 ratings are equally weighted and combined as follows for the Leadership Practice Score:

Leadership Practice Score

Rating	Points
Highly Effective	10.0
Effective	7.5
Needs Improvement	5.0
Unsatisfactory	2.5

The FSLA Score is converted to an FSLA rating of HE, E, NI, or U based on this scale:

FSLA SCORE	FSLA Proficiency Rating
265 to 300	Highly Effective
190 to 264.5	Effective
115 to 189.5	Needs Improvement
75 to 114.5	Unsatisfactory

Leadership Practice Score: An assessment of the leader's proficiency on the Florida Principal Leadership Standards (FPLS). For 2017-2018, 65% of the evaluation will be based on the Leadership Practice Score. This is based on two metrics:

- The Florida School Leader Assessment (FSLA): A system for feedback and growth based on the leader's work and impact of that work on others. The FSLA will contribute 95% (of the 65%) of the Leadership Practice Score.
- Deliberate Practice (DP): Deep learning and growth on a few very specific aspects of educational leadership. The DP Score will contribute 5% (of the 65%).

3. Other Indicators of Performance

Directions:

The district shall provide:

- The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;
- The percentage of the final evaluation that is based upon the additional indicators; and
- The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].

Examples include the following:

- Deliberate Practice - the selection of indicators or practices, improvement on which is measured during an evaluation period
- Peer Reviews
- Objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement
- Individual Professional Leadership Plan
- Other indicators, as selected by the district

ADDITIONAL METRIC: DELIBERATE PRACTICE GUIDELINES

Deliberate Practice: The leaders work on specific improvements in mastery of educational leadership as a separate metric and it is combined with the FSLA Domain Scores to determine a summative leadership score.

Deliberate Practice (DP) **Proficiency Area(s) and Target(s) for School Leader Growth**
Deliberate Practice Priorities: The leader and the evaluator identify one to four specific and measurable priority learning goals related to teaching, learning, or school leadership practices that impact student learning growth. One or two targets are required. • The target of a deliberate practice process describes an intended result and will include "scales" or progress points that guide the leader toward highly effective levels of personal mastery; • The leader takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities. • The evaluator monitors progress and provides feedback. • The targets are "thin slices" of specific gains sought – not broad overviews or long term

goals taking years to accomplish.

- Deliberate practices ratings are based on comparison of proficiency at a "start point" and proficiency at a designated "evaluation point". The start point data can be based on a preceding year FSLA evaluation data on a specific indicator or proficiency area, or determined by school leader and evaluator either at the end of the preceding work year or at the start of the new work year in which the DP targets will be used for evaluation.

Relationship to other measures of professional learning: Whereas FSLA indicator 4.5 addresses the leader's involvement with professional learning focused on faculty needs and indicator 10.2 addresses the leader's pursuant of learning aligned with a range of school needs, the Deliberate Practice targets are more specific and deeper learning related to teaching, learning, or school leadership practices that impact student learning. The DP learning processes establish career-long patterns of continuous improvement and lead to high quality instructional leadership.

Selecting Growth Targets:
Growth target 1: An issue that addresses a school improvement need related to student learning and is either selected by the district or approved by leader's supervisor. The focus should be on complex issues that take some time to master such as providing observation and feedback of high-effect size instructional practices.
Growth target 2: An issue related to a knowledge base or skill set relevant to instructional leadership selected by leader).
Growth target 3-4: Optional: additional issues as appropriate.

- The addition of more targets should involve estimates of the time needed to accomplish targets 1 and 2. Where targets 1 and 2 are projected for mastery in less than half of a school year, identify additional target(s).

The description of a target should be modeled along the lines of learning goals.

- A concise description (rubric) of what the leader will know or be able to do.
- Of sufficient substance to take at least 6 weeks to accomplish.
- Includes scales or progressive levels of progress that mark progress toward mastery of the goal.

Rating Scheme

- Unsatisfactory = no significant effort to work on the targets
- Needs Improvement = evidence some of the progress points were accomplished but not all of the targets
- Effective = target accomplished
- Highly effective = exceeded the targets and able to share what was learned with others

Sample:
Target: Leader will be able to provide feedback to classroom teachers on the effectiveness of learning goals with scales in focusing student engagement on mastery of state standards.
Scales:
Level 3: Leader develops and implements a process for monitoring the alignment of classroom assessments to track trends in student success on learning goals.
Level 2: Leader develops and implements a process for routinely visiting classes and engaging students in discussions on what they are learning and compares student perceptions with teacher's learning goals.
Level 1: Leader can locate standards in the state course description for each course taught at the school and completes the on-line module on Learning Goals (both at www.floridastandards.org) and engages teachers in discussions on how they align instruction and learning goals with course standards.

SASA Deliberate Practice

Employee's Name: _____

Position: _____

Evaluator's Name: _____

Position: _____

Employee's Signature: _____

Evaluator's Signature: _____

Strategic Tactic: (Indicate your tactic to align to your deliberate practice goal: ES - Early Literacy, MS - Applied Learning, HS - College/Career Readiness)

Goal Statement: (Indicate a goal that is a broad statement about what you want to achieve.)

Alignment to District Strategic Plan: (Indicate alignment with High Quality Instruction, Continuous Improvement, and/or Effective Communication.)

Action Steps: (Indicate, a minimum of three, action steps needed to accomplish the goal.)

	Timeline
Step 1:	
Step 2:	
Step 3:	
Step 4:	

Evidence of Success: (Indicate deliverable(s) that demonstrate progress and results of the goal.)

Notes:

Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
School-based administrator's actions or impact of actions relevant to this deliberate practice exceeded the targeted goal and outcomes. The effort to work on the goal and outcomes exceeded expectations.	School-based administrator's actions or impact of actions relevant to this deliberate practice met the targeted goal and outcomes. Significant effort was made to work on the goal and outcomes.	School-based administrator's actions or impact of actions relevant to this deliberate practice indicate partially meet the targeted goal and outcomes. Minimal effort was made to work on the goal and outcomes.	School-based administrator's actions or impact of actions relevant to this deliberate practice fail to meet the targeted goal and outcomes. No significant effort was made to work on the goal and outcomes.

Scale Levels: *Review the evidence for this deliberate practice. Rate the deliberate practice and assign one (1) proficiency level from the four ratings below.*

[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory

How to Score Deliberate Practice

Deliberate Practice Score

- The Deliberate Practice score is 5% of the overall evaluation score. Leadership Practice is worth 60% and Student Performance is worth 35%.
- The DP metric will have 2 specific growth targets.
- Each target will have progress points (much like a learning goal for students).
- The targets will have equal weight and the leader's growth on each will be assessed as HE, E, NI, or U.

Table 1

Scoring a DP Growth Target	Rating Rubrics
Highly Effective	Target met, all progress points achieved, and verifiable improvement in leaders performance
Effective	Target met, progress points achieved....impact not yet evident
Needs Improvement	Target not met, but some progress points met
Unsatisfactory	Target not met, nothing beyond 1 progress point

A DP Score has an upper limit of 300 points. Each target is assigned an equal proportion of the total points. Therefore the points for each target will vary based on the number of targets.

Table 2

Number of growth targets	Maximum points per target	Maximum Point Range
Two Targets	150 (300/2)	300 (150 x 2)

Target values based on Rating (HE, E, NI, or U) and Number of Targets.

This chart shows the points earned by a growth target based on a rating Level (HE, E, NI, or U) **and** the total number of targets in the DP plan.

Table 3

Rating	Point values	Each Target
HE	max points	150
E	.80 of max	120
NI	.5 of max	75
U	<.25 if some progress	30

A DP score is based on ratings of the targets and the points earned for each rating.

Example

Table 4

DP Target	Rating	Points (based on table 17 – column 5) *
DP TARGET 1	E	120
DP TARGET 2	E	120
Total DP SCORE		240

*** Points available vary based on total number of growth targets. Use Table 2 to select point values.**

Deliberate Practice rating

Table 5

DP Score Range	DP Rating
241 to 300	Highly Effective
151 to 240	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

4. Summative Evaluation Score

How to Calculate an Annual Performance Level

Step 1: Calculate scores for Student Performance Measures using a 300 point scale:

Rating	Percentile	Points
Highly Effective	94-99	300
	87-93	285
Effective	High (62-86)	259
	Middle (34-61)	240
	Low (9-33)	220
Needs Improvement	4-8	189.5
Unsatisfactory	1-3	114.5

For the Student Performance measure for school administrators, schools will be combined by level and their Student Performance scores (aggregated across all the assessments listed previously) will be percentile ranked. School administrators will receive a Student Performance rating based on the chart above.

Step 2: Enter additional scores

Leadership Practice Score x .60
Deliberate Practice Score x .05
Student Performance Measure x .35

The total will be the overall score on a 0-300 scale.

Performance Score Ranges	Performance Level Rating
261 - 300	Highly Effective
200 - 260.5	Effective
115 – 199.5	Needs Improvement
75 – 114.5	Unsatisfactory

Example:

LP 250 x .60 = 150.0
DP 240 x .05 = 12.0
SG 240 x .35 = 84.0

LP + DP + SG = 246.0

Overall Performance score of 246.0 = rating of Effective

Step 4: Enter rating on Evaluation form

Somerset Assessment of School Administrators (S.A.S.A.)

School Year: _____

SELECT ONE: ○ SELF-ASSESSMENT ○ MID-YEAR ○ FINAL

Employee: _____ **Personnel Number:** _____

School: _____ **Location Number:** _____

Supervisor: _____

DELIBERATE PRACTICE

Target #1 (SIP GOAL): ○ Reading ○ Writing ○ Math ○ Science ○ Combined — **Rating** _____

Target #2(TWO INDICATORS): _____ _____ — _____

STUDENT ACHIEVEMENT

Indicator 1 - Academic Standards	○ HE ○ EFF ○ NI ○ U
Indicator 2 - Performance Data	○ HE ○ EFF ○ NI ○ U
Indicator 3 - Planning & Goal Setting	○ HE ○ EFF ○ NI ○ U
Indicator 4 - Student Achievement Results	○ HE ○ EFF ○ NI ○ U
Indicator 5 - Learning Organization	○ HE ○ EFF ○ NI ○ U
Indicator 6 - School Climate	○ HE ○ EFF ○ NI ○ U
Indicator 7 - High Expectations	○ HE ○ EFF ○ NI ○ U
Indicator 8 - Student Performance Focus	○ HE ○ EFF ○ NI ○ U

INSTRUCTIONAL LEADERSHIP

Indicator 9 - Standards Based Instruction & Learning Goal Alignments	○ HE ○ EFF ○ NI ○ U
Indicator 10 - Curriculum Alignments	○ HE ○ EFF ○ NI ○ U
Indicator 11 - Quality Assessments	○ HE ○ EFF ○ NI ○ U
Indicator 12 - Faculty Effectiveness	○ HE ○ EFF ○ NI ○ U
Indicator 13 - Feedback Practices	○ HE ○ EFF ○ NI ○ U
Indicator 14 - Instructional Initiatives	○ HE ○ EFF ○ NI ○ U
Indicator 15 - Facilitating & Leading Prof. Learning	○ HE ○ EFF ○ NI ○ U
Indicator 16 - Student-Centered	○ HE ○ EFF ○ NI ○ U
Indicator 17 - Success-Oriented	○ HE ○ EFF ○ NI ○ U
Indicator 18 - Achievement Gaps	○ HE ○ EFF ○ NI ○ U

ORGANIZATIONAL LEADERSHIP

Indicator 19 - Problem Solving	○ HE ○ EFF ○ NI ○ U
Indicator 20 - Quality Control	○ HE ○ EFF ○ NI ○ U
Indicator 21 - Technology Integration	○ HE ○ EFF ○ NI ○ U
Indicator 22 - Delegation	○ HE ○ EFF ○ NI ○ U
Indicator 23 - Relationships	○ HE ○ EFF ○ NI ○ U
Indicator 24 - Organizational Skills	○ HE ○ EFF ○ NI ○ U
Indicator 25 - Strategic Instructional Resourcing	○ HE ○ EFF ○ NI ○ U
Indicator 26 - Clear Goals & Expectations	○ HE ○ EFF ○ NI ○ U
Indicator 27 - Accessibility	○ HE ○ EFF ○ NI ○ U
Indicator 28 - Recognitions	○ HE ○ EFF ○ NI ○ U

PROFESSIONAL & ETHICAL BEHAVIOR

Indicator 29 - Resiliency/Committment	○ HE ○ EFF ○ NI ○ U
Indicator 30 - Professional Conduct	○ HE ○ EFF ○ NI ○ U

Somerset Assessment of School Administrators (S.A.S.A.)
2016-2017

Employee: _____ **Personnel Number:** _____

School: _____ **Location Number:** _____

Principal: _____

DELIBERATE PRACTICE SCORE (5%)

_____ / _____

(Points Awarded: _____)

Deliberate Practice Scale

Unsatisfactory	60-74	Needs Improvement	75-150
Effective	151-240	Highly Effective	241-300

LEADERSHIP PRACTICE SCORE (60%)

_____ / _____

(Points Awarded:_____)

Leadership Practice Scale

Unsatisfactory	75-114.5	Needs Improvement	115-189.5
Effective	190-264.5	Highly Effective	265-300

STUDENT GROWTH SCORE (35%)

_____ / _____

(Points Awarded:_____)

Student Growth Scale

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
HIGH	114.5 PTS.	189.5 PTS.	259 PTS.	300 PTS.
MIDDLE			240 PTS.	285 PTS.
LOW			220 PTS.	

OVERALL EVALUATION

[ ] / [ ]

Overall Scale

Unsatisfactory	75-114.5	Needs Improvement	115 - 199.5
Effective	200 - 260.5	Highly Effective	261 - 300

COMMENTS:

Appraiser _____ _____
PRINT NAME

_____
Date

Appraisee _____
PRINT NAME

_____
Appraisee's Signature **Date**

Somerset Assessment of School Administrators (S.A.S.A.)

Calculation of the Deliberate Practice Score (5%)

	WEIGHT
HIGHLY EFFECTIVE	150 PTS
EFFECTIVE	120 PTS
NEEDS IMPROVEMENT	75 PTS
UNSATISFACTORY	30 PTS

Calculation of the Leadership Practice Score (60%)

	QUANTITY	WEIGHT	SCORE
HIGHLY EFFECTIVE RATINGS	_____	10 PTS	_____
EFFECTIVE RATINGS	_____	7.5 PTS	_____
NEEDS IMPROVEMENT RATINGS	_____	5 PTS	_____
UNSATISFACTORY RATINGS	_____	2.5 PTS	_____
TOTAL	_____	[redacted]	_____

5. Additional Requirements

EVALUATORS

Observers who supervise the employee to include principal, director, and his/her supervising designee will conduct evaluations, observations, and data collection conversations. Input into the evaluation may also be provided from district staff. All employees must be oriented to the SASA System by September each year. Newly hired personnel must be oriented upon employment.

TRAINING AND REFLECTION

The content of the SASA evaluation system informs those evaluated and those doing evaluations of the issues to address and the processes to use.

- Those being evaluated use these documents to guide self-reflection on practices that improve their work.
- Evaluators provide both recurring feedback to guide growth in proficiency in district priorities and provide summative performance ratings.
- Those who are both evaluated by this system and evaluate others with it will do both.

The evaluation of administrators will be part of their supervising administrator's evaluation. It will be the responsibility of the supervising principal or director to ensure that evaluations of personnel are aligned with the requirements of the evaluation system. Additionally, during the first year of implementation, the Evaluation Committee met bi-weekly to discuss the progress of the implementation, and student performance measures and reviewed district-wide results for inter-rater reliability and made corrections/additions to the system as needed.

Inter-rater reliability: Supervising administrators in the district should be able to provide sub-ordinates similar feedback and ratings so that there is consistent use of the evaluation system across the district. This is promoted by training on the following:

- The "look fors" – what knowledge, skills, and impacts are identified as system priorities by inclusion of indicators in the evaluation system.
- The Rubrics – how to distinguish proficient levels.
- Rater reliability checks. Processes for verifying raters meet district expectations in using the rubrics.

Observer Development

Directors and principals are provided with annual updates for the SASA Instruments in order for the supervisors to orient their staff.

Employee Development

Professional learning will be available on an on-going basis for deepening the knowledge and skill at all employee levels. The School Board developed and offered various courses and delivery methods to all educators who wish to increase their awareness and performance in the SASA. A process has been developed to assist employees, identified as needing improvement or unsatisfactory, in getting sound professional assistance and development to help correct job performance deficiencies. Other skilled individuals may be assigned, as appropriate, to increase employees' opportunities to succeed. As the District continues to develop support structures such as mentors, coaches, and peer reviewers, the District will determine and provide the appropriate training and development.

Performance/Evaluation Data Collection
Data collection will be an ongoing process aligned to the 7-step evaluation process to include mid-year and end-of-year conversations. Feedback will be provided during and after each conversation. Written and face-to-face feedback will also be provided as need arises.

Specific, Actionable, and Timely Feedback Processes: What evaluators observe does not promote improvement unless it is conveyed to employees as specific, actionable and in a timely manner. Training on how to do this so is essential.

Evaluation of Administrators:
All administrators will be evaluated using the SASA evaluation system twice annually Once at mid-year and then again at the end of the school. Data from the end-of-year will be utilized to calculate the administrators' final evaluation.

Parental Input
Performance criteria provide for parental input as required in the Collective Bargaining Agreement (Within thirty (30) days after the start of each school year, parents will be notified in writing by each school administration of their right to provide input into employee performance assessments when appropriate in accordance with F.S. 1012.34.).

Peer Assistance
A Peer will be deployed by the District for the purpose of coaching and support based on identified areas of deficiency and current Leadership Practice Score. Peer assistance is in addition to, and not to replace the support already established by the immediate supervisor.

6. District Evaluation Procedures

USE OF EVALUATION RATINGS TO INFORM HUMAN CAPITAL DECISIONS

School administrator evaluation results are a component used to inform the district's human capital decisions. Human capital decisions include, but are not limited to, the determination of professional development, assignment of support structures, renewal of contract or reappointment, transfers, promotions or additional responsibilities, non-renewal of contracts or termination of employment, and compensation.

Evaluation
The individual responsible for supervising the employee will evaluate the employee's performance, but may consider input from other supervising personnel. The evaluator will submit the written report to the employee no later than 10 days after the final evaluation takes place. The evaluator will meet with each administrator to discuss areas of professional practice for growth and areas to maintain effectiveness. The final Leadership Practice Score is discussed with the employee in detail with a full explanation of the final rating. The employee will have the right to initiate a written response to the evaluation, and the response will become a permanent attachment to his or her personnel file. The evaluator will submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.

Superintendent Annual Notification
The district school superintendent shall annually notify the Department of Education of any school administrator who receive two consecutive unsatisfactory evaluations; three consecutive needs improvement evaluations, or three consecutive years of a combination of needs improvement and/or unsatisfactory evaluations. The district school superintendent shall also notify the Department of Education of any school administrator who are given written notice by the district of intent to terminate or non-renew their employment.

7. District Self-Monitoring

It will be the responsibility of the supervising district administrator to ensure that evaluations of school-based administrators are aligned with the requirements of the evaluation system.

All evaluators must be oriented to the tool annually in order be able to observe and evaluate administrators. This orientation outlines the proper use of the tool, evaluation criteria and procedures focused around the SASA 7-step process as follows:

Step 1: Orientation – All administrators using SASA to evaluate or be evaluated must be oriented.
Step 2: Pre-Evaluation Planning – Evaluatee completes a self-assessment on the SASA tool.
Step 3: Initial Meeting Between Evaluatee and Evaluator – the self-assessment is followed by a conversation with the supervisor to discuss where the employee is and what plan of action needs to be put into place for growth.
Step 4: Monitoring, Data Collection, and Application to Practice – This step is on-going as the evaluator and evaluatee gather relevant evidence on the indicators.
Step 5: Mid-Year Progress Review Between Evaluatee and Evaluator – a mid-year meeting is held to discuss actions and impacts of actions, recognize strengths and progress, review priority growth, etc.
Step 6: Evidence Submission in Preparation of Final Evaluation – Evaluatee identifies indicators that may have been improved upon since mid-year. Evaluatee submits the suggested changes to the evaluator. Suggested changes are revisited and discussed during the End-of-Year conversation.
Step 7: Final Evaluation Meeting Between Evaluatee and Evaluator – The supervisor has a face-to-face meeting with the evaluatee to discuss the final indicator scores and Deliberate Practice.

During the 7-Step Process the Evaluations Department monitors the data from each location for anomalies within the evaluation process. The office provides monthly updates and training on SASA, as needed, based on data and conversations, focused on accurate utilization of the tool and inter-rater reliability.

Timely Feedback
Actionable feedback, either electronically submitted and/or during conference or meeting will be entered or conducted within 10 working days of the meeting or observation to ensure timely feedback.

Evaluation Committee
The Employee Evaluations Department is responsible for monitoring and modifying SASA as needed. The department will also ensure that evaluators are following district policies and procedures aligned to the evaluation system. The system will operate at both the school and district levels providing access for employees at all skill levels.

Continuous Professional Improvement
Continuous improvement is an integral piece of the evaluation system. Feedback will be provided to administrators in a variety of ways: through conferences/meetings, during the final evaluation conference, during data reviews, and on the final evaluation form.

A comprehensive plan has been developed and implemented to identify individual professional development by reviewing district-wide evaluation results and identifying areas therein for which there is the greatest need. Through the inter-rater reliability process, we will review the ratings in each domain of the evaluation and use the data to identify weaknesses. The data will be used to assist in the development of professional learning experiences to target the areas of weakness.

Alignment with School Improvement Plan
As required by state statute, administrator evaluations are based primarily upon student achievement scores that align with school and district improvement plans. School and district improvement plans are based primarily on student achievement. Leadership practice results will also be used to guide the development of the administrators' professional development plans, and school and district improvement plans. Evaluation results will be used to decide how personnel are assigned/deployed in the school/district setting to maximize student achievement growth and aligned to the improvement plans.

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all school administrators:

- ☐ The percentage of the evaluation that is based on the performance of students' criterion.
- ☐ An explanation of the scoring method, including how it is calculated and combined.
- ☐ At least one-third of the evaluation is based on performance of students.

For all school administrators confirmed the inclusion of student performance:

- ☐ Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- ☐ If less than the three most recent years of data are available, those years for which data are available must be used.
- ☐ If more than three years of student performance data are used, specified the years that will be used.

For all school administrators:

- ☐ The district-determined student performance measure(s) used for personnel evaluations.

Instructional Leadership

The district has provided and meets the following criteria:

For all school administrators:

- ☐ The percentage of the evaluation system that is based on the instructional leadership criterion.
- ☐ At least one-third of the evaluation is based on instructional leadership.
- ☐ An explanation of the scoring method, including how it is calculated and combined.
- ☐ The district evaluation framework for school administrators is based on contemporary research in effective educational practices.

For all school administrators:

- ☐ A crosswalk from the district's evaluation framework to the Principal Leadership Standards demonstrating that the district's evaluation contains indicators based upon each of the Principal Leadership Standards.

For all school administrators:

- ☐ Procedures for conducting observations and collecting data and other evidence of instructional leadership.

Other Indicators of Performance

The district has provided and meets the following criteria:

- ☐ Described the additional performance indicators, if any.
- ☐ The percentage of the final evaluation that is based upon the additional indicators.
- ☐ The scoring method, including how it is calculated and combined.

Summative Evaluation Score

The district has provided and meets the following criteria:

- ☐ Summative evaluation form(s).
- ☐ Scoring method, including how it is calculated and combined.
- ☐ The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

Additional Requirements

The district has provided and meets the following criteria:

- ☐ Documented that the evaluator is the individual who is responsible for supervising the employee.
- ☐ Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:

- ☐ Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.
- ☐ Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:

- ☐ Processes for providing timely feedback to the individual being evaluated.
- ☐ Description of how results from the evaluation system will be used for professional development.
- ☐ Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- ☐ All school administrators must be evaluated at least once a year.

For school administrators:

- ☐ Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- ☐ Description of the district's criteria for inclusion of parental input.
- ☐ Description of manner of inclusion of parental input.

- ☐ Description of the district's peer assistance process, if any.
- ☐ Description of an opportunity for instructional personnel to provide input into a school administrator's evaluation, if any.

District Evaluation Procedures

The district has provided and meets the following criteria:

- ☐ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
  - ➢ That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  - ➢ That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
  - ➢ That the evaluator must discuss the written evaluation report with the employee.
  - ➢ That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- ☐ That district evaluation procedures require the district school superintendent to annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and to notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

District Self-Monitoring

The district self-monitoring includes processes to determine the following:

- ☐ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- ☐ Evaluators provide necessary and timely feedback to employees being evaluated.
- ☐ Evaluators follow district policies and procedures in evaluation system(s).
- ☐ The use of evaluation data to identify individual professional development.
- ☐ The use of evaluation data to inform school and district improvement plans.

APPENDIX U

Organizational Performance
Attachment: Copy of Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan

SOMERSET ACADEMY, INC.

PAY FOR PERFORMANCE AND SALARY SCHEDULE

All Somerset Academy, Inc. Broward County Charter Schools will use its Governing Board's adopted performance- based salary schedule for instructional personnel and school administrators, in accordance with s. 1012.22(1)(c) relating to *Compensation and Salary Schedules*. The Board's plan includes a base salary schedule for classroom teachers, other instructional personnel, and school administrators in which annual adjustments are based on performance as follows:

- An employee who is "**highly effective,**" as determined by his or her evaluation, would receive a salary increase that must be greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the board.
- An employee who is "**effective,**" as determined by his or her evaluation, would receive a salary increase between 50-75% of the annual salary increase provided to a highly effective employee.
- An employee who is in **"need of improvement (or developing)"** or is **"unsatisfactory,"** as determined by his or her evaluation would not be eligible for a salary increase.

Please note: percentages are subject to change and will be determined according to the approved budget once all evaluation data and the number of eligible staff determined.

Such adjustments will be in addition to the base salary schedule that is not a bonus and becomes part of the employee's permanent base salary and shall be considered compensation under s.121.021 (22).

Advanced Degrees will not be used for base salary calculations, but may be used for supplements. Supplements will be annual additions to the base pay, but will not be part of the continuing base salary.

The Salary Schedule for Instructional Personnel is attached for reference.

Somerset Academy, Inc.

Broward County

Instructional Salary Schedule

2017 – 2018

Years of Experience	Alpha Ladder Level	Salary
0-1	A	$41,000
2	B	$41,800
3-6	C	$42,500
7	D	$43,200
8-9	E	$44,000
10	F	$44,500
11	G	$44,900
12	H	$45,490
13	I	$45,700

APPENDIX V

Organizational Performance
Attachment: Screen Shots of Website Requirements as per s. 1002.33(9)(p), F.S.

ACADEMIC PERFORMANCE

Somerset Neighborhood School:
2010-2011: School did not meet criteria to receive letter grade
2011-2012: A
2012-2013: B
2013-2014: A
2014-2015: A
2015-2016: A
2016-2017: A

Somerset Academy Preparatory Middle School:
2010-2011: A
2011-2012: B
2012-2013: C
2013-2014: A
2014-2015: C
2015-2016: C
2016-2017: C

Somerset Hollywood Middle School:
2014-2015: B
2015-2016: D
2016-2017: C

Somerset Academy Miramar High School
2011-2012: A
2012-2013: B
2013-2014: B
2014-2015: C
2015-2016: C
2016-2017: C

SOMERSET ACADEMY, INC.

TRANSLATE

Home | Our Approach | Our Schools | Our Results | Governance & Accountability | Get Involved

Governing Board

SOMERSET ACADEMY, INC.

Principal / Corporate Address:
20801 Johnson Street
Pembroke Pines, Florida 33029

Alternate Mailing Address:
6340 Sunset Drive
South Miami, Florida 33143

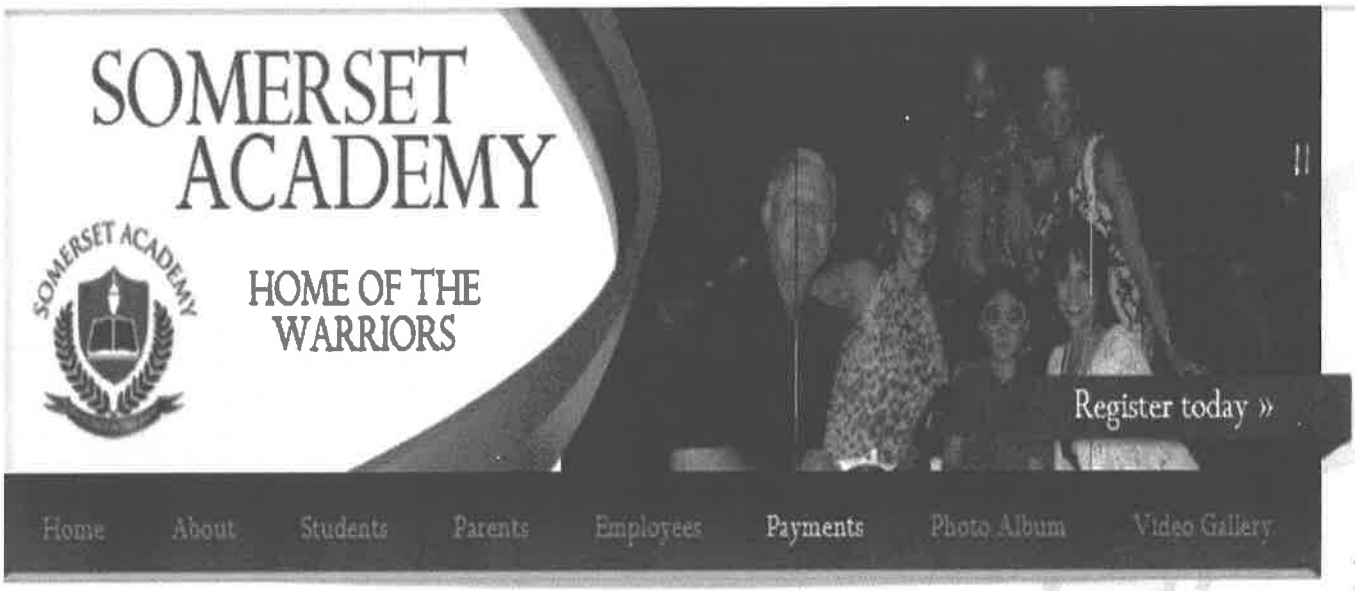
Main Phone: 786.393.4455
Alternate Phone 305.669.2906

www.somersetacademyschools.com

BOARD OF DIRECTORS & OFFICERS

Lourdes Isla Marrero (Board Chair)
Todd German (Vice-Chair & Treasurer)
Ana Díaz (Secretary)
David Concepcion
Jenny Esquijarosa (Parent)
Tony Morales (Student Alumni)
Louis Marin
George B. Ozuna

Bernardo Montero, President (Non-Voting)
Suzette Ruiz, Vice-President (Non-Voting)



CURRICULUM INFORMATION

Somerset Curriculum

Curriculum/Academic Program Guide

Using This Curriculum Guide

- To make the most of a high school education, you need to plan with care. You should ask yourself some important questions.
- What courses should I take to meet the graduation requirements ?
- What courses should I take to meet admission requirements of the technical school, college, or university I expect to attend later?
- What courses best fit my abilities, needs, and interests?
- What courses will best prepare me to meet my responsibilities as a family member, as a citizen, and as an employee?
- Your counselor and your BRACE Advisor, as well as this curriculum guide, have valuable information that will help you find answers to these questions.

Files:

- Curriculum Guides and Promotion .pdf
- K-5 Curriculum Guide.pdf

SCHOOL PROFILE

It's a GREAT day to be a Warrior!

Somerset Neighborhood School:
2010-2011: School did not meet criteria to receive letter grade
2011-2012: A
2012-2013: B
2013-2014: A
2014-2015: A
2015-2016: A
2016-2017: A

Somerset Academy Preparatory Middle School:
2010-2011: A
2011-2012: B
2012-2013: C
2013-2014: A
2014-2015: C
2015-2016: C
2016-2017: C

Somerset Hollywood Middle School:
2014-2015: B
2015-2016: D
2016-2017: C

Somerset Academy Miramar High School:
2011-2012: A
2012-2013: B
2013-2014: B
2014-2015: C
2015-2016: C
2016-2017: C

Principal: Athena Gutlen
Vice Principal: Geyter Herrera
Assistant Principal: Janet Riego
Lead Teacher: Erika Minicy

SOMERSET ACADEMY

HOME OF THE WARRIORS

GOVERNING BOARD

Governance & Financials
Board Members
Board Calendar
Board Minutes
Board Speaker Request Form
Budgets and Financials
Parent Liaison
Procedures for Addressing Concerns

SOMERSET ACADEMY, INC.

Principal / Corporate Address:

20801 Johnson Street

Pembroke Pines, Florida 33029

Alternate Mailing Address:

6340 Sunset Drive

South Miami, Florida 33143

Main Phone: 786.393.4455

Alternate Phone 305.669.2906

www.somersetacademyschools.com

Somerset Academy Neighborhood 5021 - Middle 5441 - 5419 High 5007

Somerset Academy Neighborhood School 5021 Somerset Preparatory Academy Charter Middle School 5441 Somerset Academy Charter High School (Miramar Campus) 5007

Files:

- 2016-SOMERSET ACADEMY AND SOMERSET NEIGHBORHOOD SCHOOL-5141 5021.pdf
- 2016-SOMERSET ACADEMY CHARTER HIGH SCHOOL MIRAMAR CAMPUS-5007.pdf
- 2016-SOMERSET ACADEMY HOLLYWOOD MIDDLE SCHOOL-5419.pdf
- 2016-SOMERSET PREP CHARTER MIDDLE SCHOOL-5441.pdf
- Web Budget - 5007 - Somerset Miramar High - Nov 17.pdf
- Web Budget - 5021 - Somerset Academy Neighborhood - Nov 2017.pdf
- Web Budget - 5419 - Somerset Hollywood Middle - Nov 17.pdf
- Web Budget - 5441 - Somerset Prep Middle - Nov 17.pdf

Wishing (Search Text Log-in ▼ Join Our Ema

SOMERSET ACADEMY HOLLYWOOD MIDDLE SCHOOL

A "C" SCHOOL

HOME OF THE WARRIORS

About | Students | Parents | Employees | Payments | Photo Album | Video Ga

YWOOD NEWS

ed Hurricane Make-up Days - No Release on October 19th and ber 22nd.

The School Board of Broward County, Florida, unanimously approved utilizing two previously scheduled early release days – October 19, 2017, and ber 22, 2017 – as makeup days for

HOLLYWOOD EVENTS

- Spirit Day

Date: Tomorrow
Location: SACM Spirit t-shirt and blue jeans for $1 SACM Spirit t-shirt and blue jeans with any color shoes for $2.

- Spirit Day

Date: Dec 22
Location: SACM Spirit t-shirt and blue jeans for $1 SACM

2014-2015 Crew

Somerset Academy Hollywood Middle School #5419

SOMERSET ACADEMY, INC.

TRANSLATE

Home | Our Approach | Our Schools | Our Results | Governance & Accountability | Get Involved

Board Minutes

Files:

- 2014-15 Somerset Academy Board of Directors Meeting Minutes WEB.pdf
- 2015-2016 Board Meeting Minutes WEB.pdf
- 2016-2017 Board Meeting Minutes WEB.pdf
- Minutes 7 12 17-WEB.pdf
- Minutes 8-11-2017 WEB.pdf
- Minutes 9 20 17 WEB.pdf
- Minutes 10 19 17 WEB.pdf

SOMERSET ACADEMY, INC.

Employee Portal | FAQ
Accreditation | Contact Us

powered by
EDUCATIONAL NETWORKS

APPENDIX W

Organizational Performance Attachment: Screen Shot of Parent Liaison Information in Website as per s.1002.33(7)(d)1, F.S.

CHARTER SCHOOL LIAISON INFORMATION

Charter School Liaison Information
2017-2018

s. 1002.33(7)(d)(1), F.S. –

1. Each charter school's governing board must appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative must reside in the school district in which the charter school is located and may be a governing board member, charter school employee, or individual contracted to represent the governing board. If the governing board oversees multiple charter schools, in the same school district, the governing board must appoint a separate individual representative for each charter school in the district. The representative's contact information must be provided annually in writing to parents and posted prominently on the charter school's website, if a website is maintained by the school. The sponsor may not require that governing board members reside in the school district in which the charter school is located if the charter school complies with this paragraph.

2. Each charter school's governing board must hold at least two public meetings per school year in the school district. The meetings must be noticed, open, and accessible to the public, and attendees must be provided an opportunity to receive information and provide input regarding the charter school's operations. The appointed representative and charter school principal or director, or his or her equivalent, must be physically present at each meeting.

*Attached is our School Liaison List for 2017-2018

Files:

17-18 Conflict Resolution Persons.pdf

2017 - 2018 Somerset Academy, Inc. Conflict Resolution / Parent Liaisons

Charter Schools	WL#	Principal / Director	Conflict Resolution Specialist	Affiliation	Phone	E-mail
Somerset Academy Neighborhood School	5021	Athena Guillen	Marla Devitt	ESSP	954-435-6221	mdevitt@academica.org
Somerset Preparatory Academy Charter Middle School	5441		Cristina Camus	Somerset Employee	954-442-0233	ccamus@somersetacademy.com
Somerset Academy Hollywood Charter Middle School	5419		Valentina Vetencourt	Somerset Employee	954-442-0233	vvetencourt@somersetacademy.com
Somerset Academy Charter High School (Miramar Campus)	5007		Christine Stewart	Somerset Employee	954-442-0233	cstewart@somersetacademy.com

APPENDIX X

Organizational Performance
Attachment: Sample of School Newsletters Requesting Parental Involvement

Somerset Academy
Hollywood Charter Middle
August/September 2017
Volume 2, Issue 1
www.somersetcentral.org
Phone: 954-435-1570
Fax: 954-435-1571

SACM Principal's Newsletter

Welcome Back Everyone!

Welcome to Somerset Academy Central Miramar! Here at Somerset Academy Central Miramar teaching and learning is focused on meeting and exceeding the Florida State Standards for every child. Our differentiated instructional approach provides a framework to challenge advanced students and support those who are struggling, while creating a solid classroom experience for students learning at grade level. Our top priority is providing the best education possible in a nurturing environment for our children.

We're happy to announce the outstanding performance for our 2016-2017 School Grade. Our Neighborhood School achieved the letter grade of an "A." Somerset Academy Hollywood Charter Middle earned a C." Somerset Academy Preparatory Middle School earned a C" and the High School letter grade is a C."

Parental involvement is a great ingredient to our recipe as well. We consider parents to be our absolute partners and welcome volunteers to assist with our activities and programs. I encourage your active support and participation, as we strive to provide a high quality education for all of our students. I invite you to explore our website to stay abreast about upcoming events.

Athena L. Guillen
Principal

Meet the Administration Team

Mrs. Geyler Herrera is your Vice Principal for the 2017-2018 school year! She has been in education for the past 13 years, working as an after school care counselor, elementary school teacher, a guidance counselor, curriculum specialist and assistant principal. She has been able to experience different roles within a school setting throughout the years and feels that has given her the opportunity to understand the importance of communication throughout all stakeholders to provide an environment that creates an optimal learning experience for all students.

Aside from being a school administrator, Mrs. Herrera is the proud mother of 3 year old triplets: 2 boys and 1 girl. Her family brings her so much joy and she enjoys spending every free minute with them. As a family, they love to travel and do as many fun activities together, and they believe that those are the memories that will last a lifetime.

Geyler Herrera
Vice Principal

Mrs. Mincey is the Lead Teacher for the 2017-2018 school year. She graduated from Howard University in Washington, DC with an undergraduate degree in Broadcast Journalism. She went on to earn a graduate degree in Educational Leadership from St. Thomas University. She has taught and provided Literacy support to both middle and high school students alike for the past 13 years. She is passionate about working with children and adolescents, and sees each day as a new opportunity to strive for academic excellence.

As Lead Teacher, Mrs. Mincey assist the Principal and Vice Principal in planning, curriculum development, tutoring programs, evaluation, extracurricular activities, personnel management, emergency procedures, resource scheduling, and facilities operations.

Erika Mincey
Lead Teacher

SACM Principals Newsletter page 2

Middle and High Curriculum Coaches

Mrs. Sonia Andreu

Ms. Sonia Andreu comes to you from iMater Middle High school where she served as a Curriculum Coach and Department Chairperson for Reading and Language Arts. Upon joining Somerset Academy Charter, Inc., she served as an Intensive Reading Teacher at Bob Graham Education Center.

In her 14th year as an educator, Ms. Andreu's experience is comprised of 10 years in the public school and 4 years in the public charter education sectors. Previously, she had been a teacher of each Miami-Dade County Schools and The School Board of Broward County school district.

Ms. Sonia Andreu holds a Bachelor of Science degree in Elementary Education from Florida Barry University, a Master of Science degree in Reading Education from Nova University, and an Educational Leadership degree from American College of Education.

Sonia Andreu
Reading & Social Studies Curriculum Coach

Mr. Patrick McMillan

Mr. Patrick McMillan comes to you from Somerset Academy Charter High school (Chapel Trail campus). Upon joining Somerset Academy Charter, Inc., he served as a district-level manager of business units and area territories for companies such as Sylvan Learning Center and Club Z! In-home Tutoring Services, Inc.

In his 14th year as an educator, Mr. McMillan's experience is comprised of 5 years, 7 years and 2 years in the public school, private or supplemental and public charter education sectors, respectively; of which 8 total years have been in educational leadership or education management. Previously, he had been a teacher of each Miami-Dade County Schools and The School Board of Broward County school district, while also serving in roles of curriculum specialist and education consultant for several school districts nationwide.

Mr. McMillan holds a Bachelor of Science degree in Electrical Engineering from Florida Agricultural and Mechanical University and a Master of Business Administration degree from Florida International University.

Mr. McMillan has two beautiful daughters, Summer and Morgan.

Patrick McMillan
Math & Science Curriculum Coach

Upcoming Events

Back to School Night

Elementary: Thursday, August 31, 2017

Labor Day (No School)

Monday, September 4, 2017

Warrior of the Month

Tuesday, September 5, 2017

Patriot Day: Red/White/Blue Shirt $1

Friday, September 8, 2017

Advanced Placement Parent University

Thursday, September 12, 2012 @ 6:00pm

School Advisory Council Meeting (SAC)

Tuesday, September 12, 2012 @ 6:00pm

K-5 Grandparent's Day Breakfast

Friday, September 15, 2017

Rosh Hashanah (No School)

Thursday, September 21, 2017

Uniforms

Remember that Middle/High is only wearing pants and combination school color shoes

Planners

Buy your planners today for $10

Spirit Shirts

Buy your Spirit Shirt today for only $10

Parent Volunteers Needed

Complete your volunteer form and submit to your child's Homeroom teacher