



Charter School Application for

International High School

Submitted to:

Jody Perry, Director Charter School Support
Broward County Public Schools
600 SE 3rd Ave., 12th Floor
Ft. Lauderdale, FL 33301

Submitted on August 1, 2013

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: International High School

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Magnolia School for Arts and Technology, Inc.

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: David Stiles

TITLE/RELATIONSHIP TO NONPROFIT: Vice President of Operations and Development

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NAME OF EDUCATION SERVICE PROVIDER (if any): Newpoint Education Partners

NAME OF PARTNER/PARENT ORGANIZATION (if any): NA

Projected School Opening: August 2014

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	9-12	300	400
Second Year	9-12	400	400
Third Year	9-12	400	400
Fourth Year	9-12	400	400
Fifth Year	9-12	400	400

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

Signature

David Stiles

Printed Name

School's Authorized Representative
Title

7/29/13
Date

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I Educational Plan

Section 1: Mission, Guiding Principles and Purpose

A. Provide the mission statement for the proposed school.

The mission of International High School is to serve at-risk, over-age, low performing high school students by providing them an opportunity to obtain a quality education and prepare them for successful transition to college and/or career opportunities, thereby guiding them on a path to success.

The best way to accomplish this mission is to design an academic program specifically for these students. As such, the School will provide its students with a blended model of customized and self-paced, technology-enhanced instruction integrated with Project Based Learning emphasizing academics, skills development, and social support in an environment that is responsive to students' needs, thereby providing an educational experience that will lead to both high school and career success.

B. Describe how the school will utilize the guiding principles found in section 1002.33(2)(a), F.S.

The School will adhere to the guiding principles as outlined in section 1002.33(2)(a) Florida Statute (F.S) by providing students with an educational opportunity that promotes *high student achievement* and parental choice. The School will offer students a learning model that focuses on the development of the whole student, high academic standards, critical thinking skills, integration of technology in all aspects of learning, and promotes appreciation/respect for others.

The charter school stresses that first and foremost it is accountable to the students and their families. The School will provide an educational program of the highest caliber to *promote enhanced academic success* while remaining faithful to sound economic and budgetary principles through *aligned responsibility and financial accountability*. The School understands that with the receipt of public funds it becomes the keeper of public trust and must fiscally perform in a manner which reflects the highest standards.

Effective student assessment and data-driven decision making will be core components of the School's operations. Assessment is the means by which we can measure and ensure student growth. Within the educational climate that exists today, much focus is placed on statewide formal assessments. Students will participate in the required state accountability assessments including Florida Comprehensive Assessment Test (FCAT) 2.0, or common core assessments upon implementation, and End of Course exams. Considering the needs of our over-age and under-credited target population, ensuring that each student has the skills required to pass the standardized tests and earn a High School diploma will be a central component of instruction. A variety of assessments will be used to help inform instruction and evaluate performance.

The School will align financial accountability with its responsibility for students' academic success in the following ways:

- Hiring highly-qualified teachers and administrators who are experienced in working with the target student population. Research continues to demonstrate that experienced and highly-qualified teachers are the primary contributors to student achievement and success.
- Focusing every dollar on improving student achievement and ensuring student success.
- Using a cost-benefit analysis process to ensure that dollars targeted at improving student achievement actually do.
- Integrating the most appropriate learning resources and instructional software that meet the needs of the target student population.
- Conducting annual financial audits, both internally and externally to ensure all compliance with state and federal requirements.

The School will *provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.* Parents will receive frequent communication from the School and teachers, and will have access to a Student Performance System (SPS) that will provide relevant information regarding their child's performance. Parent/teacher conferences will also be held as frequently as needed. In addition to regular reporting periods for progress reports and report cards, parents will be provided with results of any and all assessments including but not limited to standardized pre- and post-test indicators; Florida Comprehensive Assessment Test (FCAT) 2.0, common core assessments, and End of Course exam results; and teacher developed assessments.

Parents will be notified in writing immediately if a student's teacher believes there are any areas of academic challenges. A parent/teacher conference will be scheduled at any time the School or parent has a concern about the student's academic standing or behavior. Teachers will work with students and parents to develop a comprehensive plan for addressing any academic areas identified.

The School will promote a system of ongoing interactivity between families and the School. Regular open houses and orientation sessions will be scheduled for students and parents as well as showcase events, graduation and similar events.

C. Describe how the school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b) F.S.

The School will meet the prescribed purpose of a charter school as outlined in section 1002.33(2)(b), F.S.

The School staff will utilize data in decision making, leading to *improved student learning and academic achievement.* Teachers will be selected and evaluated, in part, on their abilities to use formal and informal assessment results to make appropriate educational decisions.

When students are not meeting the required benchmarks, they will receive focused assistance in those areas through tutoring, individualized instruction, and work with staff members [such as the content area teachers or an Exceptional Student Education (ESE) teacher].

The School will provide *increased learning opportunities for all students* and will place special emphasis on low performing students and reading through the use of *innovative learning methods* as described in detail herein, innovative teaching strategies, and the integration of technology in all aspects of student learning. Through the use of technology, students who have been determined to be “low performing” will be able to spend additional academic time improving their skills and learning strategies. Students who have performed below grade level on the FCAT 2.0 or common core assessment in reading will be placed in an intensive reading program leveraging proven methods and technology based tools from Jamestown and others, and following best practices as defined by Just Read, Florida! and outlined in detail herein.

Project Based Learning can be the catalyst for an engaging learning experience and create a context for a powerful learning community focused on achievement, self-mastery, and contribution to the community. Embedding instruction into real world, project-based experiences, provides students with the ability to learn more efficiently than with a typical curricular approach which segments a student’s days into regimented subject area content. Much of the education system currently utilized within the United States was developed for the Industrial Era, where segmented subjects and content area may have been effective.

Students need to be prepared for success in the 21st century where creativity and the ability to think are more important than just memorizing facts and dates. Our students need to be able to look at a problem and find ways to resolve that problem by incorporating a multi-disciplinary perspective. They need to not only have the basic educational foundation with facts and knowledge, but even more importantly, students must be able to apply this knowledge and understand how to utilize tools to acquire, create and develop a more cohesive understanding. They must also have the interpersonal skills necessary to work cooperatively with others to achieve results.

Students at our School will be posed with scenarios and guiding questions which they must solve. Through mini-lessons and guidance from their highly qualified teachers, students will acquire the learning objectives as outlined in the Next Generation Sunshine State Standards including the Common Core State Standards (NGSSS) (as defined by Senate Bill 1076). The problems and questions will include higher order critical thinking skills and revolve around themes and standards that will ensure that students receive the necessary academic instruction through engaging learning experiences.

The School will integrate the *measurement of learning outcomes* on an on-going basis in order to provide families with sufficient information to determine academic progress. Such measurements will take the form of standardized testing, publisher provided testing,

online assessments, software based assessments, and teacher developed measures. These tools have been proven to provide empirical evidence of learning gains and related results.

D. Describe how the school will fulfill the optional purposes of charter schools found in section 1002.33(2)(c) F.S. This section is optional.

The proposed School will fulfill the optional purposes of charter schools found in section 1002.33(2)(c) F.S. The School will develop and use *innovative measurement tools*, and will offer a blended learning environment which will *ensure continual improvement* within the public school system. In addition, the proposed school will create additional student space for the district, thus *mitigating the impact of new residential dwelling units*, and *create new professional opportunities for teachers*.

Our School will provide *rigorous competition within the public school district* by providing a unique opportunity for students interested in a blended model of customized and self-paced, technology-enhanced instruction. Additionally, aspects of authentic learning, including Project Based Learning, will be included as a part of the working or volunteering in which each student will participate. Our unique education experience will combine all of these elements in an environment that is responsive to students' needs, thereby providing an educational experience that will lead to both high school and career success. This challenging, yet supportive program is not generally available in most traditional high school settings. There are currently eight (8) similar charter schools in Broward County serving a similar target population, as well as numerous programs and initiatives within the School District to serve students at-risk of dropping out. We intend to locate the school in an area not served, or under-served, by these existing programs or schools.

Teacher and staff quality, experience, and preparation are critical to students' and the School's initial and ongoing success. Professional development will be extensive, ongoing, focused, and innovative; incorporating evidenced-based strategies and resources proven to be successful with our target population. Teachers will work together in Professional Learning Communities (PLCs) to develop modules and activities focused on the use of Project Based Learning, literacy, cooperative learning, integration of technology into instruction, familiarity with a variety of learning activities to engage students in higher-order competencies, differentiation of instruction, coaching and mentoring, team teaching, and development and use of assessments to establish uniform coverage and external evaluations.

The School will use a blended model of professional development to deliver and support relevant learning opportunities for teachers, as well as all staff. The professional development modules are:

- Evidence-based and targeted for success;
- Job-embedded for direct application and improved performance;
- Aligned to the innovative instructional programs of the School; and
- Synchronous and asynchronous for efficient use of time.

Teacher empowerment is an important component of the School's instructional design. Teachers will be seen as professionals who are the experts. We do not believe that education can be a scripted experience whereby lessons can be prescribed. Teachers need to use assessments and observations to determine student abilities, interests, and prior knowledge and then design appropriate lessons for that particular group of students. Teachers will have the authority to plan lessons within the general themes set within the school curriculum, so long as they can justify the standards and objectives of individual projects. Teachers will work together to plan multi-disciplinary projects to meet the needs of their students.

Additionally, teachers will have a voice in the administration and leadership of the School through the School Advisory Council. When teachers are held accountable for their students' instruction and have the ability to make decisions in their students' best interest, phenomenal things are possible.

The School will operate in accordance with the Charter and will comply with all applicable federal guidelines, Florida Statutes, and State Board of Education Rules, including, but not limited to, §§1002.33 and 1013.62, Florida Statutes; any regulations adopted by the State Board of Education or other state agency, or amendments thereto, relating to charter schools; the applicable provisions of Chapter 119, Florida Statutes, relating to public records; §286.011, Florida Statutes, relating to public meetings; and applicable federal, state and local health, welfare, safety, and civil rights requirements.

Section 2: Target Population and Student Body

A. Describe the anticipated target population to be served.

If applicable, applicants should describe if they will target, in accordance with the law, certain populations defined in section 1002.33(10)(e), F.S.

All high school aged students will be eligible to enroll in the School. However, at-risk, over-age students [ages fifteen (15) and older] in grades 9-12 (including students with special needs, students with disabilities, and ELL students) is the target population for whom the educational program has been specifically designed. The School will be a non-graded, non-traditional high school. Students will enroll in the School rather than a specific grade level. Students may be considered "at risk" due to a number of different factors, such as habitual truancy, academic deficiencies, disruptive behavior, or limited proficiency in English.

Our School will provide an opportunity for students not meeting the Next Generation Sunshine State Standards including the Common Core State Standards (NGSSS) (as defined by Senate Bill 1076) in a traditional high school program because of one or more of the following reasons: not proficient on the Florida Comprehensive Assessment Test (FCAT) 2.0, not passing required End of Course assessment, not meeting attendance requirements, and/or not meeting core course requirements to complete high school graduation requirements with his/her peer group. This includes those students with special needs, students with disabilities, and English Language Learners.

This challenging, yet supportive program is not generally available in most traditional high school settings. There are currently eight (8) similar charter schools in Broward County serving a similar target population, as well as numerous programs and initiatives within the School District to serve students at-risk of dropping out. We intend to locate the school in an area not served, or under-served, by these existing programs or schools.

The recent assessment results from Broward County Public Schools in 2013 demonstrate the following percentages of students are proficient on the state assessments:

Grade	Reading	Algebra I EOC	Geometry	Biology I	Writing (3.5)
9	53	61	94	90	
10	52	22	61	49	70
11		33	33	38	
12		31	19	28	

In addition, 2011-12 data (the most recent available) indicate that in Broward County Schools, over eleven percent (11.4%) of the students were absent twenty-one (21) or more days during the school year.

We believe that our innovative program will improve student learning and academic achievement.

Our School will be open to any high school student residing within the District or from nearby districts, subject to an appropriate inter-district agreement. Outside of being an at-risk student who lives within the school district or who is in need of an educational alternative, there will not be any specific requirements for admission. Enrollment will not be denied to any eligible applicants based upon sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. The School will also not discriminate in its admissions policies or practices whether on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be discriminatory if used by any public school.

In addition, in the event that enrollment exceeds the School's capacity, the School shall perform a blind, random lottery to determine what students are enrolled and what students are placed on a waiting list (in the order of their selection). Any students that apply for enrollment after the lottery is held will be placed on the waiting list on a first-come, first-served basis. Admission preferences may only be given to existing students and their siblings, children of a member of the governing Board, or children of an employee of the school.

B. Provide the following projections for each year of proposed operation: the grades that the school will serve, the projected number of students to be served in each grade, the number of students expected in each class, and the total number of students enrolled.

As illustrated in the exhibit below, the School anticipates serving three hundred (300) students in grades –9-12 during the first year of operation. The student population will be targeted to increase during year two (2) with a total target population of 400 in year two (2) and thereafter, but this number may increase based on the community's need plus support and interest from parents and students.

Grade	2014-15	2015-16	2016-17	2017-18	2018-19
9	50	100	100	100	100
10	100	150	150	150	150
11	100	100	100	100	100
12	50	50	50	50	50
Total	300	400	400	400	400

The School will comply with class size requirements in section 1002.33(16)(b)3., F.S., and will have a School-wide class size average of no more than twenty-five (25) students per instructor and/or classroom for core academics at any time. The School will be compliance with state law regarding class size at all times.

C. Provide a description of how the student population projections were developed.

Consideration was given to areas of need within the school district when determining enrollment projections. Demographic maps of the county that address median household income, population density, and areas where the population has less than a ninth (9th) grade education have been reviewed (See Attachment A).

The enrollment ramp-up schedule is based on a review of enrollment patterns at similar schools, number of low-performing high school students in the district, and local demographic research. The importance of enrollment related to the financial viability of the School is clearly understood and we are confident that we will have the appropriate resources to meet our enrollment projections. Contingency plans will be created to anticipate the possibility that enrollment will not meet our projections in a given period.

Section 3: Educational Program Design

A. Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.

Students will be enrolled in a minimum of five (5) classes per semester in addition to being enrolled in a homeroom. Our model will allow for students to work on two (2) to three (3) classes at one time in order to remain focused on fewer classes and finish those classes with a mastery based learning model.

A sample schedule is presented below.

7:00 a.m. - 12:00 p.m.	AM session
11:30 a.m. - 12:00 p.m.	Lunch
11:00 a.m. - 4:00 p.m.	PM session









Breakfast will be served at 9:15 a.m. every day.

The School will be in session for approximately 210 days in accordance with statutory requirements, and will follow the school district's calendar for school opening date during the first year and all holidays. Students will attend the mandatory minutes each day as outlined in Florida Statute.

2013-2014

High School

JULY 8						
M	T	W	T	F	S	S
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				
AUGUST 20						
M	T	W	T	F	S	S
			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	
SEPTEMBER 19						
M	T	W	T	F	S	S
						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						
OCTOBER 22						
M	T	W	T	F	S	S
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			
NOVEMBER 16						
M	T	W	T	F	S	S
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	
DECEMBER 15						
M	T	W	T	F	S	S
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					
JANUARY 18						
M	T	W	T	F	S	S
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		
FEBRUARY 19						
M	T	W	T	F	S	S
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		
MARCH 16						
M	T	W	T	F	S	S
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						
APRIL 21						
M	T	W	T	F	S	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
MAY 21						
M	T	W	T	F	S	S
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	
JUNE 16						
M	T	W	T	F	S	S
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						

		211 School Days	
	School Closed/ Holiday	Holidays	34
	In Service- No School for students	In-service	16
	First and Last Day of School		December Graduation
	Progress Reports		June Graduation
	NewPoint Retreat		FTE

B. Describe the proposed charter school's educational program.

The mission of International High School is to serve at-risk, over-age, low performing high school students by providing them an opportunity to obtain a quality education and prepare them for successful transition to college and/or career, thereby guiding them on a path to success. The best way to accomplish this mission is to design an academic program specifically for these students. As such, the School will provide its students with a blended model of customized and self-paced, technology-enhanced instruction integrated with Project Based Learning emphasizing academics, skills development, and social support in an environment that is responsive to students' needs, thereby providing an educational experience that will lead to both high school and career success.

One of the core components of our educational program design is an individualized program for each student to progress at his/her own pace. This component uses one-on-one instructional systems. The teachers will be trained, and the online curricula are designed, to prevent a student from proceeding to the next step/level until he/she reaches mastery level (70% or better) on the current lesson. Curriculum will be directed to teach students the core academic subjects (reading, language arts, mathematics, social studies, science, etc.) as well as skills they need to be successful in high school and ultimately responsible adult citizens.

Another core component is a vocational program. All of our students will be expected to have employment, volunteer time, or mentored time prior to graduation. The expectation is for each graduate to submit 120 hours to the full time Employability Specialist that will translate into a full credit of Work Experience (or similar course) on the student's transcript.

Our School will afford teachers the flexibility to meet students' individual needs. Educational curriculum and lessons will be delivered by teachers through a number of teaching methodologies, so that they can utilize the method that may best meet the specific needs of an individual student. Some of the specific methodologies that the teachers may utilize to fulfill the School's educational mission are as follows:

- Technology-rich educational environment --- Teaching/learning using computer software designed to delivery content or information and requirement interaction between the learner and the use of the computer
- Didactic teaching ---Traditional method of lecturing and discussion
- Student-Centered --- teaching/learning based upon the needs of the student not necessarily the subject matter
- Hands-on --- teaching/learning using direct contact and/or manipulation with objects, materials, or locations
- Authentic Learning --- integration of Project-Based Learning experiences
- Direct Instruction --- Scripted, self-contained instructional program
- Small group instruction based on formative assessment data as well as FCAT/EOC or other state assessment data.
- Time as an asset --- Instruction is guided by individual student mastery rather than seat time as the student works toward achieving Florida's Next Generation

Sunshine State Standards including the Common Core State Standards (NGSSS)
(as defined by Senate Bill 1076)

Technology will be used as an educational tool to support the delivery of content and skills instruction in a methodology that allows each learner to progress at his or her own individual pace. Students will work through learning modules in software in a tutorial, application, and mastery test format. Students will be provided with objectives, receive direct instruction, practice and apply skills, and be assessed for mastery. Embedded in this curriculum is a strong emphasis on writing assignments. This is a strength of this curriculum and all courses support improving the writing skills of the students. The software instruction will be supplemented with authentic reading and research, written practice, composition, discussion, and offline formative and summative assessment.

Offering varied instructional methodologies will allow us to reach each student. Each student will work individually at their own pace in online content, participate in small group discussions, work in teams on relevant projects, and complete independent work in order to master requisite courses and pass all mandated tests.

Students will have access to the Internet through a secure portal for their academic courses. It is the intent of the School that by using the above-mentioned methods of instruction and curriculum, the School can offer its students programs that serve diverse learning styles and needs, while at the same time offering the students appropriate and innovative choices. If a particular methodology that is being utilized is not found to be successful for that student, the teacher and parent can make the appropriate adjustments.

Several unique features make our School different, support an individualized program for each at-risk student, and lead to success in transitioning successfully to college and/or career.

1. Individualized, Standards-Based Curriculum

Our School will use state-of-the-art, digital, online, research-based curricula from Apex Learning aligned with the NGSSS, which will allow us to individualize a student's education. Every student will start at his or her own academic development level in each subject area so that the student begins learning on day one as opposed to sitting in a traditional "stand and deliver" class room setting where what is being taught may be delivered at a grade level significantly above the student's academic development. In addition, these digital, online lessons will be delivered at an individualized pace for the student so that the student may take as much time as that student needs to properly understand and grasp the material being covered, unlike a traditional class that must move at a certain pace whether or not it is right for each student. Students may opt to read or choose the auditory method of progressing through the lesson, which is very helpful for students with disabilities and English Language Learner (ELL) students.

Schools across the country are successfully using Apex Learning digital curriculum to meet the needs of students, from building foundational skills to creating opportunities for advanced coursework.

With Apex Learning digital curriculum, success is supported for all students:

- Multiple course pathways successfully engage students in rigorous coursework.
- Teachers effectively differentiate instruction and spend more time working one-on-one with students to address individual needs.
- Students move at their own pace, taking as much — or as little — time as they need to master the material.
- Multimedia instruction motivates and engages students, provides multiple representations of concepts, and addresses different learning styles.
- Writing assignments are embedded throughout courses to ensure mastery of material being taught.

Apex Learning uses technology as the basis for learning. For our students, technology holds the promise of encouraging students to attend school, altering their learning experiences, and sending them out into the adult world of work with a chance for success. Technology engages students, and they actually spend more time reading, writing, and computing, as well as reflecting constructively on their work and the work of others (Sandholtz, Ringstaff, and Dwyer, 1997). In addition, as demonstrated by dozens of studies conducted by the North Central Regional Education Laboratory, students learn better and faster with technology.¹

This group of students is the most diverse group ever in American history, and they have grown up with technology and are fascinated by it. They can't understand a world without technology, including the traditional classroom, which they believe is increasingly irrelevant to their lives and futures.² Apex Learning strives to bridge the gap between education and technology for these students.

The instructional design foundations of Apex Learning courses are based on sound pedagogical principles, which include:

- Create an anticipatory set for the student.
- Provide focused instruction using varied teaching strategies, such as guided-inquiry and/or direct instruction.
- Engage students in practice and application exercises in which students clarify and expand skill and concept mastery.
- Include spiraling and scaffolding throughout to increase content accessibility for all students
- Assess students formatively throughout instruction, providing immediate feedback for students and teachers.
- Offer remediation as needed.
- Provide summative assessment that includes both objective and extended response items.

¹ Valdez, G, McNab, M., Foertsch, M., Anderson, M., Hawkes, M., and Raack, L. (2000). *Computer based technology and learning: Evolving uses and expectation*. Naperville, IL: North Central Regional Education Laboratory.

² Nachazel, T. & Dzuiba, A. (Eds.) (2013). *The Condition of Education*, Washington, D.C.: National Center for Education Statistics

- Present information in multiple formats (text, audio, images, video, interactive media, manipulative tools, graphs, charts, diagrams) to address individual learning styles and preferences.

All Apex courses are aligned to Florida’s NGSSS, are used in numerous Florida schools, and have been mapped to specific approved Florida course codes. Apex Learning courses are already being used in school districts across Florida including Broward, Volusia, Palm Beach, Polk, Pinellas, Bay, Escambia, Hillsborough, and Orange Counties. The School will use approved Florida course numbers on all students’ records and transcripts.

2. Project Based Learning

Authentic learning experiences will take place at our School through the use of Project Based Learning and the integration of community resources. Many traditional schools engage students in learning experiences that are contrived to teach specific knowledge or skills. Students rarely have opportunities to ask and answer honest questions about the world around them. Their curiosity is often required to follow the same order as the Table of Contents in their math, science, and social studies textbooks. They “learn” about the world by reading a book or article, or listening to the teacher or a video.

Authentic learning is defined as “...whole-task experiences based on real life (work) tasks that integrate skills, knowledge, attitude, and social context. Instruction is organized around the whole task, usually in an easy to difficult progression, which ‘scaffolds’ learning support from ‘lots to little’ as learners progress” (Gram Consulting, n.d.). The main authentic learning approach will be Project Based Learning (PBL) with technology integration. Students will be actively engaged in various projects and educational pursuits, while at the same time mastering the essential knowledge and skills as outlined in the NGSSS. Students will use community resources as their “learning labs” and/or use the results of their knowledge to effect change in their school and/or local community.

We believe strongly in the ideals of Project Based Learning. Possibly the most extensive definition of Project Based Learning is that presented by the Buck Institute for Education, which focused on Project Based Learning for the 21st century. Project Based Learning is defined as “a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.” The model, borrowed from their website³ is as follows:

1. Is organized around an open-ended Driving Question or Challenge. These questions or challenges focus students’ work and deepen their learning by centering on significant issues, debates, questions, and/or problems.
2. Creates a need to know essential content and skills. Typical projects (and most instruction) begin by presenting students with knowledge and concepts and then, once learned, give them the opportunity to apply them. PBL begins with the

³ http://www.bie.org/about/what_is_pbl/

- vision of an end product or presentation which requires learning specific knowledge and concepts, thus creating a context and reason to learn and understand the information and concepts.
3. Requires inquiry to learn and/or create something new. Not all learning has to be based on inquiry, but some should. This inquiry should lead students to construct something new – an idea, an interpretation, or a new way of displaying what they have learned.
 4. Requires critical thinking, problem solving, collaboration, and various forms of communication. Students need to do much more than remember information—they need to use higher-order thinking skills. They also have to learn to work as a team and contribute to a group effort. They must listen to others and make their own ideas clear when speaking, be able to read a variety of material, write or otherwise express themselves in various modes, and make effective presentations. These skills, competencies and habits of mind are often known as "21st Century Skills".
 5. Allows some degree of student voice and choice. Students learn to work independently and take responsibility when they are asked to make choices. The opportunity to make choices, and to express their learning in their own voice, also helps to increase students' educational engagement.
 6. Incorporates feedback and revision. Students use peer critique to improve their work to create higher quality products.
 7. Results in a publicly presented product or performance. What you know is demonstrated by what you do, and what you do must be open to public scrutiny and critique.

3. Collaboration and Team Teaching

Authentic learning will be supported throughout the School by collaboration among students and among teachers. As described above, in a Project Based Learning model, students will work in teams and contribute to a group effort to master educational content and standards. They must listen to others and make their own ideas clear when speaking, be able to read a variety of material, write or otherwise express themselves in various modes, and make effective presentations. Depending on the unit of study and the project, students may be asked to collaborate with peers in their class or in another class, or with members of the local community.

Another key component in the design of the School both physically and operationally is the use of collaborative instructional teams organized within a Professional Learning Community (PLC).

A PLC is an ongoing process used to establish a schoolwide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts....Through participation in PLCs, teachers enhance their leadership capacity while they work as members of ongoing, high-performing, collaborative teams that focus on improving student learning (Rentfro, 2007) (The Center for Comprehensive School Reform and Improvement, <http://www.centerforsri.org/plc/program.html>).

Our staff will be structured in such a way as to support professional collegiality in working with students. While classroom placement will be done relatively traditionally (students will have a homeroom teacher and travel to other classrooms for content-area instruction), classrooms will be physically adjoined and teacher collaboration/team teaching will be required.

Adjoining classrooms will be included in the design of the facility in order to make it easy for teachers and students to collaborate. Teachers will work together to plan projects and lessons, thus allowing classes to work together. Teachers will be able to team teach, thus building on the strengths and interests of each team member. They will be better able to implement flexible groupings of students to focus on students who may need targeted instruction or support. This will also encourage unity within the professional learning community.

4. Skills Preparation

The curriculum delivered to these students will not just focus on core academics; it will also consist of study and organizational skills, along with life skills, which many at-risk students so desperately need. These curriculum concepts may be delivered via computer and supported by other forms of technology, staff members, outside speakers, and field trips. Small group and individual instruction will generally be used in these areas.

A variety of study and organizational skills, and life skills topics may be covered, such as:

- Proper study habits
- Time management
- Personal Health
- Consumer Education
- Community and Government
- Goal Setting; and
- Daily Living Skills

These topics would certainly be of value to any teen, but they are of particular worth to the individuals found in our targeted at-risk student population. This emphasis on study and organizational skills and daily living skills, together with the support of teachers and staff is what will set our school apart from other public school options. We know that our students will depend on us to deliver an efficient, individually tailored education that will provide them with all of the tools and resources necessary for academic, personal, school, and career success.

5. Social Support

Many of our students will have significant social needs that serve as a hindrance to education. It is simply common sense that until a person's basic life needs, such as food, shelter, and emotional balance are met, learning will not take place. Accordingly, our teachers and staff will be trained to intervene, become the student's ally, educate, counsel, and help alleviate socioeconomic and other hindrances to students' success.

6. Assessment

Effective student assessment and data-driven decision making will be core components of the School's operations. Assessment is the means by which we can measure and ensure student growth. The School intends to use a range of assessments to measure and monitor student performance. These assessments will include but may not be limited to:

- Formative Assessments
 - Pre and Post Test scores on a nationally recognized norm referenced instrument, such as DEA
 - Informal assessments
 - On-line and Software assessments
- Summative Assessments
 - On-line and Software assessments
 - Participation in the Statewide Assessment Program [FCAT 2.0 or common core assessments, End of Course Assessments, if applicable, Postsecondary Education Readiness Test (PERT), and Comprehensive English Language Learning Assessment (CELLA)]

Baseline data will be important for identifying the strengths and needs of our students early in the school year and monitoring their progress over time. The baseline data will be used measure student learning gains, develop remediation plans, and develop individual progression plans. Teachers will utilize the data to assist in the development of lesson plans, creation of individual learning plans, and staff development.

All courseware will incorporate rigorous assessment. Teachers will be accountable for the outcomes achieved by their learners, so powerful, rigorous, and valid assessment systems are required for placement, regulation of progress, and evaluation of results.

Every instructional component is built with rigorous and valid assessment to meet the requirement for effectiveness and accountability. The School's online curriculum, Apex Learning, features pre-tests to determine student placement and end-of-semester tests to confirm learning has occurred, includes support materials for ease of use, and are aligned to national standards, with state coverage reports available. Courses can be customized to keep all students motivated and engaged in learning. The system incorporates a combination of competency-based, criterion-referenced testing, and portfolio assessment techniques, which instructors can also customize.

The assessment and management systems in place at our School will allow learners to monitor their own learning progress against personal goals. The technology-based user interface will be designed to provide the maximum appropriate degree of learner control. The style of the system will constantly reinforce that the learner, not the computer, is in charge.

The assessment system, including evaluation, monitoring, and feedback tools and strategies, will be used in a student-centric way to inform targeted instruction to:

- Identify students' strengths and needs
- Develop student profiles of success

- Identify best practices
- Determine starting points for instruction
- Remove barriers to student learning and continuous improvement
- Differentiate instruction
- Identify immediate intensive interventions
- Re-teach non-mastered content and key concepts
- Determine mastery and grade promotion
- Determine need for additional resources to support learning
- Modify instructional program at the classroom, school, and program levels
- Develop targeted professional development so that teachers have requisite competencies to ensure that all students are successful

7. Parent Involvement

The School realizes that its strength lies in the hands of its parents and guardians and the extent to which they become involved in the daily activities of the students. For this reason, the School will actively encourage the participation of parents and guardians in all of its activities. Opportunities for involvement may include, but are not limited to the following:

- A School Advisory Council (SAC) will be formed to provide input from all stakeholders to the School administration and the Board of Directors.
- The Charter School shall hold at least one (1) parent open house per semester.
- Parents or guardians will be given the opportunity to evaluate the School through surveys two (2) times per year.
- Parents will be notified of the governing board's schedule of meetings and invited to attend and provide input.
- As required by law, parents will be invited and encouraged to participate in the development of their child's Individual Educational Plan (IEP) when a student meets the necessary requirements for exceptional education services.

C. Describe the research base for the educational program.

The School's educational program has been deliberately designed to integrate key elements with strong research-based evidence of effectiveness with the target population.

1. High School At-Risk Students

A student's decision to drop out of high school is often the end result of a long series of negative school experiences--academic failure, grade retention, or frequent suspensions--that begin before the ninth grade (Massachusetts Advocacy Center, 1988). In addition, certain individual and family characteristics may put a student at increased risk for dropping out. Based on a meta-analysis of twenty-five (25) years of dropout prevention literature, Hammond, Smink, and Drew (2007) identified significant risk factors for school dropouts:

- Individual background and characteristics, such as a learning disability or emotional disturbance
- Early adult responsibilities, such as parenthood or work

- Engaging with a high-risk peer group and/or in high-risk social behavior
- Low school achievement
- Retention/over-age for grade
- Poor attendance
- Low educational expectations
- Lack of effort
- Low commitment to school
- No extracurricular participation
- Misbehavior and/or early aggression
- Low family socioeconomic status
- High family mobility
- Low educational level of parents
- Large number of siblings
- Not living with natural parents
- Family disruption
- Sibling has dropped out
- Low contact with school
- Lack of conversations about school

A study by Azzam (2007) for the Bill and Melinda Gates Foundation found similar results. This study reported that students who dropped out of school identified five (5) major contributing factors: boredom, poor attendance and the inability to catch up on work, spending time with people not interested in school, too much freedom and not enough rules in their lives, and failing classes. This study also reported that most dropouts blame themselves for the decision to dropout and the factors that led up to it.

According to the Nation's Report Card from the National Center for Education Statistics (2011) results from the 2011 National Assessment of Educational Progress (NAEP) reading test 3 show that, nationally, twenty-five percent (25%) of eighth grade students perform below the Basic level, indicating they are not ready to succeed in college-preparatory courses in high school. Even a high proportion of the forty-three percent (43%) of students performing at the Basic level are likely underprepared for high school, as the Basic level denotes only partial mastery of prerequisite knowledge and skills that are fundamental for proficient work in the eighth grade. National NAEP mathematics results from 2011 show a similar trend — twenty-eight percent (28%) of eighth-grade students perform below the Basic level and thirty-eight percent (38%) perform only at the Basic level.

This lack of readiness for high school is evident in ninth-grade enrollment numbers. In 2008-2009, ninth-grade enrollment was ten percent (10%) higher than eighth-grade enrollment in the previous school year, indicating that many students did not get promoted from the ninth grade to the tenth grade on time (NCES Common Core Data). Students who fail early in high school have an extremely low probability of graduating. The U.S. Department of Education reported that "...approximately 607,000 public high school students dropped out of grades 9-12 during the 2008-09 school year..." (National Center for Education Statistics, 2012, p. 8).

Azzam (2007) stated that students themselves had recommendations for schools to increase the chances for high-risk students to complete school:

- Make school more engaging through real-world, experiential learning;
- Improve instruction and supports for struggling learners;
- Improve school climate;
- Ensure that students have a relationship with at least one adult in the school; and
- Improve communication between parents and schools.

The National Dropout Prevention Center (<http://www.dropoutprevention.org/effective-strategies>) also identifies recommendations to keep students in schools. The report includes fifteen (15) effective strategies for meeting the needs of at-risk students:

- Systemic renewal and continuous evaluation of School goals and objectives
- School-Community collaboration
- Safe learning environment
- Family engagement
- Early childhood education
- Early literacy development
- Mentoring and tutoring
- Service learning
- Alternative schooling that pays particular attention to students individual social and academic needs
- After-school opportunities
- Professional development
- Active learning
- Use of educational technology
- Individualized instruction
- High quality career and technical education

Further recommendations from the What Works Clearinghouse have been identified by Dynarski, Clarke, Cobb, Finn, Rumberger, and Smink (2008). These include:

- Use data systems to identify students at-risk
- Assign adult advocates to high-risk students
- Provide academic support and enrichment
- Implement programs to improve students' classroom behavior and social skills
- Personalize the learning environment and instructional process
- Provide rigorous and relevant instruction to engage students

In the Southern Regional Education Board (SREB) (2012) effort to explore why the most-improved schools made improvements in student achievement, the report also sheds light on why the least-improved schools experienced a decline in achievement. The results of the study indicate that the most-improved schools committed to creating a culture of continuous improvement while the least-improved schools did not make this commitment. As a result, the least-improved schools not only failed to experience increases in achievement but failed even to hold achievement constant.

Our School's educational plan integrates effective practices.

- a. Have a **clear mission**, with strong faculty support, to ensure that more students leave school with the knowledge and skills needed to graduate high school prepared for postsecondary education and/or career, and to become productive adults.
- b. Have strong, collaborative **district/school/family/community support** for the school's mission, for implementation of proven and promising practices, and for professional development.
- c. Enroll more students in an **accelerated, rigorous, and relevant curriculum** that is benchmarked with the NGSSS and emphasizes teachers working together to plan and share classroom learning, student assignments, and classroom assessments that reflect high school standards in core curriculum areas.
- d. **Engage students in learning** — intellectually, emotionally, socially, and behaviorally — by making greater use of authentic problems, project-based learning, cooperative learning, and technology.
- e. Focus on improving students' **reading and writing** skills by giving reading and writing assignments that engage students in reading grade-level materials specific to each content area — English, math, science, and social studies.
- f. Strive to achieve **success for every student** by maintaining high expectations for all students and supporting them through individualized instruction, re-teaching, tutoring, extra help, and extra time to relearn and redo work until it meets standards.
- g. **Regular data analysis to identify at-risk students** early and provide them with additional instruction and support to help more of them meet grade-level standards.
- h. Ensure students receive high-quality **guidance and advisement** by providing students with a personal connection with an adult in the building, involving parents in discussions about their child's performance, and helping students develop a plan for high school and postsecondary studies or career.
- i. Provide extensive **professional development** to staff, aligned with the school's mission and improvement plan, with emphasis on implementation of new strategies.
- j. Have a strong **principal/school director and school leadership team** that work collaboratively with the school community to keep them focused on the school's mission, to ensure students are engaged in a rigorous curriculum, and to review and use data to engage in ongoing school improvement efforts.

2. Technology Integration

The amount of technology available for education has increased exponentially over the past decade and thus it is important to discover what types of tools exist and in what ways they are most effective. Technology also becomes increasingly important for the development of 21st century skills. The 21st Century Framework (2004) promotes technological literacy because students must know how to use technology effectively and ethically in order to succeed in a global community. To educate students who can compete in a global job market, it is necessary to improve upon their technology skills as

well as their skills in core content, according to the 21st Century Framework. Thus integrating technology into core content courses promotes technological literacy as well as a better understanding of core concepts.

As noted by the National Council of Teachers of Math (NCTM) (2008):

Technology is an essential tool for learning mathematics in the 21st century, and all schools must ensure that all their students have access to technology. Effective teachers maximize the potential of technology to develop students' understanding, stimulate their interest, and increase their proficiency in mathematics. When technology is used strategically, it can provide access to mathematics for all students.

Kulik (2003) used measures of effect size to summarize findings from eight (8) meta-analyses of instructional technology in elementary and secondary schools to show:

- Professional development for teachers and easy access to Internet connected computers for teachers and students enhance the learning effectiveness of instructional technology.
- Computer enrichment programs have positive effects on students' writing, mathematics, and performance in the natural and social sciences. In fact, "simply giving students greater access to computers and Internet resources often results in gains in writing skill."
- The effects of using Integrated Learning Systems (ILS) can be increased by providing more time for students to spend on the ILS instruction and by enabling students to work in pairs on the ILS instruction, rather than individually.
- Student familiarity with and knowledge of computers influences effectiveness of technology-based instruction.
- The effectiveness of simulation programs for helping students to acquire higher order thinking skills can be increased with additional hands-on activities, and when the simulations are used as preparation for further instruction.
- Writing skills programs that provide prompts independent of student requests are most effective.

Waxman, et al. (2003) conducted a meta-analysis of the effectiveness of instructional technology on student outcomes. The results of this quantitative synthesis show a positive effect of teaching and learning with technology on student outcomes. The findings also revealed no significant differences across the contextual categories of study quality, teaching, and technology characteristics. In other words, the results can be generalized across a wide variety of conditions that have been investigated as well as across student, school, and study characteristics.

Most importantly, the School's integration of technology is aligned with the Florida Digital Learning Plan (2012). This plan states that the State's mission is to "Provide a customized education that ensures each Sunshine State student achieves or exceeds the academic expectations that define readiness for post-secondary education and the workplace" (p. 4). The mission is to be accomplished through the implementation of nine (9) Big Ideas:

- a. Engage students with interactive content.
- b. Create a technology-rich learning experience.
- c. Transform public schools for the digital age.
- d. Empower students to be life-long learners.
- e. Utilize virtual learning to customize education.
- f. Prepare students for the knowledge economy.
- g. Prepare teachers for success in the digital age.
- h. Update assessments for the 21st century.
- i. Harness data to achieve higher expectations.

Since the School's curriculum is technology-enriched, it is critical that safe, ethical and, appropriate use of all technology usage are promoted at the School. The School supports the safe, ethical, and legal use of technology resources. The School will provide for compliance with the acceptable use of technology through appropriate student supervision and filtering techniques and software. These techniques, in addition to blocking inappropriate materials, will automatically notify School staff of such attempts immediately. All School staff will be required to participate in the School's professional development modules on effective use of technology and demonstrate proficiency in delivering and supporting instruction using technology.

3. Project Based Learning and Authentic Learning

The founders of our School have a strong belief in hands-on, interdisciplinary learning methods and have experienced this first hand in public, private, and charter school environments. Many schools and teachers have also witnessed the benefits of hands-on learning through individual and group projects, and know the value of engaging, challenging projects and interdisciplinary activities that enrich classroom instruction and curriculum and assist in the development of critical thinking skills.

It is this experience and these beliefs that have lead to the development of a high school model that includes Project Based Learning (PBL). Although results are shown to vary with the quality of the project and the level of student engagement, PBL appears to be an equivalent or better model for producing gains in academic achievement. The Buck Institute states, "Evidence shows that PBL enhances the quality of learning and leads to higher-level cognitive development through students' engagement with complex, novel problems. It is also clear that PBL teaches students "...complex processes and procedures such as planning and communicating" (www.bie.org).

The Buck Institute notes that, "When schools are formed around small learning communities such as academies or houses, PBL is a natural tool for teaching and learning." The smaller size of our School (500 students), compared to the average size (1,763 students) of non-charter non-ESE high schools in the district, offers opportunities for teachers and students to work in smaller groups and to build supportive relationships. Some of our students will come to us needing additional support (academic, personal, social) and the ability to get to know each student helps address and resolve these issues to ensure student success.

Schools are under increasing pressure to raise standards, improve climate, and personalize education. PBL can contribute significantly to this process by encouraging teacher collaboration, motivating students to achieve, using the tools and language of project management and organizational change, and helping to incorporate school-wide learning outcomes into the curriculum. Our School believes that PBL fits well with efforts to create a high-performance school culture that values both rigor and relevance. Projects are also a great way to involve parents and community members in the educational process, a result that often leads to more support for the school. Even with lower performing students, PBL offers all students the opportunity to investigate authentic topics of interest to them, thus engaging them in the learning process in ways that traditional instruction does not.

A growing body of academic research supports the use of Project Based Learning (PBL) as a way to engage students, motivate students to learn, cut absenteeism, boost cooperative learning, and raise academic achievement. Research studies have demonstrated that PBL can:

- be more effective than traditional instruction in increasing academic achievement on annual state-administered assessment tests (Geier et al., 2008);
- be more effective than traditional instruction for teaching mathematics, science, and social science (Boaler, 1997; Mergendoller, 2007; Walker & Leary, 2008);
- be more effective than traditional instruction for long-term retention, skill development and satisfaction of students and teachers (Strobel & van Barneveld, 2008; Vega, 2012);
- be more effective than traditional instruction for preparing students to integrate and explain concepts (Capon & Kuhn, 2004);
- improve students' mastery of 21st-century skills (Hmelo, 1998);
- be especially effective with lower-achieving students (Lynch et al., 2005); and,
- provide an effective model for whole school reform (National Clearinghouse for Comprehensive School Reform, 2004).

In addition to research, convincing reports have come from teachers indicating that PBL is a rigorous, relevant, and engaging instructional model that supports authentic inquiry and autonomous learning for students. According to the Buck Institute, teachers report that PBL:

- Overcomes the dichotomy between knowledge and thinking, helping students to both "know" and "do."
- Supports students in learning and practicing skills in problem solving, communication, and self-management.
- Encourages the development of habits of mind associated with lifelong learning, civic responsibility, and personal or career success.
- Integrates curriculum areas, thematic instruction, and community issues.
- Assesses performance on content and skills using criteria similar to those in the work world, thus encouraging accountability, goal setting, and improved performance.
- Creates positive communication and collaborative relationships among diverse groups of students.

- Meets the needs of learners with varying skill levels and learning styles.
- Engages and motivates bored or indifferent students.

Authentic, real-world learning activities activate multiple pathways in the brain, and promote dendrite growth and maintenance (Kaufeldt, 2002). Authentic learning helps the students to create meaning through experience, and stimulates brain activity through complex interactions, contexts, and inquiry (Konecki & Schiller, 2003). A natural interconnectedness of content, concept, and context results from experiential learning, which tends to incorporate diverse learning styles and intelligences in a variety of settings. According to Caine and Caine (2001), “context provides indispensable input and stimulation for the grasp of any complex idea or skill...The context always teaches.” The advantage of experiential context in memory is that the learner experiences it on both conscious and unconscious levels of perception. Caine and Caine astutely observed that there is a difference between knowing content or information, which is important, and being able to apply it, which is essential.

According to Wolfe (2001), real-life problem solving, projects, and simulations are excellent types of authentic learning activities to help develop knowledge application skills. Each is useful in promoting active learning and long-term retention. Problem-solving activities that feature actual or realistic problems from the students’ school or community provide a meaningful framework for students to encode the application and importance of content. Projects act to enrich the learning environment and aid motivation and interest in content beyond abstract presentation. Simulations, or role-playing, help to activate physical and emotional learning pathways and enhance episodic memory input. Martin (1993) also found that these types of activities help to create a rich, stimulating environment that encourages active processing and aids synaptic growth in memory for better retention and recall.

The School has chosen curriculum materials, resources, and programs that have a strong research base and have been proven effective with students.

4. Collaboration and Team Teaching

The School plans to use Professional Learning Communities as a component of the overall educational model and design. We believe that the collaboration, creativity, and sense of community in this model is how people learn best and is very similar to how the students will learn with Project Based Learning.

A Professional Learning Community (PLC) can contribute to instructional improvement and school reform (Annenberg, n.d.; Little, 2003). PLCs can be most effective when their purpose is to enhance teacher effectiveness for the ultimate benefit of students (Stoll et al., 2006). By participating in PLCs, teachers may experience a variety of benefits that contribute to improved student achievement, including:

- Reduction of isolation
- Increased commitment to the mission and goals of the school
- Shared responsibility for student success
- Greater job satisfaction and higher morale

- Lower rates of absenteeism (Hord, 1997)

PLCs often are defined by the presence of certain characteristics (Stoll et al., 2006). Researchers have attempted to identify characteristics in PLCs that are operating smoothly, such as supportive and shared leadership, belief that the school is a learning community, shared vision, focus on student achievement, continuous inquiry and reflective dialogue, collaboration, and participants' perceptions about those characteristics (Hord & Rutherford, 1998; Huffman, 2000; Thompson et al., 2004).

Researchers also have considered characteristics in schools at different stages of PLC development as in the following examples:

- Three themes-proactive administrator and teacher leadership, purposeful decision making, and job-embedded professional development-distinguish more advanced PLCs from less developed ones (Huffman et al., 2001).
- A strong vision that is connected to student learning and continuous improvement is found in more developed PLCs (Bolam et al., 2005). Shared vision is evident in more established PLCs (Huffman, 2003).
- Shared leadership structures, including opportunities to build teacher leadership capacity, are more evident in schools that have more developed PLCs (Moller, 2006). However, it should be noted that structures for shared leadership are emerging in less developed PLCs.

Improvement in student performance is at the center of PLC work. Several studies have evaluated this relationship.

- Researchers (Hughes & Kritsonis, 2007) selected a sample of schools from a database of schools with staff who had attended PLC workshops and that were implementing PLCs. The mean length of time that sample schools (n=64) reported functioning as a PLC was 2.5 years. During a three-year period, 90.6 percent of these schools reported an increase in standardized math scores; 81.3 percent reported an increase in English/language arts scores between 5 points and 26 points.
- Case studies of three elementary schools showed that during a five-year period, students from minority and low-income families improved their scores on state achievement tests from less than 50 percent proficient to 75 percent proficient. Strahan (2003) conducted interviews to examine the role of a collaborative professional culture on instructional improvement and found that working collaboratively in PLCs was a foundational characteristic of these schools.
- Using multiple sources of data from a four-year evaluation of PLCs in an urban district, Supovitz (2002) found that an explicit focus on instructional improvement is necessary for PLCs to have a positive impact on improving teaching and learning. Without such focus, PLCs may have a positive effect on culture and teachers' feelings of well-being, but not necessarily on student achievement. Researchers found similar results in another large urban district (Supovitz & Christman, 2003).
- Louis and Marks (1998) found that when a school is organized into a professional community, the following occurs:

- Teachers set higher expectations for student achievement.
- Students can count on the help of their teachers and peers in achieving ambitious learning goals.
- The quality of classroom pedagogy is considerably higher.
- Achievement levels are significantly higher.

5. Social Support

The importance of social support for at-risk youth is very clear. Without support in schools beyond academics, young people are at greater risk for dropping out, substance abuse, and other risky behavior (McCarty, et al., 2012⁴). Lockhart (2011)⁵ reported that,

At-risk middle school African American male students typically spend less time in nurturing relationships and more time alone or with peers. This often results in their alienating others and suffering low self-esteem. For a large number of at-risk African American male youth, the road that transitions them from the middle school to the high school is often difficult and filled with many challenges.

He further reported that,

The positive effects of support from parents and teachers can enhance youth development (Bronstein, 2004). Doll, Zucker, and Brehm (2004) found that “school classrooms can become resilient communities that provide essential support and guidance so that vulnerable children can learn and be successful” (p. 2).

An investigation by Brewster and Bowen (2004)⁶ examined the effects of social support from teachers on the school engagement of middle and high school Latino students identified as being at risk of school failure. They reported that, “regression analyses indicated that social support from teachers is an important factor in affective and behavioral aspects of school engagement. Specifically, teachers exerted an important effect on school engagement, beyond the effect of parental support.”

Finn and Rock (1997) found that at-risk students are more likely to stay in school and to graduate if they attend school regularly and maintain low levels of behavioral problems in school. Teacher support may be more important for youth designated at risk of school failure than for other students. In general, youth who have more risk factors for negative outcomes may benefit more from protective factors, such as adult social support (Werner & Smith, 1992). More specifically, teacher support is especially important for students at academic risk (Muller,

⁴ McCarty, C.A., Rhew, I.C., Murowchick, E., McCauley, E., and VanderStoep, A. (2012). Emotional health predictors of substance use initiation during middle school. *Psychology of Addictive Behavior* 26(2), 351-357.

<http://psycnet.apa.org/index.cfm?fa=buy.optionToBuy&id=2011-22905-001>

⁵ Lockhart, A.E. (2011). The socialization crisis of at-risk middle school African American male students: The impact of a social support system. <http://udini.proquest.com/view/the-socialization-crisis-of-at-risk-pqid:2419849041>

<http://udini.proquest.com/view/the-socialization-crisis-of-at-risk-pqid:2419849041>

⁶ Brewster, A.B. and Bowen, G.L (2004). Teacher Support and the School Engagement of Latino Middle and High School Students at Risk of School Failure, *Child and Adolescent Social Work Journal* 21(1), 47-67, [http://www.uncsssp.org/publications/Brewster%20et%20al%20\(2004\)%20Teacher%20Support%20and%20School%20Engagement%20for%20At-Risk%20Latino%20Students%20CASWJ.pdf](http://www.uncsssp.org/publications/Brewster%20et%20al%20(2004)%20Teacher%20Support%20and%20School%20Engagement%20for%20At-Risk%20Latino%20Students%20CASWJ.pdf)

2001) and reduces the odds of dropping out (Croninger & Lee, 2001) (In Brewster and Bowen, 2004).

The research on dropout prevention and recovery is clear about the need for comprehensive and coordinated support services to students. Small, safe, and flexible school environments with an emphasis on academics alone will not be as successful as the same environment and academic emphasis in a school with supports that are designed to also address the social, emotional, and psychological well-being of the students. Several support structures appear to be key in leading students to school success:

- effective use of data (Ascher and Maguire, 2007; Balfanz, et al., 2009; Dynarski, et al., 2008; Shore and Shore, 2009);
- personal attention and a close relationships with an adult at school (Alliance, 2006; Ascher and Maguire, 2007; Balfanz, et al., 2009; Bridgeland, et al., 2010; Bridgeland, et al., 2006; Calkins, et al., 2007; Darling-Hammond and Friedlander, 2008; Dynarski, et al., 2008; Meeder, 2006; Princiotta and Reyna, 2009; Quint, 2008; Tyler and Lofstrom, 2009);
- family and community involvement (Alliance, 2006; Balfanz, et al., 2009; Bridgeland, et al., 2010; Bridgeland, et al., 2006; Calkins, et al., 2007; Darling-Hammond and Friedlander, 2008; Dynarski, et al., 2008; Gunn, Chorney, and Poulsen, 2009; Hammond, et al., 2007; Meeder, 2006; Princiotta and Reyna, 2009; Quint, 2008; Seltz, 2008; Tyler and Lofstrom, 2009); and
- skilled teachers and leaders who participate in regular and meaningful professional development (Alliance, 2006; Balfanz, et al., 2009; Calkins, et al., 2007; Darling-Hammond and Friedlander, 2008; Gunn, et al., 2009; Quint, 2008; Seltz, 2008).

D. Describe how the educational program aligns with the school's mission.

At-risk students have different needs, learn at different rates and have diverse learning styles which are not currently being addressed by traditional public schools and which cause many of these at-risk students to drop out of school in high school. In essence, the same thing the same way will simply not work for this population of students.

The mission of our School is to serve at-risk, over-age, low performing high school students by providing them an opportunity to obtain a quality education and prepare them for successful transition to college and/or career opportunities, thereby guiding them on a path to success.

The best way to accomplish this mission is to design an academic program specifically for these students. As such, the School will provide its students with a blended model of customized and self-paced, technology-enhanced instruction integrated with Project Based Learning emphasizing academics, skills development, and social support in an environment that is responsive to students' needs, thereby providing an educational experience that will lead to both high school and career success..

The research-based educational program is aligned with the School's mission as indicated below.

Mission Element	Educational Program Design
Serve at-risk, over-age, low performing high school students	<ul style="list-style-type: none"> • Foundational skills development • Individualized, self-paced, digital curriculum • Project Based Learning • Personal skills development • Social skills development
Opportunity to obtain a quality education	<ul style="list-style-type: none"> • Strong academic foundation • Curriculum alignment to the NGSSS • Research-based instructional content and strategies • Assessment driven instruction
Prepare for successful transition to college and/or career opportunities	<ul style="list-style-type: none"> • State-of-the-art technology as a tool to develop 21st century skills • All students take and pass Workplace Essentials • All students submit a minimum of 120 work, volunteer, or mentor hours before they graduate • Support from an Employability Specialist • Speakers from various colleges, technical schools, military and vocational prospects • Attainable plan in place as students graduate and transition to the community

E. Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State Common Core Standards, as required by section 1002.33, F.S.

The educational program will help all students master the Next Generation Sunshine State Standards including the Common Core State Standards (NGSSS) by providing rigorous instruction aligned with the state standards and supported by research-based curriculum. Our instructional methods will be respectful of how students learn best to ensure that the knowledge and skills required by the state standards are mastered and retained. By providing students with a unique school environment which emphasizes high academic achievement, blended learning (small group and individualized instruction), state of the art technology, and evidence-based instructional methods and supports, students will experience a high degree of success and will be able to meet their individual potentials.

Students will individually be held accountable to learning standards each year to ensure they are meeting the NGSSS. Often students who are “low-performing” are labeled as such due to their lack of interest in an academic area or their inability to see the relevance of what they are learning as it relates to their daily lives. The structure and application of the School’s curriculum will solve this issue for many of our students. Teachers will strive to make learning meaningful, practical, and relevant as students engage in group instruction and self-paced curriculum using technology.

Assessments will provide valuable data to determine which students need additional interventions, and staff will be available to provide small group and individual instruction when necessary for those students who are struggling with individual concepts or who have been determined to be at Level 1 or Level 2 on the FCAT 2.0 or common core assessments upon implementation, in Reading and/or Math, or EOC assessments. Students who qualify for Exceptional Student Education (ESE) services will also receive services from qualified staff members both through the inclusionary model and through pull-out instruction based on the services and identified needs on their IEPs.

If the school intends to replicate an existing school design:

F. Provide evidence that the existing design has been effective and successful in raising student achievement.

The effectiveness of an existing school design can be demonstrated by providing evidence of organizational viability and the success of the academic program, including compliance with legal requirements, as well as a direct relationship between program elements and student achievement.

The School is not a replication of an existing school design.

G. Describe the applicant’s capacity to replicate an existing school design.

The capacity to replicate can be demonstrated by providing credible and well-defined strategies for replication, including the financial and human resources necessary to replicate the design.

The School is not a replication of an existing school design.

Section 4: Curriculum Plan

A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State Common Core Standards.

The central focus of our educational program will be ensuring that students master the essential elements of the Next Generation Sunshine State Standards including the Common Core State Standards (NGSSS) (as defined by Senate Bill 1076). All lessons will be aligned to the NGSSS as required by sections 1002.33 and 1003.F.S. and will include direct instruction, practice and application activities, embedded assessment, and formal assessment. Lessons and activities will provide interactive learning using rich media resources available in print and technological modes.

Curriculum and program components for the School have been chosen and designed to ease students from a traditional school environment where they have typically been unsuccessful into a learning environment that includes explicit instruction and an individualized approach to learning through innovative, proven methods.

Best pedagogical practices for adolescent learners will be incorporated in reading, mathematics, science, and social studies instruction. The reading curriculum will include the use of flexible reading strategies, written response, and metacognitive modeling, allowing students to reflect on reading strategies and monitor their comprehension while they read literature, narrative, and expository texts. Mathematics will incorporate direct instruction, guided practice, structured review, and continuous assessment, with ample opportunities for problem-solving and real-world connections. Social studies courses will utilize inquiry, analysis, evaluation, and research as students link the past to the present. In science, students will use the scientific method, inquiry, research, and virtual laboratories to explore life, earth and physical sciences.

Ample opportunities will be provided for students to delve into cross-curricular topics through an integrated curriculum approach so that students recognize that subject areas do not stand in isolation from one another. PBL projects may be done in one content area or as an over-reaching project across content-areas.

1. Apex

Apex Learning will be the core curriculum at our School. Schools across the country are successfully using Apex Learning digital curriculum to meet the needs of students, from building foundational skills to creating opportunities for advanced coursework.

With Apex Learning digital curriculum, success is supported for all students:

- Multiple course pathways successfully engage students in rigorous coursework.
- Teachers effectively differentiate instruction and spend more time working one-on-one with students to address individual needs.

- Students move at their own pace, taking as much — or as little — time as they need to master the material.
- Multimedia instruction motivates and engages students, provides multiple representations of concepts, and addresses different learning styles.

Apex Learning uses technology as the basis for learning. For our students, technology holds the promise of encouraging students to attend school, altering their learning experiences, and sending them out into the adult world of work with a chance for success. Technology engages students, and they actually spend more time reading, writing, and computing, as well as reflecting constructively on their work and the work of others (Sandholtz, Ringstaff, and Dwyer, 1997). In addition, as demonstrated by dozens of studies conducted by the North Central Regional Education Laboratory, students learn better and faster with technology.⁷

This group of students is the most diverse group ever in American history, and they have grown up with technology and are fascinated by it. They can't understand a world without technology, including the traditional classroom, which they believe is increasingly irrelevant to their lives and futures.⁸ Apex Learning strives to bridge the gap between education and technology for these students.

The instructional design foundations of Apex Learning courses are based on sound pedagogical principles, which include:

- Create an anticipatory set for the student.
- Provide focused instruction using varied teaching strategies, such as guided-inquiry and/or direct instruction.
- Engage students in practice and application exercises in which students clarify and expand skill and concept mastery.
- Include spiraling and scaffolding throughout to increase content accessibility for all students
- Assess students formatively throughout instruction, providing immediate feedback for students and teachers.
- Offer remediation as needed.
- Provide summative assessment that includes both objective and extended response items.
- Present information in multiple formats (text, audio, images, video, interactive media, manipulative tools, graphs, charts, diagrams) to address individual learning styles and preferences.

All Apex courses are aligned to Florida's NGSSS, are used in numerous Florida schools, and have been mapped to specific approved Florida course codes. Apex Learning courses are already being used in school districts across Florida including, Bay, Broward,

⁷ Valdez, G, McNab, M., Foertsch, M., Anderson, M., Hawkes, M., and Raack, L. (2000). *Computer based technology and learning: Evolving uses and expectation*. Naperville, IL: North Central Regional Education Laboratory.

⁸ Nachazel, T. & Dzuiba, A. (Eds.) (2013). *The Condition of Education*, Washington, D.C.: National Center for Education Statistics

Escambia, Hillsborough, Orange, Palm Beach, Pinellas, Polk, and Volusia Counties. The School will use approved Florida course numbers on all students' records and transcripts.

a. Apex Course Options

Apex courses include “Foundations” courses, “Core” courses, “Honors” courses, and “Advanced Placement” courses across subjects enabling students to progress through levels based on their ability and development. Course descriptions of the Apex Learning

Foundations courses meet the needs of high school students who are not prepared for grade-level academic challenges. Foundations courses provide structured remediation in math, reading, and writing.

The Apex Learning general studies curriculum features three (3) course pathways to prepare all high school graduates for college and work: Literacy Advantage, Core, and Honors courses. The courses in these three (3) pathways share the same rigorous, standards-based content.

Literacy Advantage courses support academic success in standards-based high school courses for students who are below-level readers. Literacy Advantage courses assist students in mastering required math, science, English, and social studies content to earn credits toward graduation, while simultaneously developing reading skills through extensive literacy support. These courses provide strategies for reading success and a strong emphasis on new vocabulary.

To support reading comprehension, content spiraling and scaffolding are integrated throughout all courses to increase reading accessibility for all students. Information is presented in small “chunks.” Sentence and paragraph length are monitored to be in line with online reading habits and readability studies. In addition, graphics, prompts, and interactive activities are integrated throughout the courseware to enhance comprehension and allow students to monitor their own understanding.

Core courses meet the needs of a range of students as they endeavor to master rigorous content and earn credits toward graduation. While Core courses assume readiness for grade-level academic challenges, targeted scaffolding is also included for students who benefit from additional learning support.

Honors courses meet the needs of motivated students seeking to accelerate their learning and deepen conceptual understanding. With many opportunities to apply, extend, and synthesize knowledge, Honors courses are ideally suited to prepare students for the rigors of Advanced Placement courses.

Advanced Placement (AP) Courses meet higher-education expectations of college-level courses and prepare students to demonstrate achievement through success on the AP exams. Authorized by the College Board, Apex Learning AP Courses target highly motivated students who are reading at grade level or above and who have a track record of success in high school coursework.

b. Apex Assessments

Apex Learning incorporates diagnostic, formative, and summative assessment in all the online courses. Each unit provides a diagnostic, computer-graded assessment that generates individual student learning paths based on skills and concepts not demonstrated as mastered. Detailed reports provide teaching staff with this information at an individual and group level.

Formative assessment includes both graded and ungraded assessments that occur frequently throughout courses. Ungraded assessments include interactive exercises that provide immediate, non-threatening feedback to students regarding current levels of content mastery. Computer-graded quizzes as well as teacher-graded worksheets and assignments are also included to provide practice with open-ended questions and problem-solving skills.

Students demonstrate mastery of content through summative assessments on unit tests and semester exams. Summative assessment includes both objective items (multiple choice, fill in the blank, and true-false), as well as open-ended questions that require teacher grading. Examples of open-ended questions, which help prepare students for state mandated testing, include essays, mathematical proofs, and scientific equations.

2. Jamestown Reading Navigator

The School intends to use *Jamestown Reading Navigator* as the primary curriculum for Intensive Reading courses.

Jamestown Reading Navigator is a research-based, field-tested program developed specifically to raise reading competencies and test scores of struggling middle-school and high-school students. This highly innovative program is targeted at middle school and high school students reading at least two levels below grade level. The program is designed to be used by all teachers, regardless of their training.

Jamestown Reading Navigator[™] has a plethora of program components to support student achievement and success. Resources include options for:

- Online instruction
- Collaborative and group instruction
- Independent reading libraries
- Independent reading
- Professional development

- Instructional support

Aligned with the School's blended model of instruction, the core component of *Jamestown Reading Navigator*™ is online instruction. Students spend most of their time working online at their own pace and at their own reading level. Students receive direct, explicit instruction in reading comprehension skills, vocabulary development, and writing. The role of the teacher is to engage students in the discussion of the Guiding Questions and provide whole-group, small-group, and one-on-one instruction. The teacher monitors student progress using the Learner Management System.

2. Supplemental Curriculum

The School may use several supplemental resources in the core content areas.

a. Brain Pop

Brain POP contains animated, curricular content that engages students, supports educators, and bolsters achievement. Brain POP supports individual, small group, and whole-class learning. At school and in informal learning environments, characters help introduce new topics and illustrate complex concepts.

The Brain POP content is mapped to the Common Core, aligned to academic standards, and searchable with an online Standards Tool. Brain POP is easy to use, with no downloading, installation, or special hardware required.

An in-house team of educators, animators, and writers produce and continually improve Brain POP, incorporating valuable teacher and parent input. Brain POP also partners with an array of educational game creators and other education technology companies and organizations.

b. Khan Academy

The Khan Academy is a not-for-profit organization on a mission with the goal of changing education for the better by providing a free world-class education to anyone anywhere. All of the site's resources are available to anyone completely free of charge.

Students can make use of an extensive video library, interactive challenges, and assessments from any computer with access to the web. They can practice math skills within an adaptive assessment environment. Each problem is randomly generated, so students never run out of practice material. Every single problem can be broken down, step-by-step, with one click. If more help is needed, a related video is available.

Every time a student works on a problem or watches a video, the Khan Academy remembers what was learned and where the student's time was spent. These data are available to each user and their coaches. Immediate information is available about everything that a student has been learning and whether or not goals have been met.

Teachers and coaches can access all of their students' data through a summary of class performance as a whole or a report about a particular student's profile to figure out

exactly which topics are problematic. A class profile lets teachers glance at their dashboard and quickly figure out how to best spend their time teaching.

Khan Academy empowers teachers by giving them access to the data about their class and individual students. They will be able to know instantly if a student is struggling in multiplying fractions or if she hit a streak and is now far ahead of the class.

c. Discovery Streaming Videos

Discovery Educational Streaming is a comprehensive instructional resource covering all curriculum areas, including STEM curriculum and career development. The offerings include over 100,000 learning objectives tied directly to state and national standards, including Florida's Next Generation Sunshine State Standards and Common Core. Discovery Streaming includes an extensive collection of video content with supporting lessons and activities and includes interactive activities for students. In addition, teachers can assign specific lessons to individuals or small groups of students and can build their own assignments, quizzes and writing prompts within the Streaming on-line environment. Discovery Streaming is an excellent tool for differentiated instruction as it allows teachers to address multiple learning styles and includes tools such as closed-captioning and foreign language videos.

3. Core Courses

The following is an outline of the core courses which may be utilized at the School. Sample Course Descriptions can be found in Attachment B. All courses offered at the School will be aligned with the Course Code Directory (see tables below), and appropriate certifications will be handled through strong recruitment, utilization of part time teachers and Florida Virtual School as needed, and contracts with the district where special situations exists. All of the courses in the tables on the following pages will not be required in year one (1) since the School will only be serving students in grades 9 and 10 in the first year.

School Course	Florida Course Code	Florida Course Name	Credit Earned
Mathematics			
Math Foundations	1200400	Intensive Mathematics	1.00
Introductory Algebra	1200300	Basic Math Skills (waiver/elec or only)	1.00
Algebra I	1200310	Algebra 1	1.00
Algebra I Honors	1200320	Algebra 1 Honors	1.00
Algebra IA	1200370	Algebra 1-A	1.00
Algebra IB	1200380	Algebra 1-B	1.00
Algebra II	1200330	Algebra 2	1.00
Algebra II Honors	1200340	Algebra 2 Honors	1.00
Geometry	1206310	Geometry	1.00
Geometry Honors	1206320	Geometry Honors	1.00
Precalculus Honors	1202340	Pre-calculus Honors	1.00
Liberal Arts Math	1208300	Liberal Arts Mathematics	1.00
Mathematics of Personal Finance	1200500	Advanced Algebra with Financial Applications	1.00
Florida Math for College Readiness	1200700	Math Coll. Readiness	1.00
Probability and Statistics	1210300	Probability and Statistics w/ Applications Honors	0.50
Science			
Physical Science	2003310	Physical Science	1.00
Physical Science Honors	2003320	Physical Science Honors	1.00
Earth Science	2001310	Earth/Space Science	1.00
Biology	2000310	Biology 1	1.00
Biology Honors	2000320	Biology 1 Honors	1.00
Chemistry	2003340	Chemistry 1	1.00
Chemistry Honors	2003350	Chemistry 1 Honors	1.00
Physics	2003380	Physics 1	1.00
Physics Honors	2003390	Physics 1 Honors	1.00
Genetics	2000440	Genetics Honors	1.00
Anatomy and Physiology	2000350	Anatomy and Physiology	1.00
English Language Arts			
Writing and Grammar Essentials	1009315	Intensive Writing	0.50
Reading Essentials	1000410	Intensive Reading	0.50
English Foundations	1000410	Intensive Reading	up to 2.00
Reading Essentials	1000400	Intensive Language Arts	0.50
English Foundations	1000400	Intensive Language Arts	up to 2.00
Intro to English Literature and Composition	1001310	English 1	1.00
Intro to English Literature and Composition Honors	1001320	English 1 Honors	1.00
Critical Reading and Effective Writing	1001340	English 2	1.00
Critical Reading and Effective Writing Honors	1001350	English 2 Honors	1.00
American Literature	1001370	English 3	1.00
American Literature Honors	1001380	English 3 Honors	1.00
British and World Literature	1001400	English 4	1.00
British and World Literature Honors	1001410	English 4 Honors	1.00
Florida English IV College Prep	1001405	English 4: FL Coll Prep	1.00
Creative Writing	1009320	Creative Writing	1.00
Social Studies			
World History	2109310	World History	1.00
World History Honors	2109320	World History Honors	1.00
US History	2100310	American History	1.00
US History Honors	2100320	American History Honors	1.00
US Government and Politics	2106310	American Government	0.50
US Government and Politics Honors	2106320	American Government Honors	0.50
US and Global Economics	2102310	Economics	0.50
US and Global Economics Honors	2102320	Economics Honors	0.50
Geography and World Cultures	2103300	World Cultural Geography	0.50
Psychology	2107300	Psychology	0.50
Sociology	2108300	Sociology	0.50
Multicultural Studies	2104600	Multicultural Studies	0.50
World Languages			
Spanish I	0708340	Spanish 1	1.00
Spanish II	0708350	Spanish 2	1.00
French I	0701320	French 1	1.00
French II	0701330	French 2	1.00
Health/Physical Education			

Apex Learning Advanced Placement Courses

Apex Course	Florida Course Code	Florida Course Name	Credit Earned
AP English Language and Composition	1001420	Advanced Placement Language and Composition	1.00
AP English Literature and Composition	1001430	Advanced Placement English Literature and Composition	1.00
AP Calculus AB	1202310	Advanced Placement Calculus AB	1.00
AP Statistics	1210320	Advanced Placement Statistics	1.00
AP Biology	2000340	Advanced Placement Biology	1.00
AP Chemistry	2003370	Advanced Placement Chemistry	1.00
AP Physics B	2003420	Advanced Placement Physics B	1.00
AP Psychology	2107350	Advanced Placement Psychology	1.00
AP Macroeconomics	2102370	Advanced Placement Macroeconomics	1.00
AP Microeconomics	2102360	Advanced Placement Microeconomics	1.00
AP U.S. Government and Politics	2106420	Advanced Placement United States Government and Politics	1.00
AP U.S. History	2100330	Advanced Placement United States History	1.00
AP Spanish Language	0708400	Advanced Placement Spanish Language	1.00

B. Describe the research base and foundation materials that were used *or will be used* to develop the curriculum.

1. Apex Learning

Original Apex Learning courses are developed by an experienced educational team that includes curriculum experts, instructional designers, subject matter experts, assessment specialists, and teachers. The scope and sequence of each course is created based on national and state content standards.

Each course includes standards-based instructional content specifically developed for online delivery, with assessment opportunities integrated throughout, scaffolding to support learning for all students, and resources to support effective teaching.

Brandt (1998) draws on decades of research to describe conditions that promote learning. Apex Learning incorporates each of these conditions in the basic design of its digital curriculum:

- People learn what is personally meaningful to them.
- People learn when they accept challenging but achievable goals.
- Learning is developmental.
- Individuals learn differently.
- People construct new knowledge by building on their current knowledge.
- Much learning occurs through social interaction.
- People need feedback to learn.
- Successful learning involves the use of strategies that can be learned.
- Positive emotional climates strengthen learning.
- Learning is influenced by the total environment.

Proven teaching strategies have been adapted for the lab environments, and web developers, graphic artists, animators, and video editors present the content in an engaging, interactive manner supported by state of the art technology. The curriculum has been accredited, as part of the Apex Learning virtual school, by the Northwest Association of Accredited Schools since 1999.

Apex Learning uses technology as the basis for learning. For students, technology holds the promise of encouraging students to attend school, altering their learning experiences, and sending them on to high school, college, and out into the adult world of work in the 21st century with a chance for success.

Technology engages students, and they actually spend more time reading, writing, and computing, as well as reflecting constructively on their work and the work of others (Sandholtz, Ringstaff, and Dwyer, 1997). In addition, as demonstrated by dozens of studies conducted by the North Central Regional Education Laboratory, students learn better and faster with technology (Valdez, et al., 2000).

This group of students is the most diverse group ever in American history, and they have grown up with technology and are fascinated by it. They can't understand a world without technology, including the traditional classroom, which they believe is increasingly irrelevant to their lives and futures (National Center for Education Statistics, 2002). Apex Learning strives to bridge the gap between education and technology for these students.

When new Apex curriculum is developed, the design team reviews national content area standards and the Florida content standards. Comprehensive course scope and sequence development is based on the applicable standards. A sample of Apex Learning correlations to the NGSSS is included in Attachment C.

2. Jamestown

Jamestown Education programs are research-based and proven to produce results in reading achievement. For over thirty-five (35) years, Jamestown has provided materials that are appropriate for both the reading levels and the age levels of adolescent readers. The programs motivate students while improving their comprehension, vocabulary, fluency, and writing skills.

Jamestown Education authors and consultants are leaders and innovators in the field of adolescent literacy with expertise spanning a wide range of literacy topics. The author team includes specialists in Response to Intervention, the Gradual Release Model, Curriculum-Based Measurement, reading development, reading rate and fluency, writing, educational technology, and the development of high-interest texts at accessible readabilities. Jamestown programs are based on the latest research in adolescent literacy and decades of experience in publishing for adolescent and adult learners.

C. Describe the school's reading curriculum. Provide evidence that reading is a primary focus of the school and that there is a curriculum and set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy for students reading below grade level.

The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research.

The School intends to implement a reading curriculum that is consistent with effective teaching strategies that are grounded in scientifically based reading research as stated in §1002.33(6)(a)(4) and (7)(a)(2), F.S. The School will ensure that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students reading at grade level or higher and a separate curriculum and strategies for students who are reading below grade level.

1. Reading for Students at Grade Level or Higher

Students scoring at Level 3 and above on the FCAT or common core assessments will receive reading instruction. The instructional focus will be vocabulary and comprehension strategies aligned with the NGSSS that prepare the students for rigorous

college coursework. These students will receive their focused reading instruction within the content area classroom.

Teachers will be required to know and integrate the NGSSS for Language Arts in grades 9-12. Through the core content areas and electives, students will acquire the knowledge, skills, and abilities that will prepare them for college level reading. These include vocabulary development and the application of comprehension strategies.

Students will use multiple strategies to develop advanced vocabulary including, but not limited to:

- using new vocabulary that is introduced and taught directly
- listening to, reading, and discussing familiar and conceptually challenging text
- using context clues to determine meanings of unfamiliar words
- distinguishing denotative and connotative meanings of words
- identifying advanced word/phrase relationships and their meanings

Students will also use a variety of strategies to comprehend challenging text including, but not limited to:

- using background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
- analyzing the author's purpose and/or perspective in a variety of text and understanding how they affect meaning
- determining the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant detail
- identifying cause-and-effect relationships in text
- analyzing and evaluating similar themes or topics by different authors across a variety of fiction and nonfiction selections

Teachers will model active reading comprehension strategies for the students. While they read, students will connect new knowledge with prior knowledge and verify predictions. After students have finished reading, they will learn to summarize and organize what they have learned. The School's teachers will receive professional development in scientifically-based reading research through participation in the School District's reading endorsement classes as well as other trainings offered to all public school teachers.

The School will employ at least one certified reading teacher and seek to hire additional teachers with a reading endorsement, Content Area Reading Professional Development (CAR-PD), or Next Generation Content Area Professional Development Reading (NGCAR-PD) endorsement. All teachers at the School will be trained so they understand instructional assessments and each of the major reading components.

2. Reading for Students Below Grade Level

In compliance with Florida law (Rule 6A-6.054, Florida Administrative Code) students

who score at Level 1 or Level 2 on FCAT Reading and have intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis before and after school with teacher support, or for students two (2) or more years below grade level a double block of reading to accelerate foundational reading skills. Students who score at Level 1 on FCAT Reading are required to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course.

The teacher must have the Reading Endorsement or Certification in Reading (Grades K-12). In addition, these students must be served by teachers with evidence of success. Classroom infrastructure (class size, materials, etc.) must be adequate to implement the intervention course. This intervention course should include on a daily basis:

- Whole group explicit instruction;
- Small group differentiated instruction;
- Independent reading practice, utilizing classroom library materials, monitored by the teacher;
- Integration of NGSSS benchmarks specific to the subject area if blocked with the intensive reading course (biology, world history, etc.);
- A focus on informational text at a ratio matching FCAT; and
- Opportunities for accelerated achievement in order to facilitate efficient reading and deeper understanding of grade level texts.

Students who scored Level 2 on FCAT who do not need instruction in decoding and text reading efficiency may be served in content area classes through a content area reading intervention. Teachers of these classes must complete the one hundred fifty (150) hour Content Area Reading Professional Development (CAR-PD) package, have the Reading Endorsement or Certification in Reading (Grades K-12), or complete the Next Generation Content Area Reading Professional Development (NGCAR-PD); and have evidence of success. Classroom infrastructure (class size, materials, etc.) must be adequate to implement the content area reading intervention course.

Schools must progress monitor students scoring at Level 1 and 2 on FCAT Reading a minimum of three (3) times per year. This includes a baseline, midyear, and an end of the year assessment. End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

Time will be allotted for focused, explicit instruction for students with more intensive needs in reading. Instruction will be targeted to students' specific areas of need as identified through both formal and informal assessment results. A system of continuous improvement and response to intervention will be used that allows teachers to

- Identify the student's specific area(s) of need
- Provide explicit instruction followed by guided and independent practice with clear, corrective feedback
- Assess to determine mastery
- Reteach as needed

Specific strategies for use with students reading below grade level may include, but are not limited to: think alouds, explicit modeling, clearly stated lesson goals and objectives, advance organizers, guided reading, timed reading for fluency checks, and choral reading. Additional reading strategies may include Cloze Reading, Silent Reading with a Clear Task, Echo Reading/ Alternate Reading, and Partner Reading.

a. Apex Learning Reading Courses

Students scoring at Level 1 and 2 on the Reading portion of the FCAT 2.0 will receive instruction through completion of *English Foundations I* and *II* from Apex Learning, combined with individual and small group tutoring with a highly-qualified teacher.

English Foundations I provides instruction in basic reading and writing skills, vocabulary, and building effective study skills. The student learns what a successful reader does to attack words and sentences and make meaning from them. The student learns step-by-step processes for building effective paragraphs and learns how to use academic tools such as reference books and outlines. To provide additional support, the course uses text features and visual clues to draw students' attention to important information. The use of text features is also designed to help students internalize strategies for comprehending informational text. At the end of the course, the student should be poised for continued success in the academic world. The content is based on extensive national and state standards research and consultation with reading specialists and classroom teachers. It aligns to state standards for reading and writing and to NCTE/IRA reading and writing standards.

English Foundations II is designed around the recommendations of the National Reading Panel and was developed to “bridge” students struggling with reading comprehension and skills to high school curriculum. This course includes instruction in reading comprehension, vocabulary building, study skills, and media literacy. The reading comprehension strand focuses on introducing the student to the varied purposes of reading (e.g., for entertainment, for information in content areas, to complete a task, or to analyze). In the vocabulary strand, the student learns specific strategies for understanding and remembering new vocabulary. In the study skills strand, the student learns effective study and test-taking strategies. In the media literacy strand, the student learns to recognize and evaluate persuasive techniques, purposes, design choices, and effects of media.

Level 1 and 2 students may also be enrolled in Apex Learning’s Literacy Advantage Courses for their core courses. This will expose them to a vocabulary rich and strategy rich content as they learn the core course. Literacy Advantage courses assist students in mastering required math, science, English, and social studies content to earn credits toward graduation, while simultaneously developing reading skills through extensive literacy support. These courses provide strategies for reading success and a strong emphasis on new vocabulary.

To support reading comprehension, content spiraling and scaffolding are integrated throughout all courses to increase reading accessibility for all students. Information is presented in small “chunks.” Sentence and paragraph length are monitored to be in line with online reading habits and readability studies. In addition, graphics, prompts, and interactive activities are integrated throughout the courseware to enhance comprehension and allow students to monitor their own understanding.

b. Jamestown Reading Navigator

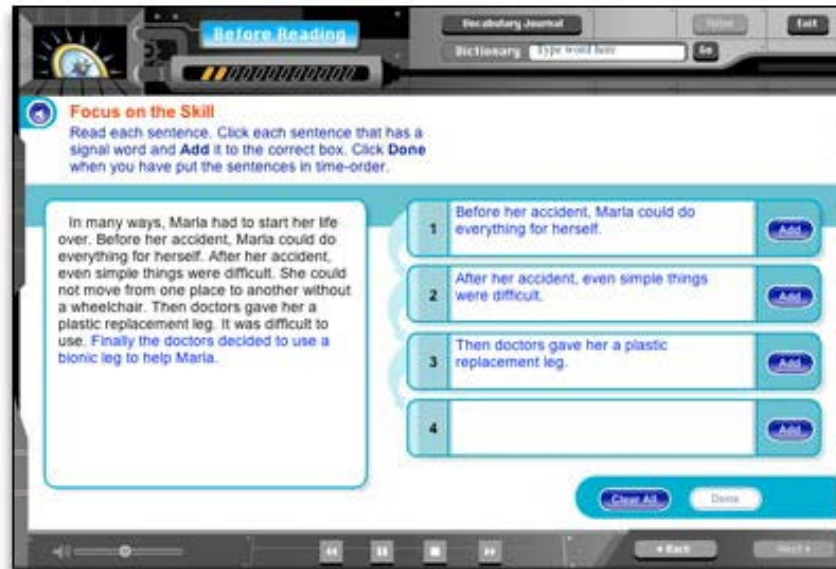
The School intends to use *Jamestown Reading Navigator* as the primary curriculum in Intensive Reading. Each Intensive Reading course will use the following supplementary materials:

- Classroom Libraries
- Various Leveled Guided Reading Texts

Jamestown Reading Navigator is an online and print-based program built upon the latest research in adolescent literacy, *Reading Next*, and pulls from over thirty-five (35) years of experience in reaching adolescent readers. The online component of *Jamestown Reading Navigator* improves students’ comprehension by utilizing direct, explicit instruction and modeling of good reading practices. Students practice and apply these reading strategies and skills by reading highly engaging content, viewing interactive multimedia, and writing in response to reading. The print-based readings from the *inTime* magazines and the *inClass* Reader anthologies give students an opportunity to extend their learning beyond the computer and encourage collaborative or independent learning.

Students spend the majority of their time in *Jamestown Reading Navigator* working in a motivating, online environment that allows each student to work at his or her own pace and reading level. Reading levels range from grades 1–10, allowing for differentiated instruction. Students at higher reading levels receive direct, explicit instruction, modeling, and practice in comprehension skills, vocabulary development, writing, and fluency. Those at the lowest level receive the support they need with phonics, word families, and sight words instruction.

Additionally, *Jamestown Reading Navigator* allows for the differentiated instruction necessary to meet the needs of individual students and incorporates the criteria for Response to Intervention (RtI).



Sample from student screen in Jamestown Reading Navigator

Teachers can monitor student progress utilizing the online Learner Management System where scores from formative and summative assessments are recorded. The program also includes many teacher support materials, including professional development, lesson plans, instructional recommendations, and reteaching skills support.

Student Name	Trek	Quest	Journey	Pretest	Skills Score (%)	Vocabulary Score (%)	Review-Skill Score (%)	Total Comprehension Score (%)
Delmonte, Mariam	2	2	6	60%	3/4	75%	4/4	100%
Hayes, Paul	2	4	13	—%	2/4	50%	3/4	75%
Rao, Anna	2	2	7	—%	4/4	100%	3/4	75%
Tao, Chin	1	3	22	—%	—/—	—%	—/—	—%
Waters, Robert	3	5	17	40%	3/4	75%	4/4	100%

Sample from teacher management system in Jamestown Reading Navigator

Research on the effects of *Jamestown Reading Navigator* on the reading abilities of middle and high school students continues to be conducted across the United States with

excellent results. At Miami Southridge Senior High School, in Miami, Florida, *Jamestown Reading Navigator* was used to support grade 10 students' reading achievement and to help them score proficiently on the FCAT. In preparation for the FCAT, the school held a semester-long FCAT Recovery class that used *Jamestown Reading Navigator* as its curriculum. The program was used in an intensive reading class inside an inclusion model with special education and regular education students who had previously scored on Level One or Level Two on the reading section of the FCAT. The Gates-MacGinitie Reading Test was used to measure achievement growth. Students began the semester significantly below grade level; the Gates-MacGinitie pre-test showed the average reading level to be 4.8. After five to six months of intensive intervention using *Jamestown Reading Navigator*, all students showed growth in reading improvement, with an average growth of three (3) years.

Additionally, the National Dropout Prevention Center (NDPC) at Clemson University is conducting an ongoing evaluation of *Jamestown Reading Navigator* on student performance in reading. Data were analyzed from the *Group Reading Assessment and Diagnostic Evaluation* (GRADE), a norm-referenced diagnostic assessment, and the Iowa Tests of Educational Development (ITED) for three groups of high school students enrolled in 9-week courses for 90 minutes a day, 5 days a week.

Findings revealed that treatment subjects who received instruction using *Jamestown Reading Navigator* (JRN) demonstrated statistically significant improvement in reading skills ($p=0.023$), including passage and sentence comprehension and vocabulary. After seven (7) weeks of instruction using JRN, treatment subjects averaged a half grade level of reading growth. Control subjects did not demonstrate improvement in their reading skills ($p=0.750$). In fact, these students' reading comprehension and total reading grade equivalents declined.

An extensive study, *How Jamestown Reading Navigator Supports Research-Based Instruction for Struggling Adolescent Readers*, has been conducted, which includes further details regarding the foundational research for the program. (See Attachment D for Executive Summary of this study.)

D. Explain how students who enter the school below grade level will be engaged in and benefit from the curriculum.

The School intends to utilize Discovery Educational Assessments (DEA) to measure and demonstrate academic growth and achievement for all students in Reading, Language Arts, Mathematics, and Science. Each student will take an initial assessment upon entry into the program to gauge current performance levels and identify academic strengths and weaknesses. Program placement, including remediation of any skills gaps, will be based on: objective educational data from DEA, as well as other measures, such as previous FCAT scores and EOCs, other standardized assessment scores, and previous educational placement and progress.

Students who need remediation of core skills necessary for academic success in the rigorous School program will complete remedial coursework in reading, writing, and mathematics to develop the skills needed for accessing grade level curriculum. All students will receive individualized mentoring and tutoring as they move through the required core and elective courses.

1. Reading

Students who score below Level 3 on the Reading portion of the FCAT or who are identified as reading below grade level and/or are disfluent will participate in an Intensive Reading Program that will adhere to the specifications set forth by, and take full advantage of the resources available from, the State of Florida's Just Read, Florida! initiative. This program's specifications will be a framework for developing a highly effective reading program for the School. They are as follows:

- Professional Development for All Staff
 - Comprehensive Initial Professional Development
 - Frequent and Continuous Professional Development
 - Professional Development to Impact Change
 - Professional Development Lead by School-site Expertise
- Reading as a School-wide Priority
- In-service and Evaluation Processes Focus on Reading
- Resource Focus on Reading Achievement
- Comprehensive Instructional Materials
- Materials Aligned with Student Reading Levels
- Wide Assortment of Diverse Text
- Student Learning in Essential Reading Components
- Efficient Use of Instructional Time
- Differentiated Instruction
- Flexible Use of Text
- Systematic Set of Assessment Practices
- Appropriate Use of Technology

Students scoring at Level 2 on the Reading portion of the FCAT, but who score at the fluent level on the state FAIR assessments may receive instruction through a content intervention course, in which teachers will infuse reading strategies and skills into the assigned content area. Particular attention will be given to these students in terms of small group and individual instruction, assistance and tutoring.

As described above, students scoring at Level 1 and 2 on the Reading portion of the FCAT 2.0 will receive instruction through completion of *English Foundations I* and *II* from Apex Learning, combined with individual and small group tutoring with a highly-qualified teacher.

English Foundations I provides instruction in basic reading and writing skills, vocabulary, and building effective study skills. *English Foundations II* is designed around the recommendations of the National Reading Panel and was developed to “bridge” students struggling with reading comprehension and skills to high school

curriculum. Level 1 and 2 students may also be enrolled in Apex Learning's Literacy Advantage Courses for their core courses. These courses provide strategies for reading success and a strong emphasis on new vocabulary.

Instructional strategies will include the use of direct instruction, guided reading instruction, independent reading practice, instruction and practice on vocabulary and comprehension skills, and the use of listening and technology stations to reinforce and practice good reading techniques. Strengthening these skills will result in a wide range of improved critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax, grammar—all of which are necessary skills for becoming an effective reader at the secondary level.

Students who are not ready for college level reading, as evidenced by Postsecondary Education Readiness Test (PERT) scores, will also have the option of taking the Florida College Readiness English 4 course, which prepares the student for the college level courses. This course may be taken in lieu of British Literature.

2. Core Content Areas

Students entering the school needing to recover units previously attempted and failed in the core content areas in order to earn the units required by state statute to graduate will be afforded the opportunity to recover units at the School through the use of foundational skills development courses from Apex Learning, or similar program. These courses build and remediate basic skills and content knowledge in preparation for successful graduation or the FCAT 2.0 and EOCs. Students will receive targeted content instruction aligned to the NGSSS and complete formative and summative assessments which guide learning and measure progress. The courses include scaffolding and literacy support and are accessible to students reading below grade level.

Students entering the School needing remediation in math skills as evidenced by DEA results will be afforded the opportunity to build skills through the use of *Foundations* courses from Apex Learning. Material from two (2) courses will be used for remediation and provided through Intensive Math class or tutoring sessions during the day and/or after school.

These courses, Mathematics Foundations I and II, build and remediate basic skills and content knowledge in preparation for demonstrating mastery on EOC tests, earning course credits, and successful high school graduation. Foundations courses develop skills and strategies in math with the goal of raising achievement to a high school level. Courses feature structured remediation designed to accelerate mastery of required skills. Foundations courses have been designed to be age-appropriate with respect to content, illustrations, and examples for students ages thirteen (13) and older. Each semester course offers extensive interactive direct instruction, guided practice, and integrated formative, summative, and diagnostic assessment.

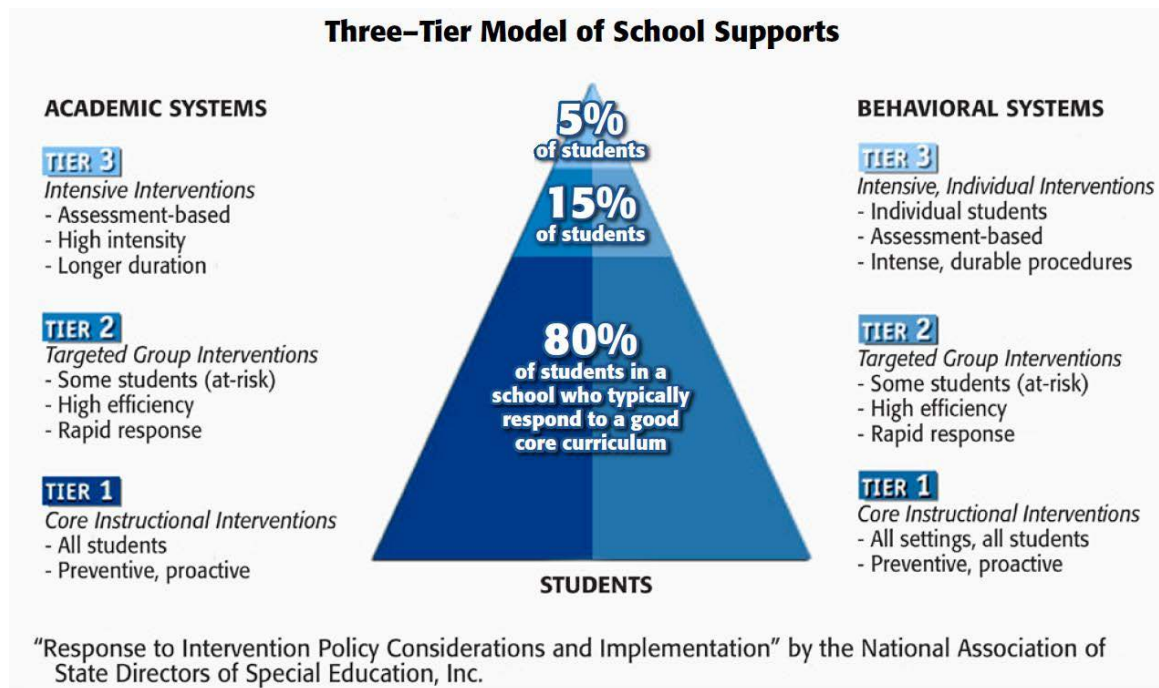
3. Professional Development

Teachers at the School will be trained so they understand instructional assessments and each of the major reading components. Staff training and ongoing professional development will be incorporated into the program, and an extensive array of staff development opportunities will be provided to school administrators to build an effective, ongoing professional development program. Additionally, the curriculum offerings will provide a wide range of instructional materials, efficient use of instructional time, differentiated instruction, and appropriate use of technology.

4. Response to Intervention

For students demonstrating achievement below grade level, the School will implement a Multi-tiered System of Supports (MTSS) model that includes Response to Intervention (RtI). According to the RtI Action Network, "Response to Intervention (RtI) is a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both."

The MTSS/RtI model is a three-tiered approach to interventions in the areas of academics and behavior. According to "the National Association of State Directors of Special Education, Inc., the academic and behavioral tiers are as shown in the exhibit below:



MTSS/RtI will be implemented based on the recommendations and technical assistance information provided by the Florida Department of Education. RtI is a "systematic method for evaluating the needs of all students and for fostering positive student

outcomes through carefully selected and implemented interventions.”⁹ The model uses three tiers of interventions that become increasingly more focused, intense, and individualized.

Tier 1 will focus on strong core programs using research-based curricula. The School will have systems in place to regularly review and analyze data on student progress at the school, grade, classroom, and individual levels. Adjustments will be made through whole and small-group differentiation of instruction based on analysis of student data and identified areas of need for additional opportunities for learning. Data analysis will reveal those students who continue to demonstrate achievement that is not at a commensurate pace as their peers. Differentiation will allow these students to become proficient by allowing them to learn the materials in ways that suit their unique needs. This could include small groups, modifying materials, additional practice, and changes to materials or scope of task all while in the general classroom.

Tier 2 will focus on students who need additional academic support beyond what is provided through differentiation in the general classroom for all students. Additional screenings may be provided to these students to pinpoint specific areas of strength and need. Interventions will be provided in a small group setting with more frequent progress monitoring than is used in the general classroom. Increased time for instruction in the target area will be provided.

Tier 3 will focus on students who require intensive, focused, small group or individual interventions of longer duration than that which is provided in Tier 2. Tier 3 interventions will include targeted content and specialized instruction with extraordinary time and focus. Individual assessments will be conducted to provide frequent monitoring of student progress.

Throughout the MTSS/RtI process, student progress will be assessed, analyzed, and reviewed by the MTSS/RtI School Based Leadership Team. This team will include the student’s teacher, an administrator or designee, an ESE teacher, and other student services personnel as appropriate. The team will be responsible for tracking school-wide academic growth; documenting student need, interventions, and results; making decisions about the effectiveness of instruction; making recommendations for adjustments to instruction and/or interventions; and initiating referrals for evaluation for exceptional student education instruction and/or related services.

E. Describe proposed curriculum areas to be included other than the core academic areas.

The School will offer a variety of electives courses that may include, but are not limited to world languages, health/PE, visual and performing arts, speech and debate, practical arts, and technology. Sample course offerings are included in the course list above in the

⁹ Florida Department of Education. (2006). The response to intervention (RtI) model. Technical Assistance Paper FY2006-8: 12740, Tallahassee, Florida: Florida Department of Education.

response to question 4.A.3. The School may add or delete courses in response to student interest and demand.

In addition, our School will have a strong vocational component embedded into the curriculum and courses. All students will take and pass Workplace Essentials, and submit a minimum of 120 work, volunteer, or mentor hours before they graduate.

The Workplace Essentials Course offers coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Diversified Education career cluster. It includes competency-based applied learning that contributes to academic knowledge, higher-order reasoning, problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of the Diversified Education career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

Work Experience covers the vocational aspect of the curriculum. It is designed to enhance and prepare students for the world of work. Each student will be equipped with the essential tools to successfully gain and maintain employment. Students will gain knowledge on topics such as interviewing, resume writing, and job seeking through real world experiences. Students can earn this credit through actual employment, volunteering time at a non-profit, and or time being mentored in a specific profession. It will be the expectation that all students submit a minimum of 120 work, volunteer, or mentor hours before they graduate. Sixty (60) hours will equal .5 credit in the course entitled Work Experience. Students will be able to earn up to a maximum of four (4) credits that will count towards elective credit.

Students will be supported in these requirements by an Employability Specialist. The Employability Specialist's primary responsibilities will be to help students gain, maintain, or improve their employment status. The Employability Specialist will be held accountable for success in these areas. Evaluation will involve effectiveness of instruction in employment-related courses, and evaluation of each student's skills and abilities as it relates to meaningful employment, internship, or volunteer opportunities. In order to serve a diverse student body, it is anticipated that the Employability Specialist will develop relationships with local employers, community agencies, and charitable non-profit agencies.

Students will also be encouraged to take the Personal and Family Finance course. The purpose of this course is to give students an overview of personal and family finance concepts including the American economic system; personal and family management of resources including income, money management, saving, and investing; spending and credit; the role of financial institutions and the consumer; consumer information; and taxation and financial planning. This content includes, but is not limited to, consumer rights and responsibilities, record-keeping, decision making and consumer choices,

resource management, credit, taxation, wills, savings plans, investments, money management resources, insurance, and contracts.

F. Describe how the effectiveness of the curriculum will be evaluated.

The effectiveness of the curriculum will be evaluated on an annual basis. Evaluation will include analysis of student achievement, based on:

- Credits earned (i.e. courses passed) with mastery rate of 80% or higher
- Credits earned in AP and Honors courses with mastery of 80% or higher
- Promotion rate
- Growth in FCAT 2.0 or common core assessments
- EOC scores
- Postsecondary Education Readiness Test (PERT) results
- Student Grades
- Assessment of ongoing student progress as measured through data collected in the Student Performance System (SPS)
- Comparison growth of scores on entry and exit level achievement tests, such as the Discovery Educational Assessments, etc.

The results of student performance will be reviewed and analyzed, at a minimum, three (3) times annually, or more often if needed. Student performance results will be disaggregated to illuminate the performance of the School, content areas, classrooms, sub-groups (i.e. students by demographic group, students with disabilities, etc.), and individuals. If it appears that our School is not on track to meet the academic goals identified below, further analysis will be conducted to determine if the results can be improved with changes to instructional strategies, the curriculum, or other variable. The School will stay apprised of new curriculum and assessment resources to ensure that the best match is made between student needs and the School's resources.

Additional evaluation of curriculum will be comprised of staff, student, and parent reviews of curriculum, including formal and informal surveys and interviews.

Section 5: Student Performance, Assessment and Evaluation.

- A. State the school's educational goals and objectives for improving student achievement. Indicate how much academic improvement students are expected to show each year, how student progress and performance will be evaluated, and the specific results to be attained.**

The following are the School's educational goals and objectives for improving student achievement.

Performance Area	Annual Improvement	Evaluation Measure	Specific Results to be Attained
Learning Gains/ Academic Progress	Eighty percent (80%) of students will show an annual average increase of at least 0.9 in their grade level equivalency (GLE) scores in reading and math.	FCAT 2.0 or common core assessments Discovery Education Assessments (DEA)	Students will make at least a year's worth of progress in reading and math in a year's worth of time.
Learning Gains/ Academic Progress of Students in the Lowest Quartile	Fifty percent (50%) of students in the lowest quartile will show an annual average increase of at least 0.9 in their grade level equivalency (GLE) scores in reading and math.	FCAT 2.0 or common core assessments Discovery Education Assessments (DEA)	Students in the lowest quartile will make at least a year's worth of progress in reading and math in a year's worth of time.
Reading Achievement	The percent of students proficient in reading will improve by five percent (5%) annually.	FCAT 2.0 or common core assessments DEA	The School will meet the district and the state averages of comparable at-risk students proficient in Reading.
Math Achievement	The percent of students proficient in math will improve by five percent (5%) annually.	Algebra and Geometry End of Course assessments (EOCs) DEA	The School will meet the district and state averages of comparable at-risk students proficient in Math.

Performance Area	Annual Improvement	Evaluation Measure	Specific Results to be Attained
Writing Achievement	The percent of students proficient in writing will improve by five percent (5%) annually.	FCAT Writing 2.0	The School will meet district and state averages of comparable at-risk students proficient in Writing.
Science Achievement	The percent of students proficient in science will improve by five percent (5%) annually.	Biology End of Course Assessment (EOC) DEA	The School will meet district and state averages of comparable at-risk students proficient in Science.
Graduation Rate	The rate of on-time graduates will improve by five percent (5%) annually	State Reported Graduation Rate	Students will meet state graduation requirements, including earning all required credits, achieving a 2.0 G.P.A., and passing required standardized tests.

B. Describe the school's student placement procedures and promotion standards.

Placement and promotion shall be in alignment with the district's student progression plan for students in a "performance-based" educational setting.

The number of credits required to progress from one grade to another in high school follows:

1. To be in grade nine, a student must be promoted from grade eight.
2. To be in grade ten, a student must have earned a minimum of five credits. To be promoted mid-year to grade 10, the student must have earned a minimum of 7.5 credits.
3. To be in grade 11, a student must have earned a minimum of 11 credits. To be promoted mid-year to grade 11, a student must have earned a minimum of 13.5 credits.
4. To be in grade 12, a student must have earned a minimum of 17 credits. To be promoted to grade 12 mid-year, a student who is working toward the 24-credit diploma option must have earned a minimum of 20.5 credits.
5. Students enrolled in and attending the Alternative Secondary Schools (Dave Thomas, Drew Family Resource, Hallandale Adult, Seagull and Whiddon Rogers) participate

in a “performance based” educational setting. Students demonstrate credit completion at the point they finish the course requirements. Therefore, promotion occurs on the date the student meets the promotion criteria as prescribed by School Board policy.

6. Students who must travel to other vocational centers or programs pursuant to the provisions of School Board Policy will be allowed a period to do so.

The School will seek to obtain accreditation from the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) within the first two (2) years in accordance with the SACS CASI standards and guidelines for eligibility.

C. If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.

At enrollment, a staff member will generate a graduation summary for each student that will outline completed courses, courses needing credit recovery, and courses still to be started. The student’s grade point average (GPA) as well as FCAT/EOC and other state assessment status will also be indicated on this summary. This will be updated as credits are completed so the student and staff have an accurate analysis to easily determine if the student is on track towards graduation.

At the end of each semester and the end of each school year, beginning in a student’s freshman year, an administrator will review the student’s transcript and monitor for appropriate progress toward graduation requirements. In addition, beginning in a student’s junior year, the student’s transcript will be monitored by a school administrator to provide multiple checks and assurances that a student is on-track for on-time graduation. At any point in the transcript review process, if a student is found to be deficient in credits or other graduation requirements, the student will be assigned to credit recovery and/or remediation as needed.

To determine final eligibility for graduation, the School will verify that the student has completed and met all state requirements for the year the student entered grade nine (9). High School students who successfully completed all the graduation requirements will be allowed to receive their diploma and participate in the School’s graduation ceremony.

Graduation requirements in Florida have changed with 2013 legislation. The graduation requirements available from the Florida Department of Education at the time of this application are included in Attachment E.

D. Describe how baseline achievement data will be established, collected, and used. Describe the methods used to identify the educational strengths and needs of students and how these baseline rates will be compared to the academic progress of the same students attending the charter school.

1. Establishing and Collecting Data

Baseline data will be important for identifying the strengths and needs of our students early in the school year and monitoring their progress over time. To obtain a baseline for student achievement the school will collect the following data:

- Previous school year grades
- Previous scores on FCAT 2.0 or common core assessments where applicable
- Previous scores on FAIR, where applicable
- Pre Test information from a nationally recognized norm referenced instrument, such as Discovery Educational Assessment (DEA)

The data will be used to establish a baseline from which to measure student learning gains, develop remediation plans, and develop individual progression plans. This will begin with a review of all incoming students' previous school year grades and state assessment results, including, but not limited to, FCAT 2.0 or other state assessments, EOC results, etc. Teachers will utilize the data to assist in the development of lesson plans, creation of individual learning plans, and staff development.

a. Florida Comprehensive Assessment Test (FCAT)

Previous year's FCAT or common core assessment data, including EOC results, will be reviewed as a baseline is established for each student. Teachers will conduct a detailed review of each student's "equivalent score" in reading and math, along with their achievement in the specific content areas tested within reading and math. Performance in the specific content areas can help teachers begin to identify broad areas of strength and need. Comparing individual achievement in the content areas to the total possible points and the state mean, will help identify students who begin the year below grade level, on grade level, or above grade level.

b. Discovery Educational Assessments (DEA)

The School intends to utilize Discovery Educational Assessments (DEA) to measure and demonstrate academic growth and achievement for all students in Reading, Language Arts, Mathematics, and Science. Each student will take an initial assessment upon entry into the program to gauge current performance levels and identify academic strengths and weaknesses. Program placement, including remediation of any skills gaps, will be based on: objective educational data from DEA, as well as other measures, such as previous FCAT scores, other standardized assessment scores, and previous educational placement and progress.

Students will be assessed up to two (2) more times with DEA during the year for formative measures of progress and at the end of each school year for summative data. The School believes that data driven decisions are essential for making decisions regarding individual student educational needs and guiding each student toward the path to graduation.

The DEA assessments are state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time. The School

believes that assessment should provide students with a chance for success, students should find assessment engaging, assessment should respect regular course time, and assessments should provide useful information.

DEA assessments provide accurate results that can be used to

- Predict proficiency for Reading, Language Arts, Math and Science, and Social Studies
- Screen students to identify risk for academic failure
- Measure academic growth within and across years
- Monitor progress on state standards and Common Core standards
- Analyze student performance using reports that show proficiency, state and national percentiles, percent correct, item difficulty, and content mastery

2. Using Baseline Data

The data collected from the administration and review of the baseline assessments will allow teachers to identify the strengths and needs of their students early in the year. Teachers will use this information to identify content, knowledge, and skills for whole class instruction; to identify individuals and groups of students who may need direct, targeted instruction; and to identify specific skills that students need to practice and reinforce as well as skills that will stretch students' abilities and help accelerate progress.

3. Comparing Academic Progress

Students will be assessed up to three (3) times with DEA during the year for formative measures of progress and at the end of each school year for summative data. The FCAT 2.0 will be administered in the spring according to the state administration schedule. The results of each of these assessments will allow teachers and administrators to compare the baseline rates to the academic progress of these students attending our School.

E. Identify the *types and frequency* of assessments that the school will use to measure and monitor student performance.

Effective student assessment and data-driven decision making will be core components of the School's operations. Assessment is the means by which we can measure and ensure student growth. Within the educational climate that exists today, much focus is placed on statewide formal assessments. All students will participate in the FCAT 2.0 and applicable EOCs. Considering the needs of our over-age and under-credited target population, ensuring that each student has the skills required to pass the required state assessments and earn a High School diploma will be a central component of instruction. We also intend to use a variety of assessments, such as Discovery Educational Assessments (DEA) and curriculum based measures, to inform instruction and evaluate our performance.

The School intends to use a range of assessments to measure and monitor student performance. These assessments will include but may not be limited to:

- Formative Assessments

- Pre and Post Test scores on a nationally recognized norm referenced instrument, such as DEA
- Teacher developed assessments
- Publisher provided assessments
- On-line assessments
- Software based Assessments
- Summative Assessments
 - On-line assessments
 - Software based Assessments
 - Participation in the Statewide Assessment Program (FCAT 2.0 or common core assessments, EOCs, PERT, and CELLA)

1. Formative Evaluations

DEA includes formative assessments that will provide snapshots of student performance. Teachers will be able to immediately adjust instruction to improve academic outcomes for whole classes, small groups, and individual students. The School will also use quizzes, tests, and classroom-based assessments to inform and improve instruction, and provide students with feedback to help them reflect on their current standing and needs to meet the expected goals. In addition, the assessments in our core content area curriculum resources will be used to track and monitor student progress weekly, and determine areas of extension and remediation needed on an individual and group level.

Less formal assessments, such as the use of running records, project work, and other teacher created activities will also play a vital role in allowing the teachers to form a comprehensive understanding of student abilities.

2. Summative Evaluations

The School will use a variety of summative evaluation techniques and instruments including state assessments, such as FCAT 2.0, common core assessments, and EOCs; and end-of-chapter and end-of-unit tests in Reading, Math, Science, Social Studies, and Writing. This will assure that the students are meeting the projected goals of the projects based on the Next Generation Sunshine State Standards including the Common Core State Standards (NGSSS) (as defined by Senate Bill 1076). Rubrics will be developed and utilized to assess completion and quality of all projects in which students participate (see sample in Attachment F). This assessment regimen will ensure that a comprehensive assessment system is in place to provide continuous and accurate information about students' abilities, progress, and needs.

Validity and reliability will be of prime importance and evident in our student assessments, with both nationally norm referenced assessment as well as the standards-based Florida assessment.

3. Variety of Assessments

The School will use a variety of assessments to measure and monitor student performance.

Type of Assessment	Frequency
Discovery Educational Assessments (DEA)	fall, winter, spring
Florida Comprehensive Assessment Test (FCAT) 2.0 or common core assessments	spring
End-of-Course Assessments	spring
Quizzes, tests, and classroom-based assessments	on-going
Assessments in the core content area curriculum resources	as needed by the teacher and/or as recommended by the publisher
Informal assessments such as projects and running records	on-going
Authentic assessments, such as project work	on-going
Postsecondary Education Readiness Test (PERT)	spring
Comprehensive English Language Learner's Assessment (CELLA)	annually to English Language Learners (ELL)

The students attending the School shall participate in all statewide assessments required by the DOE. Students with an individual educational plan (IEP) will participate in all assessments as determined by the IEP committee.

The School agrees to comply with the state-defined procedures for administering and handling state testing. All testing shall be conducted according to security rules in applicable test manuals, Florida Statutes, and Chapter 6A-10.042, Florida Administrative Code.

F. Describe how student assessment and performance data will be used to evaluate and inform instruction.

1. Using Data to Inform Instruction

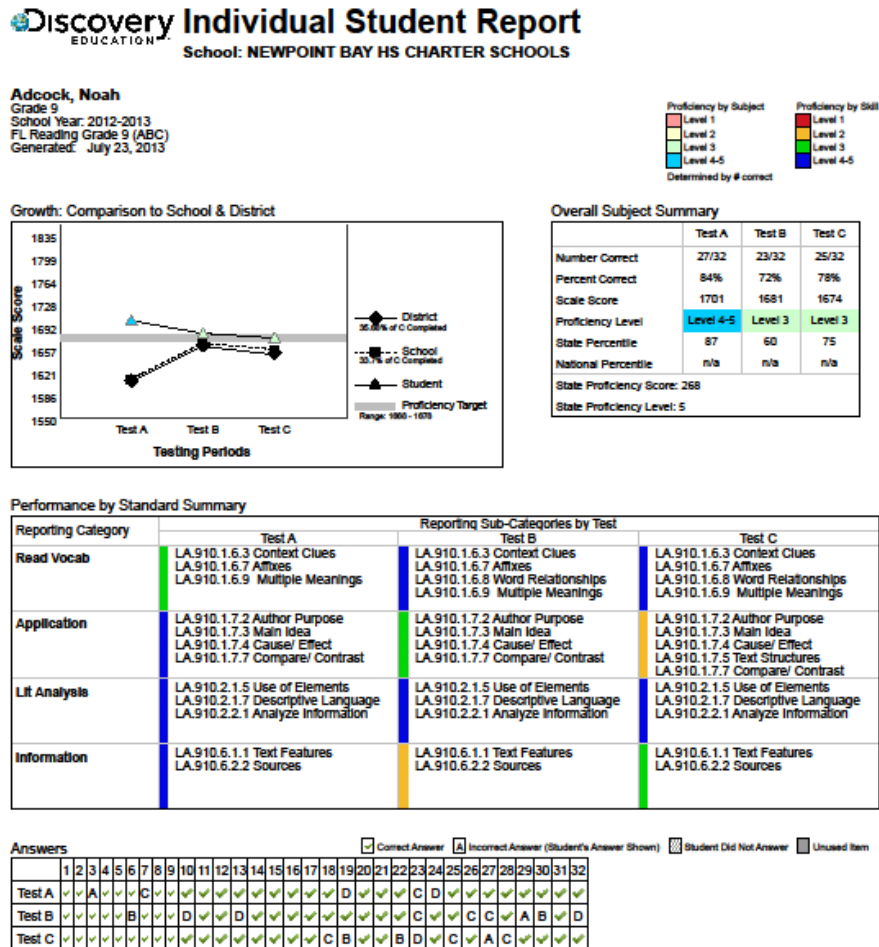
The School staff will utilize data in decision making, and teachers will be selected and evaluated, in part, on their abilities to use formal and information assessment results to make appropriate educational decisions. DEA measures are formative assessments that will provide snapshots of student performance. Teachers will be able to immediately adjust instruction to improve academic outcomes for whole classes, small groups, and individual students.

DEA assessments are formatted to meet the needs of each member of a student's learning team. Analytical tools provide information educators can use to make data driven decisions and drive differentiated instruction. Educators have access to information including percentile rank, achievement score, projected proficiency on state tests, and

growth for each student from year to year. Tailored to meet individual school needs, many DEA reports automatically analyze data, providing information at the individual, classroom, school, and district levels.

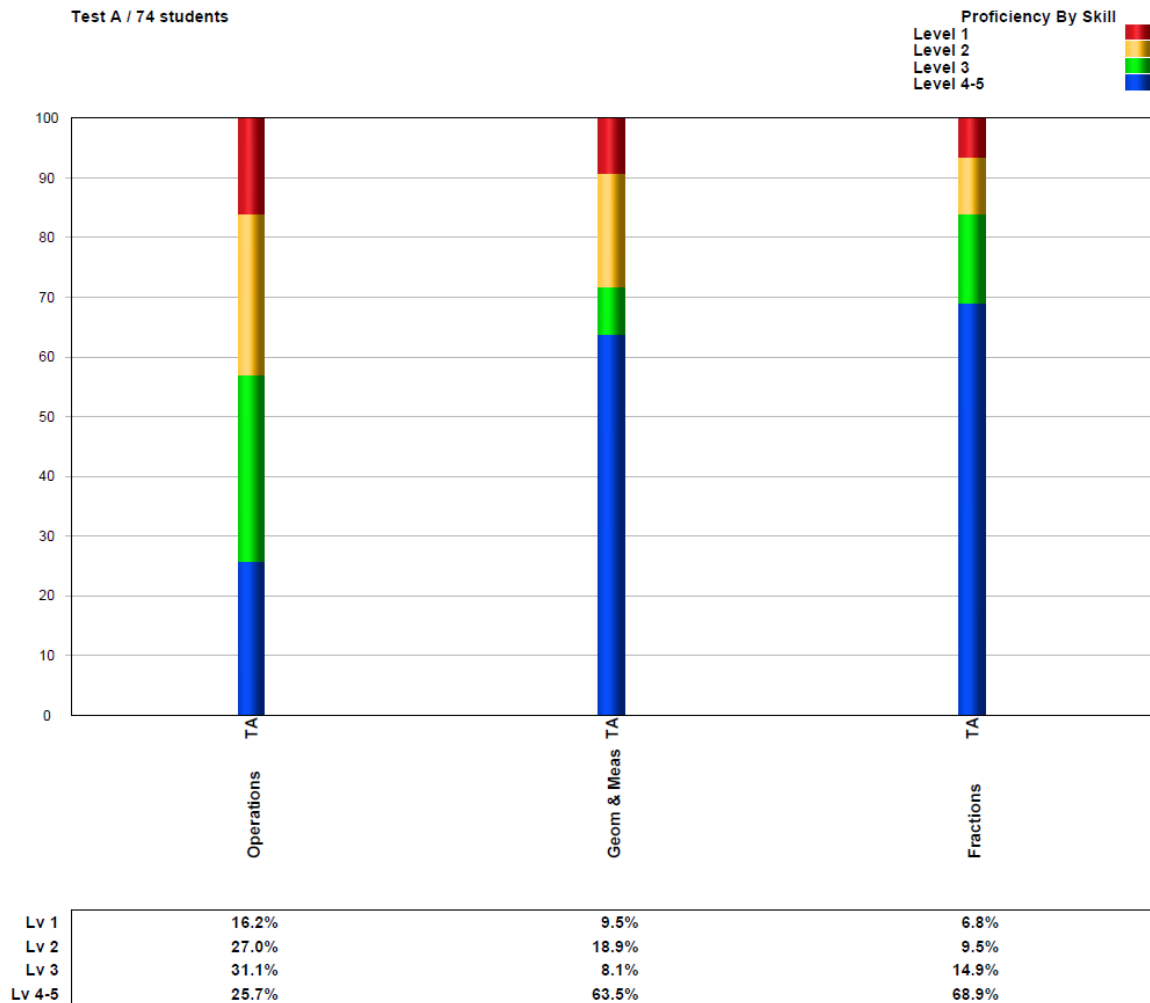
DEA can provide detailed reports about individual student achievement and progress, that can be aggregated to provide class level reports that drill down to individual student mastery of content area sub-skills aligned to the Common Core.

Individual Student* Report



Class Summary Report

Test A / 74 students



The assessment system, including evaluation, monitoring, and feedback tools and strategies, will be used in a student-centric way to inform targeted instruction to:

- Identify students' strengths and needs
- Develop student profiles of success
- Identify best practices
- Determine starting points for instruction
- Remove barriers to student learning and continuous improvement
- Differentiate instruction
- Identify immediate intensive interventions
- Re-teach non-mastered content and key concepts
- Determine mastery and grade promotion
- Determine need for additional resources to support learning
- Modify instructional program at the classroom, school, and program levels

- Develop targeted professional development so that teachers have requisite competencies to ensure that all students are successful

2. Managing Data

Student performance will be managed and monitored through the School's Student Performance System (SPS). The SPS will provide administrators, teachers, students, and parents with real-time secure access to progress reports, course schedules, course progress, activity schedules, grades, and other critical performance information.

From the School's website, all users will be able to login through secure ID and password authentication at any time, 24x7x365, enabling learning to take place on an extended day and extended year basis. Available information will include attendance, grades, courses passed, ongoing course progress, and more on a real-time basis.

The SPS will also provide the requisite data for tracking overall school performance, student success, and results.

The availability of such data presented in easy to read graphical "dashboard" display will enable the ready identification of trends – good and bad – and prompt attention to encourage or correct situations, respectively. These data will also promote and enable transparency for oversight and compliance purposes. Reporting to the FLDOE and the district will be facilitated through the use of proven systems as these.

The infrastructure underlying this solution will include software and hardware solutions that leverage today's most current and secure technologies.

G. Describe how student assessment and performance information will be shared with students and with parents.

Formal assessment data, such as those acquired from FAIR, DEA, and FCAT, will be sent home for families to review, as well as possibly made available through the SPS. Daily classroom assessments and other informal assessment data will also be shared with parents through this online grading system. The SPS system will allow parents to view their child's progress, grades, attendance, school calendar, missing homework, school updates and notes from teachers in real-time.

Student assessment and performance information will be shared with parents, at a minimum, four (4) times each year. Progress reports and report cards will follow the School District's distribution schedule.

Student assessment results and performance will also be shared with parents through regularly scheduled teacher-parent conferences and portfolios of student work. Conferences will be held twice yearly for all students, and more frequently as requested by parents or the teacher to ensure academic success for individual students.

Students in the upper grades will track and monitor individual success and achievement through personal graphs and data measurement sheets in a data folder. Parents will be

asked to initial these folders as data are added to increase home-school communication and help students understand their current level of success. The School believes that parents are an integral part of the educational process and will make every effort to keep parents apprised of their child's progress.

Section 6: Exceptional Students

A. Please indicate the level of service that the school will provide to students with disabilities by selecting from the list below.

- **The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.**
- **The school will serve students with disabilities whose needs can be met in a regular classroom and resource room combination (between 40%-80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.**
- **The school will serve students with disabilities whose needs can be met in a separate classroom (less than 40% of instruction occurring in a class with non-disabled peers).**

Students eligible for services in the Exceptional Student Education (ESE) program shall be served in an inclusion setting within the general population of the School.

The School will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.

All programming will be implemented in accordance with applicable state and federal policy, in particular the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 including all reauthorizations and additional applicable regulations.

ESE students will receive appropriate individual education plan (IEP) reviews, which shall include the student; parent/guardian; school administrator or designee; classroom teacher; school ESE coordinator; an individual who can interpret the instructional implications of evaluation results; a representative of the school district who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources of the school district; and district staff where appropriate.

According to federal law, the sponsor serves as the Local Education Agency (LEA) for the School's students with disabilities; however, the charter school may have primary responsibility for:

- Coordination of all referrals of ESE students to appropriate services

- Coordination for all IEP development/review meetings
- Securing technical assistance as needed
- Staff participation in on-going training
- Provision of on-site staff who hold ESE certification
- Provision of materials necessary to achieve IEP goals

1. Services to Students with Disabilities

The School will provide a range of services for ESE students, which will include but may not be limited to: consultation, support facilitation, resource room, and homebound or hospitalized. It is the belief of our School that the goal of exceptional student education services is to support the needs of students with disabilities to ensure their success in the general student population's learning environment. This will be attained with the appropriate support and services integrated within the School's program. The School shall provide accommodations/modifications as necessary to permit access to technology-based learning, project based learning, work and life skills education, and the related services provided on the student's IEP. The accommodations for classroom settings and assessment shall include, but are not limited to:

- Presentation
- Response
- Setting
- Scheduling
- Test accommodations as necessary and documented on the student's IEP
- Pacing and remediation; and
- Adapted computer devices or other necessary adaptive technologies

Both learning accommodations and learning modifications may be provided for students based on their IEP's and / or the MTSS/RtI process. Accommodations are a way to adapt the general education curriculum using specific skills and strategies to ensure that a student's learning needs are met. Modifications are changes to the curriculum, or what a student learns. Modifications to the curriculum may result in a student not able to graduate with a standard high school diploma. Thus, modifications will be thoughtfully made in rare circumstances.

Small group and individual instruction will be based on formative and summative assessments in all academic areas, as well as current observations of student performance. Groups will be re-evaluated as often as necessary, but at least once per grading period, and discussed at professional learning community meetings. Students will be grouped flexibly based on assessment results and the skill to be taught, so that individual skills and learning differences can be taken into account.

Students will receive all services as outlined in their IEP. Services, which cannot be provided by existing school staff, will be contracted for with outside providers. A team of therapists (Speech/Language, Occupational, and Physical) may be under contract by the School to ensure support in the academic program.

2. Students with 504 Plans

The School will establish a 504 committee and/or coordinator and will appropriately serve students with 504 Plans. The School will comply with district procedures regarding students with 504 plans. The 504 Committee will be comprised of an administrator, one of the student's teachers, and one student services professional, such as a nurse, psychologist, or social worker depending on the nature of the 504 plan for the student. The 504 Coordinator will be a school administrator.

To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such impairment; or (3) be regarded as having such an impairment. Section 504 requires that schools provide a free appropriate public education (FAPE) to qualified students who have a physical or mental impairment that substantially limits one or more major life activities.

Student records will be reviewed as students are enrolled in the School to determine if a 504 plan is already in effect. If there is a 504 plan in effect, the 504 Coordinator will notify the student's teacher as well as any other relevant school staff members. The 504 Coordinator will also alert the student's parent that the teacher will be the primary contact at the School and that the School will carry-out the services or accommodations described in the 504 plan. The parent will be encouraged to contact the School for additional services or accommodations. All 504 Plans will be reviewed in accordance with the review date.

For students identified as needing 504 accommodations after they have been enrolled at the School, the 504 Committee will work with the information presented to determine the need for a 504 plan. The process will be as follows:

- The Parent or Teacher will alert the 504 Coordinator of their concerns and request an evaluation.
- The School will welcome the district's assistance in conducting an evaluation for eligibility for 504 accommodations.
- The 504 Coordinator will convene a meeting of the 504 Committee to evaluate the documents and make a determination of the accommodations to be implemented.
- The effectiveness of the accommodations will be evaluated based on the schedule determined in the 504 plan or as requested by the Teacher or Parent.
- Accommodations will be provided by the person or people identified in the 504 plan. This could include the general education teacher, special area teacher, or teachers providing testing accommodations. The effectiveness of the accommodations will be evaluated based on the schedule determined in the 504 plan or as requested by the Teacher or Parent.

The 504 Committee will convene an annual meeting to review documentation of the effectiveness of the accommodations and determine if further accommodations are necessary.

The School will assure that the three (3) year reevaluation is conducted to determine a student's continuance on the 504 plan.

B. Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.

The School will have a policy of enrollment, which is non-discriminatory, provides a free and appropriate public education, and adherence to the Individual Education Plan (IEP) developed for each student. The School will accept all eligible students who reside in the school district. In accordance with federal and state antidiscrimination laws and in accordance with the Florida Education Equity Act, the School will not discriminate on the basis of any legally protected category in the admission of students.

In the first year of operation, the School will hold an open enrollment period of thirty (30) days. Families will be able to apply in person or online using the School's website and the online enrollment system. The system will assign students a number based on the number of available seats.

In the event that the number of applications exceeds the number of available spaces, the online system will randomly select students until all spaces are filled and randomly assign additional students to a waiting list. A selected student will be given ten (10) days from notice of acceptance to confirm their attendance. If a student declines enrollment or fails to respond within the given time frame, the enrollment will be offered to the next student on the waiting list until all student stations are filled.

In subsequent years, the School will provide currently enrolled families the opportunity to re-enroll for the following school year. This shall take place no later than March of each year. At that time, families will also be allowed to apply for additional students who qualify for preferential enrollment under sibling preference. After the School has confirmed the number of available spaces for the upcoming academic year, it will hold an open enrollment period of at least thirty (30) days. The School will hold a lottery to address applications which exceed available space.

A student will have been determined to have accepted enrollment when he/she has returned the acceptance letter with the appropriate parent/guardian signature and the signed acknowledgement in the Student Handbook.

C. Describe how the school will work with the sponsor to ensure the charter school is the appropriate placement for each student with a disability, based on the student's needs.

The School plans to work closely with the school district ESE liaison assigned to our School to ensure compliance with applicable state and federal guidelines regarding ESE services. We acknowledge that the school district will serve as the Local Education Agency (LEA), and that we will do everything possible to support the district in that role. Our staff will regularly attend trainings to ensure compliance.

D. Describe how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services

The School facility will include all of the necessary provisions to serve students with disabilities along with their non-disabled peers. All classrooms, restrooms, and common areas will be compliant with Americans with Disabilities Act (ADA) requirements.

The Individuals with Disabilities Education Act (IDEA) defines supplementary aids and services as, "...aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate..." (Accessed on line at <http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C300%2CA%2C300%252E42%2C>). The School shall provide accommodations/modifications as provided on the student's IEP.

E. Describe how the school's effectiveness in serving exceptional education students will be evaluated.

The School will evaluate the effectiveness of services to exceptional students based on standards developed by the Council for Exceptional Children¹⁰. Our staff will be committed to the application of professional expertise to ensure the provision of quality education for all students with exceptionalities. Effectiveness of services will be evident based on the following:

1. Instructional Responsibilities

- a. Identification and use of instructional methods and curricula that are appropriate and effective in meeting students' individual needs.
- b. Participation in the selection and use of appropriate instructional materials, equipment, supplies, and other resources.
- c. Creation of safe and effective learning environments, which contribute to fulfillment of student needs, stimulation of learning, and self-concept.
- d. Maintenance of class size and caseloads that are conducive to meeting students' instructional needs.
- e. Use of assessment instruments and procedures that do not discriminate against exceptional students on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation, or exceptionality.
- f. Base grading, promotion, graduation, and/or movement out of the program on the individual goals and objectives for individuals with exceptionalities.

¹⁰ Council for Exceptional Children, Standards for Professional Practice, <http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/PracticeStandards/default.htm>

- g. Provision of accurate program data to administrators, colleagues, and parents based on efficient and objective record keeping practices for the purpose of decision making.
- h. Maintenance of confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements.

2. Management of Behavior

- a. Application of only those disciplinary methods and behavioral procedures, which do not undermine the dignity of the student or basic human rights, such as corporal punishment.
- b. Clearly stated goals and objectives for behavior management practices in the student's individualized education program, as appropriate.
- c. Compliance with policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. Use of adequate measures to discourage, prevent, and intervene when a colleague's behavior is perceived as being detrimental to exceptional students.
- d. Refrain from aversive techniques unless repeated trials of other methods have failed and only after consultation with parents and appropriate agency officials.

3. Parent Relationships

- a. Development of effective communication with parents, avoiding technical terminology, using the primary language of the home, and other modes of communication when appropriate.
- b. Use of parents' knowledge and expertise in planning, conducting, and evaluating special education and related services for exceptional students.
- c. Maintenance of communications between parents and professionals with appropriate respect for privacy and confidentiality.
- d. Extend opportunities for parent education utilizing accurate information and professional methods.
- e. Inform parents of the educational rights of their children and of any proposed or actual practices, which violate those rights.
- f. Recognition of and respect for cultural diversities which exist in some families with exceptional students.
- g. Recognition that the relationship of home and school conditions affects the behavior and outlook of exceptional students.

F. Explain how exceptional students who enter the school below grade level will be engaged in and benefit from the curriculum.

The School's educational program is specifically designed to engage students in the curriculum and support their acquisition of the Next Generation Sunshine State Standards including the Common Core State Standards (NGSSS) (as defined by Senate Bill 1076). As previously described, students will pursue content courses through an integrated

approach that incorporates various strategies, including project-based learning; hands-on, experiential activities; technology-based curriculum; small group instruction; and direct instruction. We believe that these methods are appropriate for all students, including students with disabilities.

The combination of individualized, self-paced, digital curriculum with project-based learning, foundational skills development is designed to promote patterns of thought and behavior that will produce powerful results for students as they complete their high school education, enroll in and complete post-secondary education, as appropriate, and move into the world of work. These habits will be the ultimate goal as an educational outcome for our students and will be promoted through all other portions of the educational program.

The School intends to utilize Discovery Educational Assessments (DEA) to measure and demonstrate academic growth and achievement for all students, including students with disabilities, in Reading, Language Arts, Mathematics, and Science. Each student will take an initial assessment upon entry into the program to gauge current performance levels and identify academic strengths and weaknesses. Program placement, including remediation of any skills gaps, will be based on: objective educational data from DEA, as well as other measures, such as previous FCAT scores and EOCs, other standardized assessment scores, and previous educational placement and progress.

Students who need remediation of core skills necessary for academic success in the rigorous School program will complete remedial coursework in reading, writing, and mathematics to develop the skills needed for accessing grade level curriculum. All students will receive individualized mentoring and tutoring as they move through the required core and elective courses.

1. Reading

Students who score below Level 3 on the Reading portion of the FCAT or who are identified as reading below grade level and/or are disfluent will participate in an Intensive Reading Program that will adhere to the specifications set forth by, and take full advantage of the resources available from, the State of Florida's Just Read, Florida! initiative. This program's specifications will be a framework for developing a highly effective reading program for the School. They are as follows:

- Professional Development for All Staff
 - Comprehensive Initial Professional Development
 - Frequent and Continuous Professional Development
 - Professional Development to Impact Change
 - Professional Development Lead by School-site Expertise
- Reading as a School-wide Priority
- In-service and Evaluation Processes Focus on Reading
- Resource Focus on Reading Achievement
- Comprehensive Instructional Materials
- Materials Aligned with Student Reading Levels
- Wide Assortment of Diverse Text

- Student Learning in Essential Reading Components
- Efficient Use of Instructional Time
- Differentiated Instruction
- Flexible Use of Text
- Systematic Set of Assessment Practices
- Appropriate Use of Technology

Students scoring at Level 2 on the Reading portion of the FCAT, but who score at the fluent level on the DEA assessments may receive instruction through a content intervention course, in which teachers will infuse reading strategies and skills into the assigned content area. Particular attention will be given to these students in terms of small group and individual instruction, assistance and tutoring.

As previously described, students scoring at Level 1 and 2 on the Reading portion of the FCAT 2.0 will receive instruction through completion of *English Foundations I* and *II* from Apex Learning, combined with individual and small group tutoring with a highly-qualified teacher.

English Foundations I provides instruction in basic reading and writing skills, vocabulary, and building effective study skills. *English Foundations II* is designed around the recommendations of the National Reading Panel and was developed to “bridge” students struggling with reading comprehension and skills to high school curriculum. Level 1 and 2 students may also be enrolled in Apex Learning’s Literacy Advantage Courses for their core courses. These courses provide strategies for reading success and a strong emphasis on new vocabulary.

Instructional strategies will include the use of direct instruction, guided reading instruction, independent reading practice, instruction and practice on vocabulary and comprehension skills, and the use of listening and technology stations to reinforce and practice good reading techniques. Strengthening these skills will result in a wide range of improved critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax, grammar—all of which are necessary skills for becoming an effective reader at the secondary level.

Students who are not ready for college level reading, as evidenced by Postsecondary Education Readiness Test (PERT) scores, will also have the option of taking the Florida College Readiness English 4 course, which prepares the student for the college level courses. This course may be taken in lieu of British Literature.

Instructional strategies will include the use of direct instruction, guided reading instruction, independent reading practice, instruction and practice on vocabulary and comprehension skills, and the use of listening and technology stations to reinforce and practice good reading techniques. Strengthening these skills will result in a wide range of improved critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax,

grammar—all of which are necessary skills for becoming an effective reader at the secondary level.

2. Core Content Areas

Students entering the school needing to recover units previously attempted and failed in the core content areas in order to earn the units required by state statute to graduate will be afforded the opportunity to recover units at the School through the use of foundational skills development courses from Apex Learning, or similar program. These courses build and remediate basic skills and content knowledge in preparation for successful graduation or the FCAT 2.0 and EOCs. Students will receive targeted content instruction aligned to the NGSSS and complete formative and summative assessments which guide learning and measure progress. The courses include scaffolding and literacy support and are accessible to students reading below grade level.

Students entering the School needing remediation in math skills as evidenced by DEA results will be afforded the opportunity to build skills through the use of *Foundations* courses from Apex Learning. Material from two (2) courses will be used for remediation and provided through Intensive Math class or tutoring sessions during the day and/or after school.

These courses, Mathematics Foundations I and II, build and remediate basic skills and content knowledge in preparation for demonstrating mastery on EOC tests, earning course credits, and successful high school graduation. Foundations courses develop skills and strategies in math with the goal of raising achievement to a high school level. Courses feature structured remediation designed to accelerate mastery of required skills. Foundations courses have been designed to be age-appropriate with respect to content, illustrations, and examples for students ages thirteen (13) and older. Each semester course offers extensive interactive direct instruction, guided practice, and integrated formative, summative, and diagnostic assessment.

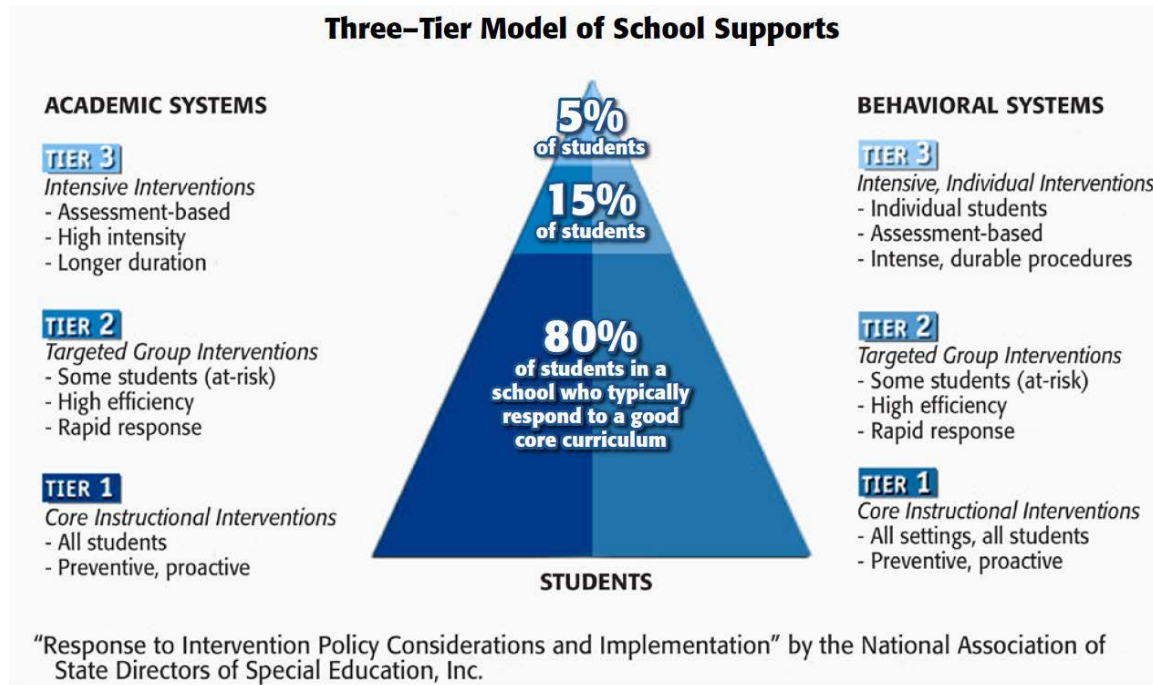
3. Professional Development

Teachers at the School will be trained so they understand instructional assessments and each of the major reading components. Staff training and ongoing professional development will be incorporated into the program, and an extensive array of staff development opportunities will be provided to school administrators to build an effective, ongoing professional development program. Additionally, the curriculum offerings will provide a wide range of instructional materials, efficient use of instructional time, differentiated instruction, and appropriate use of technology.

4. Multi-Tiered System of Supports/Response to Intervention

For students demonstrating achievement below grade level, the School will implement a Multi-tiered System of Supports (MTSS) model that includes Response to Intervention (RtI). According to the RtI Action Network, "Response to Intervention (RtI) is a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both."

The MTSS/RtI model is a three-tiered approach to interventions in the areas of academics and behavior. According to the National Association of State Directors of Special Education, Inc., the academic and behavioral tiers are as shown in the exhibit below:



MTSS/RtI will be implemented based on the recommendations and technical assistance information provided by the Florida Department of Education. RtI is a "systematic method for evaluating the needs of all students and for fostering positive student outcomes through carefully selected and implemented interventions."¹¹ The model uses three tiers of interventions that become increasingly more focused, intense, and individualized.

Students with disabilities who are below grade level will, most likely, be receiving interventions at Tier 2 or Tier 3. Students will work directly with the ESE teacher in individual and small group settings. Tier 3 interventions will include targeted content and specialized instruction with extraordinary time and focus. Alternative programs and textbooks will be utilized so that each student has the opportunity to successfully access the regular curriculum. Individual assessments will be conducted to provide frequent monitoring of student progress.

Throughout the MTSS/RtI process, student progress will be assessed, analyzed, and reviewed by the MTSS/RtI School Based Leadership Team. This team will include the student's teacher, an administrator or designee, an ESE teacher, and other student

¹¹ Florida Department of Education. (2006). The response to intervention (RtI) model. Technical Assistance Paper FY2006-8: 12740, Tallahassee, Florida: Florida Department of Education.

services personnel as appropriate. The team will be responsible for tracking school-wide academic growth; documenting student need, interventions, and results; making decisions about the effectiveness of instruction; and making recommendations for adjustments to instruction and/or interventions.

In cases where the foregoing solutions are not working for an individual student and a greater disability is suspected, the Individual Education Plan (IEP) team will meet to review the student's IEP, making necessary revisions to permit students with disabilities to access learning opportunities on the same basis as general education students.

It is important to note that all students, including exceptional education students, will be assessed on an on-going basis through the digital curriculum. Each course curriculum includes regular assessments to determine student mastery. If a student does not exhibit mastery, the ESE teacher will work with the regular education teacher to integrate accommodations to the curriculum within the general school setting. All regular education teachers will be provided with the appropriate IEPs and staff support to address the identified goals.

G. Provide the school's projected population of students with disabilities and describe how the projection was made.

The projected population of students with disabilities is expected to be higher than the rate in the school district given the School's target population. However, as a conservative starting point for planning, it is assumed in the budgets that approximately fifteen percent (15%) of enrolled students will qualify for ESE services, a rate similar to other schools serving at-risk students.

H. Identify the staffing plan, based on the above projection, for the school's special education program, including the number and qualifications of staff.

The School will initially employ one (1) full-time ESE teacher. The staffing plan includes adding a second ESE teacher in the second year of School operations; however, the staffing will be adjusted based on the number of students with disabilities who enroll and the services required.

ESE staff will be required to meet the following minimum qualifications:

- Bachelor's Degree in Secondary Education or similar
- Appropriate Certifications and endorsements
- Experience serving students with disabilities
- Positive work history

I. Describe how the school will serve gifted and talented students.

The School will comply with Rule 6A-6.03019, Florida Administrative Code regarding special instructional programs for students who are gifted.

Students may be referred for an evaluation for gifted services by a parent or school staff. The School's gifted teacher will provide necessary screenings to determine if further evaluation is appropriate. If so, an evaluation will be conducted by a school psychologist or appropriate school district personnel.

A student will be eligible for special instructional programs for the gifted if the student demonstrates either:

1. Need for a special program, a majority of characteristics of gifted students according to a standard scale or checklist, and superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence; OR
2. The student is a member of an under-represented group and meets the criteria specified in the school district plan for increasing the participation of under-represented groups in programs for gifted students.

Specially designed instruction will be provided for those students who qualify for Gifted Services. An Educational Plan (EP) will be developed for each student who is identified as gifted. The EP will be developed by a school-based team that will include:

- the parent;
- a gifted teacher;
- the student's classroom teacher;
- A representative of the school district who is qualified to provide or supervise the provision of specially-designed instruction to meet the unique needs of the student, and is knowledgeable about the general curriculum and the availability of resources of the school district;
- An individual who can interpret the instructional implications of evaluation results; and
- Other individuals who may have knowledge or special expertise regarding the student at the discretion of the parent/guardian or school district.

The EP will describe the student's educational needs based on the strengths of the student and the services that will be provided to supplement and build on the basic academic state standards to ensure the student continues to make academic progress. The EP will be reviewed and revised at least every three (3) years or more frequently upon request or as needed.

Services to students who are gifted will include meaningful content and learning opportunities that focus on the use of higher-level thinking skills, and advanced content and skills that will support the student's academic growth. These learning opportunities will be of greater depth, breadth, complexity, and abstractness than the learning opportunities that are provided to non-gifted same-age peers. In addition, the gifted curriculum will include intensive novel study and other project based learning activities, designed to appropriately challenge and engage the gifted student, as well as develop critical thinking skills. Projects and activities will be differentiated to address student needs as identified in their educational plans.

Services will be provided to students through one of the following models:

- Resource room/pull-out
- Advanced content class
- Cluster grouping

In addition to these services, the evaluation of the instructional materials selected by the School will include consideration for supplemental materials that provide enrichment resources for students who are advanced.

The School will initially employ one (1) teacher with the gifted endorsement to provide services to eligible students. The staffing will be adjusted based on the number of gifted students who enroll and the services required.

Section 7: English Language Learners (ELL)

A. Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.

The Charter School will ensure compliance with the provisions of the Consent Decree pursuant to federal and state law regulations including Sections 229.565 and 228.2001, F.S. Students who currently have a Limited English Proficiency (LEP) plan will be eligible to enroll like any other student.

The School will make every effort to employ staff culturally reflective of the student population. The School will strive to employ as many bi-lingual staff members as possible. Where ELL services cannot be provided by school staff, the School may contract with an outside vendor to provide the appropriate services.

The School will ensure equal access to educational opportunities for those students who are English Language Learners, as defined by Florida statute and administrative rule.

1. Identification

At enrollment, all students will be given a Home Language Survey, unless such a form already exists in that student's cumulative records. If the parent indicates a positive response to any of the questions on the HLS, the student will be scheduled for more formalized assessment within twenty (20) days of admission.

The Idea Oral Language Proficiency Test (IPT), or other assessment approved by the School District, will be administered as the aural/oral assessment to all students whose parent(s) indicate a positive response to any of the questions on the HLS.

The cut scores that determine if a student is eligible and in need of ESOL services are as follows:

Grade Level	Test/Form	National Percentile
9-12	Test II, Form E	64

A staff member trained in administering this assessment shall be responsible for the administration and interpretation of the results to determine if the student will qualify for ESOL services as determined by Rule 6A-6.0902, Florida Administrative Code (F.A.C.). If a student is identified as an English Language Learner (ELL), a plan will be written to ensure the student receives the services necessary.

The Reading and Writing Assessment is the Kaufman Test of Educational Achievement II Brief Form. This test will be administered within twenty (20) days for students who score proficient on the Listening and Speaking Test. A score at or below the 32nd

percentile on the reading or writing portion of the test will qualify a student for entry into the ESOL program.

2. ELL Committee

The School will have an ELL Committee that includes the School Director or designee, ESOL certified or endorsed teacher, other school personnel as appropriate, and the student's parent(s). The ELL Committee will be responsible for:

- Reclassification of former ELLs
- Placement decisions for students in grades 9-12 scoring fluent English speaking on oral/aural and are at or below the 32nd percentile on reading and writing assessment
- Review of instructional programs or progress (after one semester)
- Parental concerns
- Exempting students classified as ELL for one year or less from statewide assessment program
- Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
- Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 32nd percentile on reading and writing assessment
- Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary

3. Programmatic Assessment

The ELL Committee Chairperson, ESOL teacher, and other appropriate school personnel will work together to determine each ELL student's academic achievement level to ensure appropriate grade level placement and scheduling. This school team will review prior school records and transcripts to determine academic knowledge and experience of the student. Students with limited or no prior school experience will be assessed and placement will be made based on the student's age, regardless of English proficiency.

Grade Level and Course Placement will be primarily based on:

- Programmatic Assessment
- Age Appropriate
- Documented Prior Educational Services
- ELL Committee recommendation
- Assessment – Diagnostic/placement test
- Parent/Guardian and Student Interview

4. ELL Student Plan

Student ELL Plans will be developed and reviewed by the ELL committee to ensure that students are appropriately placed and provided with instructional options to help them

make academic progress in the general curriculum and acquire English language proficiency. The student's ELL Plan will provide information on student ESOL language level, ELL services, student progression, and meetings convened to discuss academic progress of the student.

ELL student plans will be updated whenever an ELL committee meeting is held to discuss the student, annually at the beginning of every school year to reflect current services, on the anniversary date of the student's entry into the ESOL program, and any time there is a change in the student's educational plan.

The Principal's designee (usually the ESOL teacher) will be responsible for developing and updating all Student ELL Plans at the beginning/end of each school year and as needed.

5. ESOL Instructional Models

The School will ensure that all students with limited English proficiency receive comprehensive instruction that complies with federal, state, and district requirements. Students classified as English Language Learners (ELL) will be provided with an appropriate ESOL program to meet the needs of each individual student. Instruction will be provided that integrates ESOL strategies and is research-based in helping students develop the communicative and academic skills necessary to meet state and local standards.

The School will use one of following allowable instructional model(s) based on the needs of the students enrolled and requiring participation in an ESOL program:

- Sheltered - English: an ESOL resource teacher provides uninterrupted ESOL/Reading and/or Writing instruction only for students identified as ELL at a location other than the ELL students' classroom.
- Mainstream/Inclusion model – English Language Arts: ELL and non-ELL students are grouped in a classroom. The language of instruction is English and native language assistance is provided when feasible. The ESOL resource teacher comes into the classroom (“push-in”) to provide specialized English language instruction.
- Mainstream-Inclusion model – Core/Basic: ELL and non-ELL students are group in a classroom. The language of instruction is English and native language assistance is provided when feasible. The ESOL resource teacher comes into the classroom (“push-in”) to provide specialized English language instruction and/or an ESOL certified/endorsed classroom teacher adapts instruction to address the language proficiency needs of ELL students. The academic content is mathematics, science, and social studies.

Students in the ESOL program will be required to meet the same curriculum standards as non-ELL students in English/Language Arts and content area instruction. The content of the curriculum will be established by the Next Generation Sunshine State Standards (NGSSS), which include the common core standards in English/Language Arts and mathematics in accordance with Senate Bill (SB) 1076. A program of ESOL instruction

will be implemented according to the student's individual needs based on their ELL plan, and will be delivered by teachers with appropriate certification and/or endorsement. Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. In addition to providing ESOL instruction, the School will also ensure that teachers are implementing ESOL strategies in mathematics, science, social studies, and other courses on the student's schedule following state guidelines.

6. Instruction

The primary method of providing ESOL services will be through a mainstream/inclusionary model for English/Language Arts and Core/Basic Subject area. The schedules of ELL students will be comparable to their peers, will contain the same subject area classes, and will be equal in scope, sequence, and content.

The ELL Committee will plan together the means for instruction in the English language and any specific accommodations that will be most appropriate for English instruction. All ELL students enrolled in the School will be entitled to programming that is appropriate to their level of English proficiency, their level of academic achievement, and any special needs they may have. All assessment information and instructional accommodations will be reflected in the ELL Student Plan. The plan will contain the student's schedule, entry information, language proficiency level, and testing information. The ELL Student Plan will be filed with the student's cumulative folder. ELL plans will be updated on a semester basis or when there is a change in ESOL level, instructional model, or program participation.

The School will utilize the ELL instructional models outlined by the Florida Department of Education for English Language Learners. These models may include but are not limited to the following strategies for success with ELL students.

- Mainstream/Inclusion – English: The provision of instruction within the conventional/mainstream classroom to English language learners and fluent English-speakers. This approach teaches Listening, Speaking, Reading, and Writing in English.
- Mainstream/Inclusion – Core/Basic Subject Areas: The provision of instruction within the conventional/mainstream classroom to English language learners and fluent English speakers. This approach teaches the basic subject areas of Mathematics, Science, Social Studies, and Computer Literacy in English to students classified as ELL and fluent English-speakers.

ELL students will have equal access to appropriate English language instruction in the core subject areas that is: (1) understandable to their given level of English proficiency; and (2) equal and comparable in amount, scope, sequence, and quality to that which is provided to English proficient (non-ELL) students. General curricula and materials will be the same as those used with non-ELL students. The schedules of ELL students will be comparable to those of non-ELL students containing the same subject area classes and are equal in scope, sequence, and content.

Any teacher with an ELL student will have the ESOL endorsement and document the use of ESOL strategies in his/her lesson plans. Teachers of ELL students will supplement their instruction with a wide variety of materials designed to help students acquire language proficiency and academic content. Classroom accommodations may include using frequent visuals and graphic organizers, providing cooperative learning activities, simplifying the language of instruction without changing the content, and providing for alternate assessment as necessary. Additional accommodations may include:

Instructional Modifications	<ul style="list-style-type: none"> • Bilingual Dictionaries • Use of illustrations and diagrams • Individual instruction
Vocabulary	<ul style="list-style-type: none"> • Interactive word walls • Word banks • Using context clues
Visuals and Graphic Organizers	<ul style="list-style-type: none"> • Flow charts • Maps • Timelines • Venn diagrams
Audio/Visual Support	<ul style="list-style-type: none"> • Audio books • Captioning • Music/songs/chants
Interactive strategies	<ul style="list-style-type: none"> • Dialogue journals • Group projects • Peer pairs
Other strategies	<ul style="list-style-type: none"> • Field trips • Demonstrations • Anticipation guides

The monitoring and use of ESOL strategies will occur daily and performed on an ongoing basis. Those ELL students who are LY will receive one on one support when needed, as well as receive accommodations similar to those of the ESE students (i.e. extra time on tests, use of dictionary, etc.) The ESOL teacher will progress monitor each student as well as make sure that proper accommodations are being provided in the regular classroom setting.

ELL students will also benefit from individualized direct instruction provided in a small group setting to address any foundational reading, math, and FCAT or EOC-based gaps to help them meet state testing and graduation requirements.

Compliance for these LY students will be served by updating ELL plans on a yearly basis, and conducting re-evaluations every three (3) years. This will be recorded both on the district website, as required, as well as in individual student cumulative folders. All teachers in the regular classroom serving ELL students will be required to have either an ESOL certification or endorsement. During weekly meetings, a log book will be kept on

each student to document the meeting and assist in the monitoring of the student's progress.

The School will work closely with the School District and follow required ESOL guidelines. The School will abide by the requirements of the *LULAC et al. vs. State Board of Education Consent Degree* (1990). The School also subscribes to the guidelines set forth in the U.S. Department of Education's Office for Civil Rights publication, *The Provision of an Equal Education Opportunity to Limited English Proficient Students* (1992).

7. Exit

There are several options for exiting a student from ESOL services. Students may exit based on proficiency indicators on the Comprehensive English Language Learners Assessment (CELLA). Students may also be exited by the ELL committee. The ELL Committee may be convened any time at the request of school personnel or the parent to review student progress, for the purpose of recommending program continuance or exit. Recommendation for exit must be submitted to the district ESOL office for final approval. An ELL Committee must convene when a student is recommended for retention. At that time, all options must be reviewed for the ESOL Exemption from retention for ELL students if they have been in the program less than two (2) years. This exemption applies to students in all grade levels K-12.

The ELL Committee will consider the 1) extent and nature of prior educational and social experiences and student interview, 2) written recommendation and observations by current and previous instructional and support services staff, 3) level of mastery of basic competencies or skills in English and home language according to appropriate local state and national criterion-referenced materials, 4) grades from current and previous years, and 5) test results other than those used in initial language proficiency assessment. The ELL Committee will also consider the student's progress in achieving English proficiency levels on the CELLA and in achieving academic proficiency on the Florida Comprehensive Assessment Test (FCAT), as part of the review.

The ELL Committee will document their recommendation for program continuance or exit on the ELL Committee Outcome form. A copy of the ELL Committee Outcome form will be forwarded to the District and a copy filed in the ESOL red folder.

8. Monitoring

ELL students who have exited the program will be monitored for two (2) years after exit by the ESOL teacher. Student progress will be monitored by regular review of report cards, test scores, classroom performance, and teacher observations. If the academic performance of former ELL students is not on grade level, the ELL committee will meet to review the available data. The ELL Committee can continue to monitor, refer students back to the ESOL Program, reclassify them as ELL, or place them into other appropriate programs. Parents will be invited to attend the ELL Committee meeting, and a record of the decision will be placed into the student's cumulative folder.

9. Annual Assessment

Certified or endorsed ESOL teachers will ensure that the annual CELLA testing to determine English Language proficiency for ELL students is complete and that ELL students receive necessary accommodations on other assessments. The teacher(s) shall also coordinate ELL Committee meetings and ensure that parent notification is completed appropriately, and that meetings are held in accordance to state requirements. The teacher(s) shall ensure that state rules are followed regarding promotion and assessment requirements.

a. CELLA

All active ELL students and students who have been exited within the past two (2) years will be tested annually on the state's Comprehensive English Language Learners Assessment (CELLA) assessment.

In addition to being tested with the State CELLA each year, ESOL students who have been in the program for more than three (3) years will be tested with Online CELLA within a specific time frame for each additional year they receive ESOL services. The School will convene an ELL committee meeting each year, thirty (30) days prior to the student's anniversary date and include specific evidence as justification for its decision to extend or not extend ESOL services.

b. State Assessments

ELL students will receive the appropriate accommodations on statewide assessments, as identified in Rule 6A-6.09091, F.A.C., Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners. These accommodations include:

- additional time to complete each test section, and the entire test may be administered over one or more days.
- access to English-to-heritage language/heritage language-to-English dictionaries such as those made available to ELLs in an instructional setting. A dictionary written exclusively in the heritage language or in English shall not be provided.
- the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher serving as test administrator.
- limited assistance by the ESOL or heritage language teacher using the student's heritage language.

10. Extension of Services

ESOL students who have been in the program for more than three (3) years will be tested with CELLA within a specific time frame for each additional year they receive ESOL services. The School will convene an ELL committee meeting each year, thirty (30) days prior to the student's anniversary date and include specific evidence as justification for the decision to extend or not extend ESOL services.

11. Parent Notification

Parents will be notified of the placement of their child in the ESOL program via an appropriate translated Parent Notification Letter. All communication with parents will be in the parents' native language to the extent feasible.

The letter will be dated to correspond with the entry date in the ESOL program. The letter will be sent home to the parents/guardian and a copy of the letter will be kept in the student's ESOL Program Records folder.

As long as the student is eligible to receive ESOL services, a new Parent Notification Letter will be completed at the beginning of each school year and whenever there is a programmatic change. The School will keep copies of each of the letters that have been sent home during the time the student was receiving ESOL services.

Parents will also be notified of assessments and available accommodation, results of assessments, program delivery model options, retention/remediation, exit from the ESOL program, reclassification (if needed), and invitations to participate in ELL Committee meetings to discuss their child. Information that is provided to all parents will also be provided to parents of ELL students in the parents' native language to the extent feasible.

This includes, but is not limited to, free/reduced price lunch information, state assessments and results, invitations to participate in special programs, parental choice options, registration forms and requirements, disciplinary forms, information about opportunities for parent involvement, etc.

B. Identify the staffing plan for the school's English language learner program, including the number and qualifications of staff.

The School will hire appropriate staff certified in ELL based on the number and requisite needs of ELL students. Additional staff may also be employed or contracted with to provide support as needed.

All the ESOL staff will be required to meet the following minimum qualifications:

- Bachelor's Degree in Secondary Education or similar
- Appropriate Certifications and endorsements
- Experience working with ELL students
- Knowledge of ESOL requirements in Florida
- Positive work history

C. Explain how English Language Learners who enter the school below grade level will be engaged in and benefit from the curriculum.

The School's educational program is specifically designed to engage students in the curriculum and support their acquisition of the Next Generation Sunshine State Standards including the Common Core State Standards (NGSSS). As previously described, students will pursue content courses through an integrated approach that incorporates

various strategies, including project-based learning; hands-on, experiential activities; technology-based curriculum; small group instruction; and direct instruction. We believe that these methods are appropriate for all students, including ELL students.

The combination of individualized, self-paced, digital curriculum with project-based learning, foundational skills development is designed to promote patterns of thought and behavior that will produce powerful results for students as they complete their high school education, enroll in and complete post-secondary education, as appropriate, and move into the world of work. These habits will be the ultimate goal as an educational outcome for our students and will be promoted through all other portions of the educational program.

ELL students will have equal access to appropriate English language instruction in the core subject areas that is: (1) understandable to their given level of English proficiency; and (2) equal and comparable in amount, scope, sequence, and quality to that which is provided to English proficient (non-ELL) students. General curricula and materials will be the same as those used with non-ELL students. The schedules of ELL students will be comparable to those of non-ELL students containing the same subject area classes and are equal in scope, sequence and content.

It is the belief of the School that the goal of ELL services is to support the needs of ELL students to ensure their success in the general student population's learning environment. This will be attained with the appropriate support and services integrated within the School's program. The School shall provide accommodations as necessary to permit access to technology-based learning, project based learning, work and life skills education, and the related services provided on the student's ELL plan. The accommodations shall include, but are not limited to:

Instructional Modifications	<ul style="list-style-type: none"> • Bilingual Dictionaries • Use of illustrations and diagrams • Individual instruction
Vocabulary	<ul style="list-style-type: none"> • Interactive word walls • Word banks • Using context clues
Visuals and Graphic Organizers	<ul style="list-style-type: none"> • Flow charts • Maps • Timelines • Venn diagrams
Audio/Visual Support	<ul style="list-style-type: none"> • Audio books • Captioning • Music/songs/chants
Interactive strategies	<ul style="list-style-type: none"> • Dialogue journals • Group projects • Peer pairs

Other strategies	<ul style="list-style-type: none"> • Field trips • Demonstrations • Anticipation guides
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It is important to note that all students, including ELL students, will be assessed on an on-going basis. Each course curriculum will be developed to include regular assessments to determine student mastery. If a student does not exhibit mastery, the ESOL-endorsed teacher will work to modify the curriculum, and/or adjust the use of ESOL strategies and/or pace of delivery within the general school setting.

In cases where the foregoing solutions are not working and a greater need is suspected, the ELL Committee will meet to review the student's ELL Plan, making necessary revisions to permit the student to access learning opportunities.

Section 8: School Climate and Discipline

A. Describe the school's planned approach to classroom management and student discipline.

The School anticipates creating an environment in which all students feel safe, where respect is the norm, and academics are the focus. A nurturing and safe environment will be provided for our students. This means that we will focus on effort, motivation, and academics. By providing an engaging curriculum, and hands-on, technology-based learning experiences, the number of behavioral issues that exist at many schools will be significantly reduced. However, we plan to proactively deal with any behavioral issues that may arise with students. The focus on the behavior plan of the School will be on providing a safe atmosphere where students feel comfortable participating and engaging in their education.

The School intends to implement a progressive discipline policy. The code of conduct will be fairly enforced for all students. Our code of conduct will help to differentiate our School from the other private, public, and charter school options in the community. Parents will receive, read and accept the Parent / Student Handbook (see sample handbook in Attachment G) as well as sign a parent / student contract which will require their child to behave according to the terms described in the handbook.

The progressive discipline process will include re-direction by school staff, contact and conferences with parents, behavioral contracts, suspension, and dismissal. Generally, student dismissal will be a last resort after numerous attempts to re-direct or modify student behavior have failed. The School will have a zero-tolerance policy for circumstances involving drugs, weapons, or violence and these situations may result in dismissal or recommendation to the school district for expulsion.

In order to provide for a comprehensive approach for identifying risks and reducing the impact of losses, the School shall develop on an annual basis a plan which includes, at a minimum the following guidelines:

1. Safety

- An evaluation of the Director's performance regarding school safety, monitoring, and evaluating the implementation of the plan.
- Clearly defined roles and responsibilities of the Director and other school personnel for restoring, if necessary, and maintaining a safe, secure, and orderly school environment.
- The roles and responsibilities of the school staff for restoring, if necessary, and maintaining a safe, secure and orderly environment.
- The mechanisms for identifying and serving the needs of students most at risk for engaging in disruptive and disorderly behavior.
- Arrangements to work with local emergency officials.
- Safety issues and policies at School sponsored events

- Processes by which the School will instruct parents and the local community as how to respond to an emergency situation.
- A plan for potential attacks against the School site or students and incorporates appropriate School responses to the emergency procedures checklist.
- A plan for the School to participate in the district wide notification system.
- An emergency team at the School that provides counseling and other support aid in dealing with people's reactions, making adjustments after the emergency, and re-entering the School environment.
- A media response plan which includes communicating necessary information to the media and parents, identifies established separate staging areas for media and parents, and provides guidelines on how to respond to media questions and interviews.
- The School ensures that all personnel are familiar with the Statewide Policy for Strengthening Domestic Security in Florida Public Schools.
- Ensures that a checklist that explains step-by-step emergency procedures is readily available in every classroom, the emergency situations include at a minimum, weapons-use and hostage situations, terrorist acts, bomb threats, hazardous materials or toxic chemical spills, weather emergencies including tornados, hurricanes and severe storms, and exposure as the result of a manmade emergency.
- The emergency checklist contains emergency contact numbers and provisions for backup communication with faculty, support services, and emergency agencies.
- The emergency checklist includes evacuation, lockdown, and shelter-in-place procedures developed with transportation personnel, the fire marshal, law enforcement agencies and other local agencies as appropriate.
- Developed and implemented procedures for emergency drills in accordance with state law.
- An annual self assessment to identify potential hazards.
- Procedures for verifying the required and planned emergency drills have been conducted.
- A process in place and identified the training required for all types of school staff as well as the staff that are required to have specialty training.
- The School supplies the appropriate safety equipment.

2. Behavior

- The School's required training in school discipline, classroom management, conflict resolution, and other safety training components are included in the School's master plan for training.
- The School uses the relevant training opportunities provided by the Department of Education and the school district.
- The School Director can demonstrate that the staff has received training based on the needs identified in the Master Plan.
- Teachers are provided training to teach students positive social skills and violence prevention, conflict resolution, and communication/decision making skills.

- The School promotes a zero tolerance policy for crime, substance abuse, and victimization.
- Alternatives to suspension and expulsion have been built into the disciplinary policy and are appropriately and consistently used.
- The School has in place a process to relocate students who are regularly dismissed from their classroom.
- Disciplinary policies include statement regarding anti-harassment, anti-bullying, and anti-violence policies and due process rights in accordance with state and federal laws.
- Disciplinary policies include procedures regarding student interviews by law enforcement and Department of Children and Families.
- Disciplinary policies include procedures governing locker searches as applicable.
- The School's discipline policies are consistent with state and federal requirements for students with disabilities.
- The School outlines the standards for use of reasonable force by school personnel that complies with the relevant state and federal laws.
- The School has a process to determine placement of a student when a teacher withholds consent for the student to return to the teacher's class.
- The School teaches staff and students the early warning signs associated with students who pose a threat of future violent behavior, how to recognize them, and what to do once they are suspected.
- The School has a Student Assistance Program that provides assistance for students who are experiencing learning/behavioral difficulties.
- The School has in place procedures for guarding the confidentiality of information regarding students exhibiting early warning signs, or posing a threat of future violence.
- The School reviews and revises as needed the process to identify the warning signs of student violence.

3. Dress Code

In keeping with a School climate which emphasizes positive and professional behavior, the School will establish and maintain a uniform "dress code" similar to that outlined below.

a. Shirts

Uniform shirts will be available and may be purchased through the School or from our approved vendors. Parents or students may also purchase an article of clothing from a different vendor as long as it is the same color and style as the items available for purchase at the School.

Shirts may be worn on campus un-tucked as long as the shirt is neither too short nor too long (as determined by School staff) and as long as students maintain a neat and professional appearance. Untucked shirts will be permitted as long as the privilege is not abused.

The School reserves the right to deem T-shirts or tanks as inappropriate if modesty is not maintained (i.e., t-shirt too tight, midriff exposed, tank too low cut, or any other such issue). This privilege will also be reviewed on occasion and will remain as long as the privilege is not abused.

b. Bottoms

All pants must be worn at the waist.

c. Shoes

No sandals, flip-flops, heavy military type boots, or shoes with metal tips may be worn. Heels must be two (2) inches or lower.

d. Outerwear

Students will be allowed to wear any type of outerwear to School.

e. Hair

Hair must be neat and clean. No bandanas may be worn.

B. Describe the school's Code of Conduct, including the school's policies for discipline, suspension, and dismissal.

The School will maintain a safe learning environment at all times. The School expects that students shall at all times present themselves in a neat, respectful and prepared manner. Disrespect for staff, School property or the program in general will not be tolerated.

The School shall follow state law and develop policies for a Code of Student Conduct. The Code of Student Conduct shall be incorporated into a parent/student handbook and will be made available to parents and the Sponsor. The implementation of the School's disciplinary policy shall be determined by the School's governing body or its designee. Hearings on matters relating to the implementation of the disciplinary policy shall be conducted by the School's governing body or its designee. The rules and procedures by which students may be disciplined shall be consistent with the requirements of due process and with the federal laws and regulations governing the placement of students with disabilities. The School intends to follow state law regarding corporal punishment.

1. Discipline

As is common in all schools, each teacher will have their own classroom policies in regard to misbehavior. If a student disregards these classroom guidelines, parents will be notified and this will be documented. After three (3) such parent notifications, School administrators will become involved in the next incident. The School Director or designee will talk with the student to try to ascertain the root of the problem and help to find ways of resolving the issue.

Together, the student will work with the School Director or adult working with him or her to develop an action plan (which may actually be written out) to curb this problem

from continuing. The School is designed to provide a professional and collegial environment where we will attempt to solve the cause of the problem so that students feel safe and can return to participating in the academic program of the School.

2. Suspension

Students may be suspended from School for offenses that include but are not limited to the following:

- Fighting or other dangerous and/or disruptive behavior
- Smoking on school grounds or possession of tobacco products
- Being under the influence or possession of alcoholic beverages or intoxicants of any kind on school grounds
- Defacing or vandalism of school property
- Igniting any flammable substance or possession of products such as lighters
- Theft
- Harassment/Bullying of students, faculty, staff, parents, substitutes, or visitors
- Repetitive disruptive behavior
- Rude or vulgar language, gestures, pictures, or actions
- Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties
- Actions deemed to be unsafe or containing the potential to disrupt the educational setting

At the time of suspension, the School Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to School. If School administrators wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspensions may be assigned from one (1) day to ten (10) days, depending on the severity of the student's actions.

3. Dismissal

Section 228.056 10(a)(7), Florida Statute (F.S.), identifies the charter school's authority to develop and implement admission procedures and dismissal procedures. The charter contract between the school district and School will afford the charter school the right of dismissal. Failure to meet the School's established policies for continued enrollment may result in dismissal from the School. These include, but are not limited to, the following:

- Attendance requirements as per s. 1001.41, F.S. requiring a minimum of 160 days of attendance.
- Behavior as per School policy.

Violations in the areas of attendance and behavior will be documented, and a conference will be held with parent(s) and student prior to dismissal. Parents will be notified in writing of the final declaration of dismissal.

4. Discipline for Students with Disabilities

Discipline for students with disabilities will comply with Rule 6A-6.03312, F.A.C.

Consistent with the School's Code of Student Conduct, and to the extent that removal would be applied to students without disabilities, school personnel may order the removal of a student with a disability from the student's current placement for not more than ten (10) consecutive school days. A school district is not required to provide services to a student with a disability during short-term removals totaling ten (10) school days or less in a school year if services are not provided to students without disabilities during such removals.

A change in placement will occur when

- a removal is for more than ten (10) consecutive school days; or
- a series of removals constitute a pattern because the removals cumulate to more than ten (10) school days in a school year, and, because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

A manifestation determination will be made any time disciplinary procedures result in a change of placement for a student with a disability. A manifestation determination will examine the relationship between the student's disability and the specific behavior that resulted in disciplinary action.

The IEP team and other qualified personnel will consider all relevant evaluation and diagnostic information including information supplied by the parents of the student, observations of the student, the student's current IEP and placement, and any other relevant information. The team will then determine that, in relationship to the behavior subject to disciplinary action:

- a. The student's IEP and placement were appropriate and whether the special education services, supplementary aids and services, accommodations and modifications, and positive behavior intervention strategies were provided consistent with the student's IEP and placement;
- b. The student's disability impaired the ability of the student to understand the impact and consequences of the behavior subject to disciplinary action; and
- c. The student's disability impaired the student's ability to control the behavior subject to disciplinary action.

If the IEP team and other qualified personnel determine that the student's behavior was not related to the disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities.

If the IEP team determines that the student's behavior was a manifestation of the disability, the student's placement cannot be changed by school personnel as a disciplinary intervention. Immediate steps will be taken to remedy any deficiencies in the student's IEP or placement, or in their implementation that were identified during the manifestation determination.

If a parent disagrees with the manifestation determination decision made by the IEP team, the parent may request an expedited due process hearing.

For long-term removals of a student with a disability:

- a. The School will notify the parent of the removal decision and provide the parent with a copy of the notice of procedural safeguards on the same day as the date of the removal decision.
- b. An IEP meeting will be held immediately if possible but in no case later than ten (10) school days after the removal decision to conduct a manifestation determination review.
- c. Services will be provided.
- d. IEP team will meet to develop a functional behavioral assessment (FBA) and implement a positive behavior intervention plan (PBIP).
- e. Beginning on the eleventh cumulative school day of removal in a school year, a free appropriate public education (FAPE) will be provided to a student with a disability.

Services to such a student will be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals in the student's IEP.

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II. ORGANIZATIONAL PLAN

Section 9: Governance

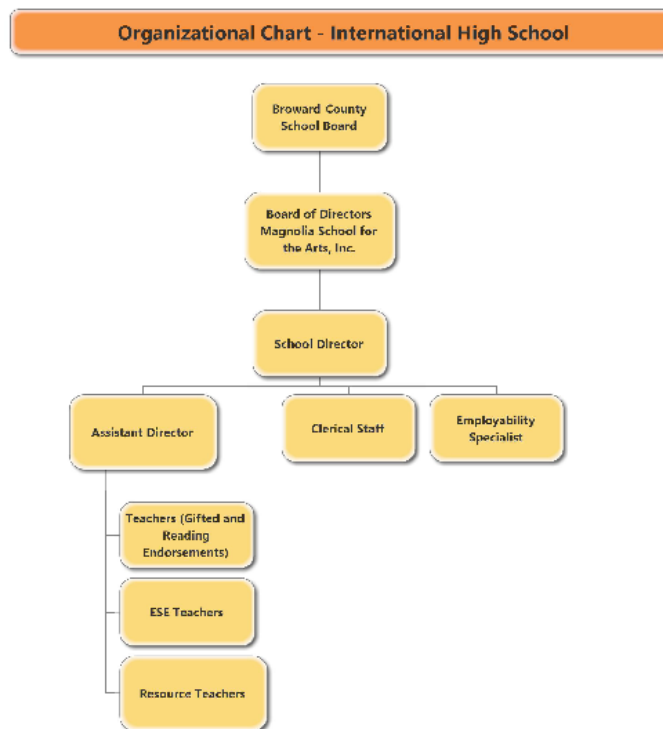
A. Describe how the school will organize as or be operated by a non-profit organization.

The School is organized as a non-profit organization, the Magnolia School for the Arts and Technology, Inc. (see Articles of Incorporation and Bylaws in Attachment H). All tax returns required by the Internal Revenue Code, will be prepared by a Certified Public Accountant (CPA) licensed in the State of Florida. The School will be operated by a Board of Directors which simultaneously operates The Magnolia School for the Arts and Technology, another charter school affiliated with the Sponsor. This School, like The Magnolia School, shall be organized and accounted for as a separate entity from any other charter school. The School shall submit its FTE report and other financial reports, non-profit status reports, and any other filing as a distinct entity, separate and apart from that of any other charter school.

B. Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the board to the school's leader and administration.

Below is an organizational chart reflecting the relationships between the governing board and the school staff. The Board of Directors has had and shall continue to have the responsibility for setting the mission, vision, and values of the School as well as determining or approving School policies.

The day-to-day operations of the School will be in the hands of the School Director, an individual hired by the governing board or its designee, with experiences that make him or her qualified to assume the duties as an instructional leader and school manager. The Director will interview and hire staff, serve as the building-level leader, and will supervise all staff employed at the School site. The Board of Directors or its designee will evaluate the administrator, at minimum, on an annual basis.



C. Provide a description of how the governing board will fulfill its responsibilities and obligations, including but not limited to:

- Adoption of annual budget
- Continuing oversight over charter school operations

The Board of Directors will serve as the Charter School Board and will be responsible for all actions of the corporation.

1. Responsibilities of the Governing Board

The powers of the School's directors will be as set forth in the Bylaws (See Attachment H). The School's governing body will oversee the direction of the Director of the School, adopt and maintain the budget, supervise audits and business practices, and be responsible for handling complaints concerning the operation of the School. Under no circumstances shall the governing body delegate these responsibilities to any private, for-profit entities.

The School's governing body will annually adopt and maintain the School's official operating budget and exercise oversight over the School's operation. In exercising its oversight and maintaining the budget, the governing body shall provide for a balanced general operating fund. The governing body shall review the School's monthly financial statements and the performance of school administration at regular intervals. It shall be the governing body's responsibility for ensuring retention of a certified public accountant (CPA) or auditor for the annual financial audit, reviewing and approving the audit report,

including audit findings and recommendations for the financial recovery plan, and monitoring a financial recovery plan in order to ensure compliance. Several of the governing board members have experience with charter school financial reporting and their fiduciary responsibilities related to the use of public funds. It shall also be the governing body's responsibility to ensure that the Sponsor receives reasonable proof of the School's ability to fund the startup of the School.

The Board of Directors also will assess the School, the Educational Program's successes, and areas in need of improvement. The Board may be involved in analyzing alternatives and additions to the program by analyzing student and school performance data, thereby making data-driven decisions on behalf of the students. By incorporating such scrutiny, the Board will ensure that the School will continue to consistently and effectively serve our student population. Additionally, the Board of Directors will act as the political advocate for the School.

2. Responsibilities of Board Members

The primary responsibilities of the Charter School Board members include:

- Contract compliance
- Selection and / or approval of an individual with appropriate background to serve as Director of the School
- Develop and / or approve operating policies and procedures
- Assist with the evaluation of the School Director
- Hold quarterly public meetings (or more often as needed)
- Develop and / or approve an operating budget
- Amend or approve amendments to the budget as necessary during the year

3. Responsibilities of Board Officers

The following positions exist on the board:

(a) Chairperson - It shall be the duty of the chairperson as the chief executive officer to preside at all meetings of the board of directors. He or she shall have the power to appoint the Chairman of all Committees subject to the approval of the board of directors. He or she shall call all regular and special meetings when deemed necessary and when called for. He or she shall have the power to sign all contracts and any other obligations on behalf of the Corporation approved by the board of directors. He or she shall be an ex-officio member of all committees. He or she shall select all inspectors of election. He or she shall be authorized to sign checks on the Corporation's bank account. In addition, he or she shall have and perform such other duties as may be delegated to him or her by the board of directors.

(b) Vice Chair – It shall be the duty of the vice-president to assume the duties of the Chair in his or her absence.

(c) Secretary. The Secretary or his/her designee shall take and keep the minutes of all meetings of the board of directors. He or she shall furnish a copy of the

minutes to the chairperson after each meeting and shall be custodian of all records and papers of the organization except those that pertain to a special committee. He or she shall receive and file all written reports. In the absence of the secretary, the chairman may appoint a temporary secretary.

The Secretary shall handle promptly all necessary correspondence of the Corporation as directed by the Chairman. He or she shall submit copies of official communications for the chairman's file. The Secretary shall order and maintain for the organization supplies, stationery, etc. as may be required from time to time. In the event no newsletter can be sent, he or she shall mail out cards containing notice to board of directors and minutes of prior meetings.

(d) Treasurer. The Treasurer shall maintain records of all funds in the name of the Corporation. He or she may sign checks for the disbursement of funds with the counter-signature of the chairman or director or assigns as determined by the board. The Treasurer will work closely with the Chief Financial Officer of the corporation contracted to manage the School. Current financial records shall be kept at all times and reports on the financial status of the Corporation shall be submitted at all meetings of the board of directors with copies to be provided for the chairman's file. The books of the Corporation shall be delivered to his or her successor, duly audited, immediately following the termination of the office and the election of a new treasurer.

4. Adoption of annual budget

The School's governing body will annually adopt and maintain the School's official operating budget. In exercising its oversight and maintaining the budget, the governing body shall provide for a balanced general operating fund. The governing body shall review the School's quarterly financial statements and the performance of school administration at regular intervals. It shall be the governing body's responsibility for ensuring retention of a certified public accountant (CPA) or auditor for conducting the annual financial audit, reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, and monitoring a financial recovery plan in order to ensure compliance. It shall also be the governing body's responsibility to ensure that the Sponsor receives reasonable proof of the School's ability to fund the startup of the School.

5. Continuing oversight over charter school operations

The School's governing body will oversee the direction of the Director of the School, adopt and maintain the budget, supervise audits and business practices, and be responsible for handling complaints concerning the operation of the School. Under no circumstances shall the governing body delegate these responsibilities to any private, for-profit entities.

The Board of Directors also will assess the School, the Educational Program's successes, and areas in need of improvement. The Board may be involved in analyzing alternatives and additions to the program by analyzing student and school performance data, thereby

making data-driven decisions on behalf of the students. By incorporating such scrutiny, the Board will ensure that the School will continue to consistently and effectively serve our student population. Additionally, the Board of Directors will act as the political advocate for the School.

D. Describe the proposed policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and frequency of meetings. If the Board has not yet developed policies, the applicant shall describe the timeline for development and approval of Board policies.

Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.

1. Board Powers and Duties

The powers of the School's directors will be as set forth in the Bylaws (See Attachment H). The School's governing body will oversee the direction of the Director of the School, supervise audits and business practices, and be responsible for handling complaints concerning the operation of the School. Under no circumstances shall the governing body delegate these responsibilities to any private, for-profit entities.

The School's governing body will annually adopt and maintain the School's official operating budget and exercise oversight over the School's operation. In exercising its oversight and maintaining the budget, the governing body shall provide for a balanced general operating fund. The governing body shall review the School's quarterly financial statements and the performance of school administration at regular intervals. It shall be the governing body's responsibility for ensuring retention of a CPA or auditor for the annual financial audit, reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, and monitoring a financial recovery plan in order to ensure compliance. It shall also be the governing body's responsibility to ensure that the Sponsor receives reasonable proof of the School's ability to fund the startup of the School.

2. Board Member Selection, Removal Procedures, and Term Limits

The Board of Directors will ideally consist of an odd number of individuals, numbering up to five (5), each serving a term of up to three (3) years. As positions become available, the existing governing board members will elect new members to the board by a majority vote. The following profile will be considered to appoint new members. The ideal Board candidate will: (1) be a resident of the School's greater geographical area and/or be conscious of the population and community from which the student body will be composed – in other words, they must offer some form of community association; (2) show a genuine concern (passion) for the education of today's youth, especially those that comprise the School's targeted student population; (3) add to the variety of professions/occupations represented by the existing Board composition, broadening the expertise of the group corporately; and (4) create a cross-section of diverse professions/occupations representative of the community.

A board member may be removed with or without cause by a majority vote of the remaining board members. Any board member who is absent for three (3) consecutive meetings, without proper documentation will be considered to have resigned from the Board and will be replaced.

The governing board members will serve staggering terms of three (3) years to maintain consistency and adherence to the stated mission of the School. Board members may serve a maximum of three (3) consecutive 3-year terms.

3. Code of Ethics and Conflict of Interest

No members of the School's Governing Board will receive financial benefit from the School's operations, and all members and employees shall comply with the provisions outlined in Part III, Chapter 112 of the Florida statutes. No employee of the School or of the management company operating the School will be a member of the School's Governing Board. No member of the governing board may hold a paid position at the School in accordance with IRS non-profit guidelines. All board members shall provide to the sponsor proof of background clearance in compliance with the Jessica Lunsford Act. (See Conflict of Interest Policy in Attachment I.)

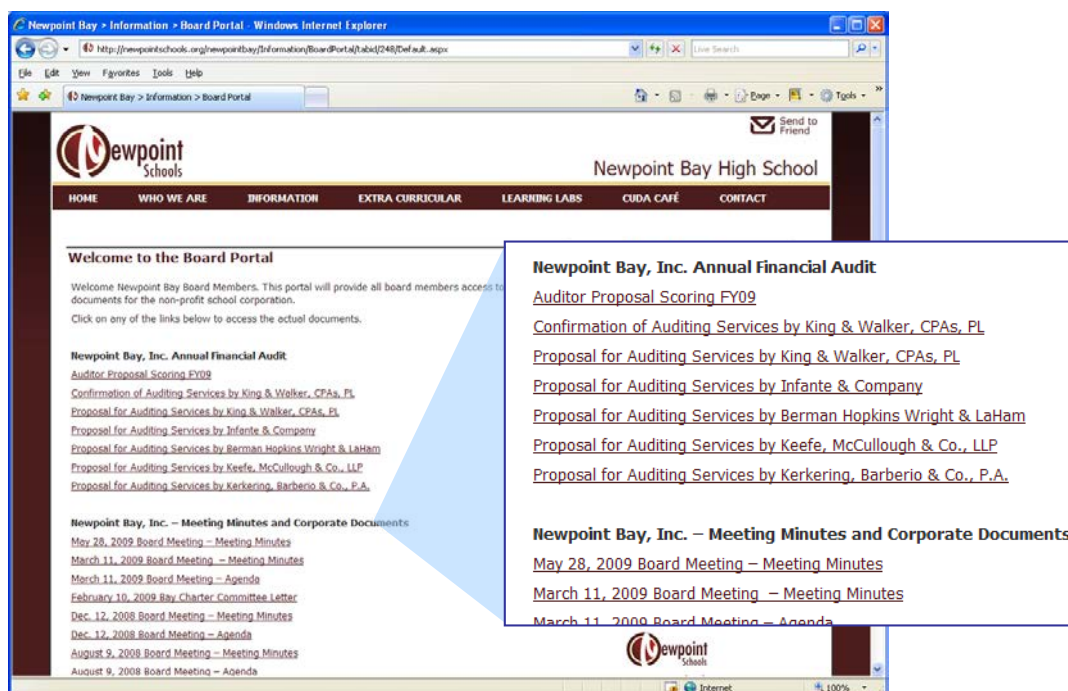
4. Frequency of Meetings

The governing board will meet as frequently as once each month, but at least once per quarter. During the start-up period and during the first year of operations, it is anticipated that the Board will meet more frequently to meet all of the requirements related to opening a new school. Notice of all meetings shall be posted at the School site and on the School's website. In addition, parents may receive a copy of the Board's meeting schedule.

All Board of Directors' meetings shall be posted, advertised, and open to the public. Any and all meetings shall be in keeping with applicable state law. Subject to change by the Board, it is anticipated that the Board will schedule regular meetings to be held in the School or in close proximity to it.

5. Board Portal

The Board will also have access to a unique web-based "Board Portal" with secure login access. This portal is designed to ensure that all board members have easy access to all relevant board documents including by-laws, conflict policy, contracts, corporate documents, board resolutions, meeting agendas and meeting minutes (*see sample below*).



It is intended that this portal will further ensure compliance for the board members to readily and properly govern the School.

E. Explain how the founding group for the school intends to transition to a governing board. (This question is not applicable if the applicant is an established governing board.)

This question is not applicable. The Board of Directors is already formed and each of the members intends to continue to serve as a governing board member for the upcoming school year.

F. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.

1. Board Member Recruitment

The initial “Founding” Board of Directors formed itself from volunteers within the community who have diverse experience within industry, government, education, children with disabilities, business management, social service agencies, and other backgrounds which may prove helpful in the organization of the corporation. Expertise will be sought and additional board members recruited to ensure that skills and strengths not currently found within the board will be tapped from the local community.

As board members cycle off the Board, new board members will be recruited to ensure that the board has the appropriate skills and experience level to appropriately govern the School. The existing board members are responsible for recruiting and electing new board members to ensure that the mission, vision, and values of the School remain constant through the transition to a more traditional governing board.

New board members will be recruited by the existing board members through existing relationships in the community, notices posted on the School website, information at school events, and/or through social networking websites such as LinkedIn.

2. Orientation Process

New governing board members will be provided with an orientation and training made available through the School's existing contract for governance training with Kathleen Schoenberg. All board members will participate in an initial 4-hour governance training session which will include the following topics:

- Government in the Sunshine
- Conflicts of Interest
- Ethics
- Financial Responsibility
- Review of existing school policies
- Overview of Roles and Responsibilities of board members

This training was developed specifically for Florida charter schools. It consists of over four (4) hours of training including extensive video-based instruction available online with print resources to ensure consistency of orientation content delivery.

At the beginning of their term, all new board members will also be provided with an orientation by the Board Chair, accountant, and attorney specific to the mission, philosophy, educational model, bylaws, finances, charter contract, management agreement, and current initiatives and issues of the School.

3. Ongoing Professional Development

In accordance with Rule 6A-6.0784 (1) (b), FAC, after the initial four (4) hour training, each member will, within the subsequent three (3) years and for each three (3) year period thereafter, complete a two (2) hour refresher training on the first four (4) topics above in order to retain his or her position on the charter school board. Any member who fails to obtain the two (2) hour refresher training within any three (3) year period will take the four (4) hours of instruction again in order to remain eligible as a charter school board member.

G. List each of the proposed members of the school's governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member, provide a brief description of the person's background that highlights the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.

The Board of Directors has diverse experiences within the education industry, government and policy, public education, children with disabilities, business management, and law. Board members' resumes are included in Attachment J. Additional board members will be recruited to ensure that skills and strengths not currently found within the board will be tapped from the local community.

Biographical information for each founding board member is as follows:

Tricia Williams Cepeda is the Educational Coordinator at the FLITE Center, a central resource for young people in Broward County who are exiting the foster care system, offering a single, convenient point of access to the broad range of services and support they need to become successful adults. Ms. Cepeda is responsible for creating and updating lesson plans as needed for the success of the program; planning and coordinating education program activities, including scheduling, and hiring teachers and educators to administer program; developing budgets, teaching classes, and leading tours; and scheduling volunteers to provide tutoring services. She brings expertise in curriculum, instruction, assessments, human resources, budgeting, and youth with special needs.

Cynthia Hazlewood is an experienced, passionate, and innovative secondary educator and administrator with experience teaching in a variety of educational environments. She is an expert in creating and implementing differentiated curriculum that addresses individual learning styles. She has a proven ability to motivate students and instill a love of learning within a well-managed classroom setting. She is experienced in collaborating with other educators in an effort to encourage writing and reading across the curriculum, and a strong believer in the importance of educating the “whole child”, socially, mentally, and academically. Ms. Hazlewood is experienced in initiating and strengthening the home-school connection in order to maximize students’ potential with a demonstrated ability in providing compassionate, proactive methods as a secondary administrator. She brings expertise in curriculum, instruction, assessments, home-school connections, differentiation, and professional development.

Freda Merriman is a Senior Benefit Administrator with Sapoznik Insurance where she manages employee benefits for more than twenty (20) companies and governmental agencies; assists clients with Open Enrollment Coordination and group implementation with carriers; oversees two (2) junior benefit administrators and two (2) benefit enrollers; assisted in the revision of current job descriptions and training program; and assisted with the implementation of uniformed policy and procedures, employee expectations, and skills required for each position. Ms. Merriman brings expertise in insurance, benefits, supervision, human resources policies and procedures, and finance.

Kema Neal is a Learning Specialist/Training Team Leader for World Service Learning Network. She is responsible for delivering training programs for the Global Dispute Network, Telephone Service Center, and the Risk Customer Service Network, which included e-learning through the Learning Management System; implementing appropriate training techniques, such as the Adult Learning Theory, training aids, and media; supervising, monitoring and coaching teams of up to fifteen (15) Customer Care Professionals; and observing, evaluating, and measuring trainees’ performance. She brings expertise in e-learning, professional development and training, and supervision.

Felicia Rattray is a School Counselor at Ben Gamla Charter School (K-12) in Broward County. She is responsible for providing classroom/ small group developmental guidance

activities, personal-social, behavioral, and academic counseling; information and counseling in the areas of career exploration and selection; information about further education, college entrance exams, financial aid, and employment opportunities; assistance in the screening, referral, identification, and placement of students with special needs; input in the development of curriculum; and appropriate consultation and staff development to school personnel and/or parents/ community as requested. She assists in the registration and scheduling of students; identifies and counsels potential school dropouts; serve as mediator and/or advisor in parent-teacher-student conferences; and advises school administration and faculty on the matter of student discipline. Ms. Rattray has many years of experience working at charter schools and brings additional expertise in the areas of personal and social needs counseling, test coordination, mediation, and high school requirements.

Felicita Santiago is a dedicated Registered Nurse with over twelve (12) years of experience in maternity nursing.

Additional board members will be recruited to ensure that all the requisite skills required within a board are strongly represented.

H. Outline the methods to be used for resolving disputes between a parent and the school.

The School will have in place a dispute resolution policy to address disputes between the School and parents.

1. Parents will first address their concern with the staff member involved, if applicable.
2. If the parent is not satisfied with the resolution or if the issue is not staff-related, the parent will be entitled to a conference with the school administrator.
3. If the parent is not satisfied with the proposed resolution, the parent may request to speak at the next regularly scheduled board meeting.
4. The Board will listen to the parent and make a decision regarding the dispute. The decision of the Board will be final.

If the school is filing the application in conjunction with a college, university, museum, educational institution, another nonprofit organization or any other partner, provide the following information:

- I. Name of the partner organization.**
- J. Name of the contact person at the partner organization and that person's full contact information.**
- K. A description of the nature and purpose of the school's partnership with the organization.**
- L. An explanation of how the partner organization will be involved in the governance of the school.**

The School is not filing the application in conjunction with a college, university, museum, educational institution, another nonprofit organization or any other partner.

Section 10: Management

A. Describe the management structure of the school. Include job descriptions for teachers and each administrative position that identify key roles, responsibilities and accountability.

1. Roles and Responsibilities

The School shall operate in accordance with its Charter and shall comply with all applicable federal guidelines, Florida Statutes, and State Board of Education Rules, including, but not limited to, §§1002.33 and 1013.62, Florida Statutes; any regulations adopted by the State Board of Education or other state agency, or amendments thereto, relating to charter schools; the applicable provisions of Chapter 119, Florida Statutes, relating to public records; §286.011, Florida Statutes, relating to public meetings; and applicable federal, state and local health, welfare, safety, and civil rights requirements.

The general operation of the School will be under the guidance of the School's Director. The Director shall implement only those policies which have been approved by the governing board. The Board has contracted with John Hearn, Esq. an attorney specializing in charter schools and Florida Municipal Governments, to review all school policies and negotiate any contracts and/or lease agreements. The Governing Board will develop, review or approve all policies related to the operation of the School. The School's Director will provide operational and financial updates to the board on a regular and consistent basis. Additionally the Director will provide comprehensive reports to the Board prior to each board meeting and will be in attendance to respond and address all Board member questions and concerns.

The Director will be responsible for the daily operations of the School, will interview and hire staff, serve as the School leader, and will supervise all staff employed at the School site.

Select job descriptions are included in Attachment K.

2. Accountability

Evaluations will comply with the requirements of s. 1012.34, F.S. This requires that evaluations for all instructional personnel and school administrators be based on sound educational principles and contemporary research in effective educational practices, and include the following evaluation criteria:

- Performance of students
- Instructional practice or instructional leadership
- Professional and job responsibilities

For both teachers and administrators, at least fifty percent (50%) of the evaluation must be based on student learning growth assessed annually and measured by statewide assessments or, for subjects not measured by statewide assessments, by district assessments. Evaluations will include data from three (3) years of students assigned to the

teacher. If three (3) years of data are not available, years available will be used and the percentage of evaluation based on student learning growth will not be less than forty percent (40%). The School will develop an evaluation instrument for instructional staff that complies with the requirements of s.1012.34, F.S.

The School Director will be evaluated every year by the Board of Directors using a process that will align to the requirements of s. 1012.34, F.S. This process will include evaluation based on the Florida Principal Leadership Standards adopted by State Board of Education, including: performance measures related to effectiveness of classroom teachers, recruitment and retention of effective and highly effective teachers, improvement in the percentage of instructional personnel rated as highly effective and effective, and appropriate use of evaluation criteria and other practices that result in student learning growth.

Staff members in non-instructional roles will also be evaluated annually.

B. Outline the criteria and process that will be used to select the school's leader.

Outstanding leadership is the key to the success of the School. The Board and School Director will conduct an intensive search for a Director who will lead the School. This process will include an interview and thorough background check including verification of credentials and checking references. The Board will be searching first for a personable, enthusiastic, and dedicated professional who is committed to providing a first-rate school for students within the parameters of the School mission. This Director will have a minimum of a bachelor's degree in education, business, or a related field. Ideally, the candidate will have prior experience as a teacher and school administrator, and a strong understanding of secondary curriculum, instruction, assessment, and special needs populations.

After narrowing the number of candidates based on initial application information, interviews will be scheduled and held. A conditional offer/no-offer decision will usually be based upon this interview. Upon the candidate's acceptance of the conditional offer, various employment papers will need to be completed and the appropriate reference and criminal background checks will be executed immediately. All employment will be in accordance with the following Equal Employment Opportunity policy statement: The laws of the United States and the State of Florida guarantee equal employment opportunity for all persons, regardless of race, gender, age, religion, national origin, or disability, and provide equal treatment opportunity in all aspects of employment including working conditions, pay, benefits, and advancement.

C. Provide a staffing plan for each year of the charter term aligned with the school's projected enrollment as detailed on the cover page of this application.

The staffing plan for each year of the charter is outlined in the exhibit below and is integral to the budget included in this application. The staffing is aligned to and driven

by the school's enrollment. Staffing will vary up or down based on actual enrollment while always staying within class size requirements.

Position	FY 14	FY 15	FY 16	FY 17	FY 18
Director	1	1	1	1	1
Assistant Director	1	1	1	1	1
Classroom Teachers/ Gifted Teacher	7	9	9	9	9
ESE Teacher	2	2	2	2	2
Resource Teachers	2	4	4	5	5
Secretary	1	1	1	1	1
Enrollment Specialist	1	1	1	1	1
Employability Specialist	1	2	2	2	2
Office Manager	1	1	1	1	1
Total	17	22	22	23	23

D. Explain the school's plan for recruitment, selection, and development.

1. Recruitment

The majority of the staff will come from within the local community. As necessary, the School will use all traditional means of recruitment including newspaper, online ads, and career fairs.

2. Selection

Once a Director is hired, he/she will begin the process of recruiting, interviewing, and hiring teachers that share our educational vision to staff the School. As with any school, education begins with these teachers. The "ideal" teacher will possess the following qualifications and characteristics:

- personal character, integrity, and reputation that is above reproach
- understanding, acceptance, and passion for working in pursuit of the School's mission
- meeting state certification/licensure standards
- caring and compassionate
- energetic personality
- firmness and fairness
- punctuality
- preparedness
- cooperative nature
- professionalism, which we believe encompasses all of the above

In summary, positive qualities that are looked for during the resume screening process will include, but are not limited to (depending on the position available) the following:

- Educational background

- Proper certification/licensure
- Experience and good references
- Match of candidate's experience with job requirements
- Stable work history
- Accurate resume and application materials
- Neat and organized
- General upward progression of previous job duties and responsibilities
- Philosophically compatible with the School's mission, having a passion for working with the targeted student population

After narrowing the number of candidates based on initial application information, interviews will be scheduled and held. A conditional offer/no-offer decision will usually be based upon this interview. Upon the candidate's acceptance of the conditional offer, various employment papers will need to be completed and the appropriate reference and criminal background checks will be executed immediately.

All employment will be in accordance with the following Equal Employment Opportunity policy statement: The laws of the United States and the State of Florida guarantee equal employment opportunity for all persons, regardless of race, gender, age, religion, national origin, or disability, and provide equal treatment opportunity in all aspects of employment including working conditions, pay, benefits, and advancement.

The teachers employed by, or under contract with, the School shall be certified as required by Chapter 1012, F.S. and applicable federal statutes. Teachers who are assigned out-of-field must complete the required credit hours toward certification each year. The School may employ or contract with skilled, selected non-certified personnel to assist instructional staff members as teacher aides in the manner as defined in Chapter 1012, Florida Statutes, and as provided by State Board of Education rule for charter school governing boards. Any decision by the School to employ or contract with non-certified persons for instructional services may be approved by the School's governing body.

3. Professional Development

Teacher and staff quality, experience, and preparation are critical to students' and the School's initial and ongoing success. The School recognizes that

[t]he purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. The system of professional development must align to the standards adopted by the state and support the framework for standards adopted by the National Staff Development Council (s. 1012.98, F.S.).

Each teacher will have an individual professional development plan (IPDP) on which the teacher will choose 1-4 Deliberate Practice Targets. This reflects the requirements of the law for the development of Individual Professional Development Plans (IPDPs) (s. 1012.98 (4)(b)(5) F.S.). Professional learning will be connected to the specific performance data for the students to whom the teacher is assigned. Planning for

professional learning will begin with analyses of student achievement data, and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students. Teachers will consider the academic progress of their students in determining what professional learning is needed that will increase the learning of their students.

Each identified group of staff members may be asked to complete written survey instruments that address in-services/training/information that may be beneficial to them. The survey will collect demographic information such as position, age, years of experience, area(s) of certification/licensure, and educational background. In order to meet the needs of the staff, the survey will have the respondents rate items on a Likert Scale. The items will include such things as behavior management, working with aides/teachers, organizing groups for instruction, meeting the needs of ESE and ELL/ESOL students, interpreting test data for best use with students, using the School technology more effectively, working with parents/family members, using mentors for entry year teachers, inclusion, conflict resolution, ethics and professionalism, team building and communication, time management, curriculum and instructional strategies, and final open sections for staff suggestions/comments.

A specifically tailored Professional Development program may be implemented utilizing the highest rated variables from the respondents' surveys. The methods of delivering the programs will include, but not be limited to large groups, small groups, individuals, and electronic functions such as development and training through computerized programs, video conferencing, and web-based delivery. The timeline will be to schedule staff development meetings at pre-School start-up times and then periodically throughout the school year. Staff will attend, as directed, per their position/perceived need.

To ensure that the previously mentioned staff development techniques are working, employees will be reviewed annually in a wide array of areas we believe an employee needs to be successful, such as quality, job knowledge, communication, initiative, adaptability, planning and organization, cooperation, judgment, dependability, innovation, and facilitating student achievement. Additionally, all teachers and school leaders will be evaluated based on the requirements of s. 1012.34, F.S., to ensure that student achievement is a primary focus for all educators. Depending on the individual staff member's review and the results thereof, an employee will be assisted in the areas that need improvement through such means as in-house, in-service development presentations, tuition reimbursement for courses at local colleges and universities, third-party seminars, and mentoring programs with some of our more seasoned employees in that individual's area of concentration.

Teacher empowerment is an important component of the School's instructional design. Teachers will be seen as professionals who are the experts. We do not believe that education can be a scripted experience whereby lessons can be prescribed. Teachers need to use assessments and observations to determine student abilities, interests, and prior knowledge, and then design appropriate lessons for that particular group of students.

Teachers will have the authority to plan lessons within the school curriculum, so long as they can justify the standards and objectives of individual projects.

Additionally, teachers will have a voice in the administration and leadership of the School through the School Advisory Council. When teachers are held accountable for their students' instruction and have the ability to make decisions in their students' best interest, phenomenal things are possible.

Section 11: Education Service Providers

If the school intends to enter into a contract with an Education Service Provider (ESP)¹²:

A. Describe the services to be provided by the ESP.

The School intends to enter into agreements with several service providers who specialize in areas critical to the success of the School and for which the School cannot provide the same depth of expertise and same level of service internally. The primary Education Service Provider and their services are outlined below.

- **Newpoint Education Partners, LLC** – an education solutions company whose leadership team has extensive experience in the design, launch, and successful operations of charter schools including the opening and operation of charter schools in six (6) states and whose leadership has provided educational and strategic consulting to public, private, parochial and charter schools in states including Florida, California, Michigan, Massachusetts, Ohio, Pennsylvania, Arizona and Colorado. A draft of the proposed management agreement is included in Attachment L. The intended services to be provided include:
 - Comprehensive school management services including provision of all capital required to cover all investments and expenses to be made prior to cash flow being generated. Services also to include:
 - evaluating and securing physical facilities and related build-out required for the school to operate as planned
 - evaluating and securing all required technology (hardware and software) and implementing the same as required to operate the school and education programs
 - all human resources and human resource management services including recruiting, hiring, performance management as required to successfully operate the school
 - all information management and reporting to the school board, DOE, school district, and any other reporting as required to successfully operate the school as outlined herein.
 - Comprehensive school model and all requisite pedagogical, instructional, and governance elements including:
 - individualized, self-paced, digital curriculum a project based learning program based on the Buck Institute for Education’s proven successful model

¹² An Education Service Provider (ESP) is an organization that provides comprehensive services to a school. Organized as non-profit or for-profit companies, ESPs generally fall into two categories:

- *Educational Management Organizations* (EMOs) that provide comprehensive school management services and may provide school designs and/or educational programming as well, and
- *Comprehensive School Design Providers* that offer a replicable school model or common pedagogical, instructional and governance approach.
-

- all professional development services required to enable and ensure all staff members are adequately proficient in the education model and all related processes, procedures, tools, and systems

In addition to services of an education management company, the School intends to contract with other experienced charter school specialists to ensure proper and successful operation of the School and ensure an “arm’s length” relationship is maintained. The intended service providers and their respective services include the following.

- **School Financial Services, Inc. (SFS)** - an experienced Florida charter school specialist accounting firm founded by Gary Scott, an experienced Florida public school Chief Financial Officer (CFO) and Keith Spence, an experienced accountant and executive. SFS is based in Florida and provides services exclusively to charter schools including Broward County plus nearly forty (40) other Florida charter schools. SFS has the expertise necessary to provide comprehensive back-office accounting services to charter schools with economies of scale enabling the provision of a high level of service at a lower cost than an in-house accounting staff. These services include:
 - Purchasing, cash management, accounts payable, general ledger, and financial statement preparation
 - Liaising with auditors, reporting to the sponsoring district, financial reporting to the Board, and budgeting and cash flow projections
- **EMG Interactive** - The School intends to contract with a proven, successful vendor with expertise in charter school marketing and media development, EMG Interactive. EMG Interactive has a long track record of supporting the marketing, branding, and outreach efforts for charter, private, and public schools. Their services include brand development, images, logos, websites, collateral materials, blogs, print campaigns, and video production.

B. Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual and personal).

1. Proposed Services

The intended services to be provided by Newpoint Education Partners include:

- Comprehensive school management services including provision of all capital required to cover all investments and expenses to be made prior to cash flow being generated. Services also to include:
 - evaluating and securing physical facilities and related build-out required for the School to operate as planned,
 - evaluating and securing all required technology (hardware and software) and implementing the same as required to operate the School and education programs,

- all human resources and human resource management services including recruiting, hiring, performance management as required to successfully operate the School, and
- all information management and reporting to the school board, DOE, school district, and any other reporting as required to successfully operate the School as outlined herein.
- Comprehensive school model and all requisite pedagogical, instructional and governance elements.

2. Performance Evaluation Measures

The management agreement with Newpoint will be a performance-based contract. Newpoint will be required to meet the academic goals, regulatory compliance areas, and financial goals described in this application and the charter contract. While we believe that Newpoint will be able to meet all of these obligations, should they fail to meet them, the Board will be able to terminate the contract subject to the provisions outlined in the management agreement. The Board has retained John Hearn as counsel for the School. Mr. Hearn is counsel for the City of Coral Springs and currently represents numerous charter school boards. The Board of Directors will use their attorney to negotiate the management agreement.

3. Fee Structure

The School will pay NEP eighteen percent (18%) of qualified gross revenues for its management services. There are provisions in the agreement that allow for NEP to forgive all or a portion of its management fees in a given year to allow the School to complete the year with a positive fund balance. The terms related to the fees are outlined in the proposed management agreement in Attachment L.

4. Renewal and Termination Provisions

The initial term of the management agreement will be for five (5) years, to mirror the charter contract with the School District. The contract will continue for successive terms until either party acts upon the termination provisions.

5. Terms of Property Ownership (Real, Intellectual and Personal).

The School will own all property purchased with public funds, including FTE, Federal Start-Up grants, Capital Outlay, and other specifically targeted public funds. Should the School's contract be terminated, all property purchased with public funds will become property of the School Board.

A draft management agreement is included in Attachment L.

C. Unless the ESP is the parent non-profit organization, explain why the ESP was selected, including what due diligence efforts were conducted to inform the selection and how the relationship with the ESP will further the school's mission.

Newpoint Education Partners (NEP) will be providing education management services to the Board's existing school, The Magnolia School for the Arts and Technology. NEP is

familiar with our mission, educational program, student population, facility, and finances and has been a great partner over the past school year. With Newpoint's experience in operating successful schools for at-risk high school students we believe that we will be able to open on time, on budget, and operate a successful school by building on this existing relationship. We are certain that NEP will be able to assist us as we further the School's mission and expand our reach to older students in need of an innovative school option.

Critical to the selection of each of the School's providers is that each of these service providers has a leadership team with a deep understanding of and extensive experience in the provision of their respective services to schools in general and charter schools in particular. One or more members of the Board have established a strong understanding of the capabilities of the leadership team of each service provider and the character of key members of the leadership team. This has been a key element to evaluating each provider.

In the case of NEP and School Financial Services, it is the opinion of the School that each is a unique, if not exclusive, provider of the specific services with the depth of experience serving specifically the Florida charter school industry.

Ultimately, the School's governing board may terminate the agreements with any or all service providers with appropriate notice as outlined in each respective service agreement.

D. Explain the ESP's roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship.

The responsibilities for the financial management of the proposed charter school will be handled by School Financial Services who will bring industry "best practices" to the internal controls that will be in place to guide the relationship between the School and all other major service providers.

School Financial Services, Inc. (SFS) is an experienced Florida charter school specialist accounting firm founded by Gary Scott, an experienced Florida public school Chief Financial Officer (CFO) and Keith Spence, an experienced accountant and executive. SFS is based in Florida and provides services exclusively to charter schools including Broward County plus nearly forty (40) other Florida charter schools. SFS has the expertise necessary to provide comprehensive back-office accounting services to charter schools with economies of scale enabling the provision of a high level of service at a lower cost than an in-house accounting staff. These services include:

- Provision of services include purchasing, cash management, accounts payable, general ledger, and financial statement preparation
- Liaising with auditors, reporting to the sponsoring district, financial reporting to the Board, and budgeting and cash flow projections

Internal controls are based on sound practice, such as segregation of duties or compensating controls, use of pre-numbered forms, limited access to cash, and monthly reporting to the Charter School Board and Sponsoring District. The business process will also emphasize the seamless and convenient delivery of service so that School staff can easily comply with internal controls and be able to concentrate on the educational process. The internal controls are detailed in the Accounting Manual in Attachment M.

The internal control policy of the School shall be guided by the following broad principles:

- Responsibility will be clearly established.
- Adequate records will be maintained.
- Assets will be insured and inventoried and appropriate employees bonded.
- Adequate procedures for cash receipts, cash disbursements, and record keeping will be in place
- The School will undergo regular and independent audits

Specific internal controls will include, but are not limited to:

- Only one bank account will be authorized for operations
- The bank statement will be opened intact by the reconciler
- The bank statement will be reconciled by an employee who has access to neither the general ledger nor check-writing system
- Items outstanding for 180 days will be investigated
- All receipts will be deposited intact
- All checks received will be immediately stamped "For Deposit Only"
- Deposits will be made at least twice weekly if funds have been received
- Receipts will be evidenced by a multipart signed, pre-numbered receipt
- A prepaid Visa card will be issued for the purchase of small items which are needed immediately
- All other disbursements will be made by check
- Checks will require two signatures
- Checks will not be pre-signed under any circumstances
- Checks for expenses other than payroll will be issued only upon verification by the School Director of receipt of the good or services ordered in good condition and correct quantity
- Appropriate documentation will be maintained for disbursements (invoice, contract, etc)
- Employees will be paid only upon verification of employment by Charter School Board action
- Appropriate legal forms (W-4, I-9, etc) must be completed prior to employees being paid
- Investment activity will comply with s. 112.661, F.S.
- Property will be tagged
- Property will be inventoried at least annually
- Discrepancies in the property inventory will be investigated and reconciled
- Financial statements will be reviewed by charter school board monthly, evidenced

- by action
- The budget will be approved by the charter school board prior to the beginning of each fiscal year, evidenced by action
- Budget amendments will be approved as necessary
- Financial reports will be submitted to the sponsor as required by Charter and state Rules
- An annual audit will be conducted by an independent CPA

The internal controls are detailed further in the Accounting Manual in Attachment M.

E. Unless the ESP is the parent non-profit organization, explain how the governing board will ensure that an “arm’s length,” performance-based relationship exists between the governing board and the ESP.

The governing board has ensured that an “arm’s length,” performance-based relationship exists between the governing board and the service providers, and will continue to do so with International High School. This “arm’s length” relationship will be established and maintained through the use of checks and balances that exist by utilizing multiple specialized service providers. The School intends to use the following measures to establish and maintain such an “arm’s length” relationship:

1. The School intends to use an independent CPA/audit firm that specializes in Florida charter school accounting and auditing and which is unaffiliated with the accounting firm or the ESP.
2. The School will use a separate, external accounting firm (School Financial Services, Inc.), to provide and manage all accounting, bookkeeping, check writing, and cash management activities on behalf of the school. School Financial Services is an experienced charter school accounting firm with clients in Broward County and is unrelated to the auditing firm and unrelated to the ESP.
3. The School will use an independent ESP with separate agreements and responsibilities from those of the accounting firm or auditing firm, and whose staff at the school will not issue checks or handle cash with the exception of lunch, clubs, uniforms, or petty cash related items.
4. The School has secured outside legal counsel with expertise in charter school matters and similar contractual relationships.
5. No members of the governing board will be employed by the School or the management company.
6. And finally, proper governance of the School will include regular board meetings, financial reporting and review at every board meeting, a complete operational review at every board meeting, and direct visits to the School on a regular basis.

F. Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.

1. Newpoint Education Partners

a. ESP's history

Newpoint Education Partners is an education solutions company whose leadership team has extensive experience in the design, launch, and successful operations of charter schools. Prior experience of Newpoint leadership includes the opening and operation of charter schools, and the provision of educational and strategic consulting to public, private, parochial and charter schools in states including Florida, California, Michigan, Massachusetts, Ohio, Pennsylvania, Arizona and Colorado.

b. Educational Philosophy

Newpoint's leadership believes in establishing strong relationships with all stakeholders including parents, students, sponsors, board members, community organizations, and the community at large. Newpoint believes that people make all the difference in any organization and particularly in educational organizations.

Newpoint believes that students of today and tomorrow need a different skill set to achieve in the 21st Century. The next generation workplace will require skills in creativity, problem solving, and application of different types of analyses and technologies to current and future problems. Students attending a school managed by Newpoint can expect a high-quality educational environment with caring, nurturing teachers who will challenge each student to reach their full potential academically, personally, and professionally.

c. Background and Experience of Senior Management

The Senior Management team at Newpoint has extensive experience within the charter school industry as well as leadership experience in several industries throughout the country.

Marcus N. May, President & CEO

Marcus May has a decade long history in the K12 education industry, and a twenty-five (25) year history of successful leadership in a several industries. Prior to founding Newpoint Education Partners, Mr. May was Senior Vice President of publicly traded Varsity Group Inc. responsible for all sales, marketing, and operations of this national education solutions company. Prior to his role at Varsity Group, Mr. May was a senior executive of the 5th largest charter school solutions company in the USA where he and its CEO grew the organization to fifty (50) schools covering six (6) states. This growth was driven by the successful development and management of charter schools and district contract schools across five (5) states. These schools included innovative education models focused on niches such as inner-city "at risk" high school and middle school students, rural populations, and home schoolers through state-wide online virtual schools, and other niche student segments. With a strong focus on systems and processes, the organization was able to rapidly scale up while maintaining the integrity of its educational values and managing school and individual student performance. Mr. May

was intimately involved in the research, design, and development of all strategic initiatives throughout this successful growth period.

In his professional career, Mr. May has held a variety of senior leadership positions including Chief Operating Officer (COO), Vice President (VP) of Strategic Planning, VP Strategic Initiatives, and Chief Information Officer (CIO) for public and private companies that include Progressive Insurance, Century Business Services, SchoolOne, and Hillenbrand Industries. In these roles, he developed an expertise in creating value through business concept innovations, technology development and implementation, business reengineering, new market and channel development, and new venture start-ups.

Mr. May has a proven track record of growth and innovation. He has created, researched, developed, and launched over three dozen new consumer and business products or product lines for public and private companies. He co-created and launched over ten (10) new businesses, many within Fortune 500 environments, and has led the integration process of over seventy (70) business acquisitions. His innovations have resulted in four (4) consumer product related patents in his name. Mr. May earned his Master's in Business Administration (MBA) from Case Western Reserve University and a Bachelor of Science degree (BS) in Business Economics from Miami University, Oxford, Ohio.

Ms. Carla Lovett, Vice President - Director of Curriculum and Instruction

Carla Lovett is a lifelong Florida resident and Florida educator. Lovett was formerly the Supervisor of Secondary Education, Curriculum and Instructional Services at Bay District Schools in Bay County Florida. Previously, Ms. Lovett held various leadership roles in the district including Ninth Grade Lead Teacher, Senior Project Coordinator, and Lead Mentoring Teacher. In addition, Ms. Lovett taught all levels of high school English in both Bay County and Orange County, Florida.

Ms. Lovett's educational credentials includes a Master's Degree in Educational Leadership from Florida State University; completing studies abroad at Oxford University, Oxford, England; and earning a Bachelor of Arts degree in English Education from University of West Florida.

Richard F. Clark, Program Consultant

Richard Clark is Newpoint's principal consultant and thought leader in the area of improving school operations and educational outcomes with a unique expertise in the area of work study programs. Mr. Clark brings a unique blend of experience from having been the principal of a nationally ranked and recognized high school to being the president and founder of a school for urban students which is part of the nationally acclaimed Cristo Rey Network and whose success has received national coverage on CBS 60 Minutes and in Newsweek magazine. The Cristo Rey Network has received significant funding from the Bill & Melinda Gates Foundation. This foundation typically funds initiatives in public education, which is a testament to the effective outcomes for this network of schools. Mr. Clark is also associated with various boards and advisory panels for K-12 organizations.

Mr. Clark supports Newpoint by providing structured plans and processes to positively impact critical areas of staffing, student experience, building effective educational outcomes in the classroom, and real world usage of technology in curriculum.

Mr. Clark graduated from Georgetown University and has earned his Master's Degree in Education from Loyola University in Chicago.

David Stiles, Vice President of Development and Operations

David Stiles serves as the Vice President of Operations and Development for Newpoint Education Partners and is a career charter school industry professional. Mr. Stiles has been responsible for increasing the graduation rate of a 3,000+ student charter high school by 100%; procuring in excess of \$10 million in total grant revenue; securing the approval of forty (40) charter school applications in fourteen (14) different school districts; and successfully opening fourteen (14) new schools in Florida in one year.

Over the last decade, Mr. Stiles has had extensive experience in all aspects of school board relations and board training, charter application development, facilities selection, charter school leadership recruitment, grant writing, and systems development. Mr. Stiles has also successfully implemented marketing programs for charter schools resulting in as much as 103% increase in school enrollment.

Mr. Stiles is a seasoned education executive and a creative leader with a wide range of experience in all aspects of charter school development and operations. He has a proven track record of success in managing multiple projects, personnel, and resources to achieve organizational goals.

Mr. Stiles earned his Master's degree in Education Administration from the University of Akron in Ohio.

Donna Hulbert, Director, Enterprise High School

Donna Hulbert is the Director of Enterprise High School, a charter school in Clearwater, Florida that serves students who are at-risk of dropping out or who have already done so. In this role, Ms. Hulbert has had numerous achievements, including a 100% increase in enrollment and improvement in academic performance in every year in which she has been the Director of the school. She has also trained and developed several new school Directors for similar schools.

Prior to her role as Director at Enterprise High School, Ms. Hulbert was an ESE Teacher and administrator in the Pinellas County School District where she held several positions including Supervisor of the Hospital/Homebound Department. Ms. Hulbert earned her Master's Degree in Educational Leadership from the University of South Florida and currently resides in Safety Harbor.

d. Newpoint Education Partners – Board of Advisors

Newpoint Education Partners believes that the best educational solutions will come through a dedicated and passionate leadership team supported by a board of advisors consisting of highly qualified and experienced educational leaders and experts.

Newpoint has established an advisory board consisting of committed volunteers with a diversity of perspective and depth of expertise. A group of individuals with backgrounds in business, education, real estate, technology, finance, serve as a technical resource to the company and provide insight into optimal ways to operate schools and run an efficient organization.

Advisory Board positions are all unpaid positions filled by volunteers passionate about innovation and improving outcomes in education.

2. School Financial Services, Inc. (SFS)

Established in 2001, School Financial Services, provides comprehensive back-office accounting services to charter schools. Their services include purchasing, cash management, accounts payable, general ledger, financial statement preparation, liaising with auditors, reporting to the sponsoring district, budgeting, and cash flow projections.

a. Philosophy

School Financial Services believes in providing schools with their desired level of financial support services so that the school's educators and administrators can devote their time to educating their students.

b. Background and Experience of Senior Management

Senior Management at School Financial Services have decades of experience in governmental accounting and finance, auditing, and budget development.

Gary B. Scott, C.P.A., President & CEO

Gary Scott graduated from the University of West Florida with a B.A. degree in Accounting (Magna Cum Laude). He earned his M.B.A. and has taught accounting courses at the college level. Mr. Scott has twenty-five (25) years of experience in accounting, including ten (10) years of governmental accounting and finance and eight (8) years of governmental auditing including several audits of Florida School district internal accounts. Mr. Scott worked for four (4) years as a district level financial administrator in a Florida school district.

Keith H. Spence, Chief Operating Officer

Keith Spence is a graduate of the University of West Florida with a B.A. degree in Accounting. He has seventeen (17) years experience in accounting, including fourteen (14) years experience in governmental accounting and finance. He has extensive experience in financial management, property management, governmental auditing, and budget development.

G. Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools.

Contact information is below for the other schools with which the ESP has contracts. Student and financial performance data are included in Attachment N.

School Name / Grades Served	Grades Served	Date Opened	Contact Information
Newpoint Bay High School	9-12	August 2008	Ron Danzey, President 2910 Kings Harbour Rd Panama City, FL 32405 850-785-6202 Ron.danzey@unitedvanlines.com
Newpoint Bay Academy	6-8	August 2010	Ron Danzey, President 2910 Kings Harbour Rd Panama City, FL 32405 850-785-6202 Ron.danzey@unitedvanlines.com
Newpoint Pinellas High School	9-12	August 22, 2011	Debbie Peterson, Chair 4025 Portsmouth Rd Largo, FL 33771 727-278-9998 Deb.peterson@live.com
Newpoint Pensacola High School	9-12	August 22, 2011	Tracey Adcock, President 4405 Pinetree Lane Lynn Haven, FL 32444 850-271-4824 tadcock@knology.net
Newpoint Pensacola Academy	6-8	August 22, 2011	Tracey Adcock, President 4405 Pinetree Lane Lynn Haven, FL 32444 850-271-4824 tadcock@knology.net
Enterprise High School	9-12	August 1, 2011	Jan Barr, Chair 19828 Gulf Blvd, #401 Indian Shores, FL 33785 727-596-5591 janmcbarr@aol.com
Windsor Preparatory Academy	K-5	August, 2012	Robert Pergolizzi, Chair 13825 ICOT Blvd

School Name / Grades Served	Grades Served	Date Opened	Contact Information
			Suite 605 Clearwater, FL 33760 727-524-6090 pergo@gulfcoastconsulting.com
Pinellas Middle Academy	6-8	Opening August 2013	Robert Pergolizzi, Chair 13825 ICOT Blvd Suite 605 Clearwater, FL 33760 727-524-6090 pergo@gulfcoastconsulting.com
Towpath Trail High School	9-12	Newpoint Management Services commenced on July 1, 2012	Debra Howell, President 275 West Market St Akron, OH 44303 330-441-2852 4debhowell@gmail.com
Invictus High School	9-12	Newpoint Management Services commenced on July 1, 2012	Valencia Lescook, President 3122 Euclid Ave Cleveland, OH 216-201-1410 Vlescook7@roadrunner.com
Lake Erie International High School	9-12	Newpoint Management Services commenced on July 1, 2012	Arnell Hurt, President 9200 Madison Ave Cleveland, OH 44102 216-539-7229 Hurt615@gmail.com
San Jose Academy	6-8	Opening August 2013	Bonnie Arnold, Chair 4072 Sunbeam Rd Jacksonville, FL 32257 904-699-0961 bonnie@bonniesfloraldesigns.com
San Jose Preparatory High School	9-12	Opening August 2013	Bonnie Arnold, Chair 4072 Sunbeam Rd Jacksonville, FL 32257 904-699-0961 bonnie@bonniesfloraldesigns.com

School Name / Grades Served	Grades Served	Date Opened	Contact Information
West Preparatory Academy	K-8	Opening under Newpoint management in September 2013	Arnell Hurt, President 9200 Madison Ave Cleveland, OH 44102 216-539-7229 Hurt615@gmail.com
Lincoln Preparatory School	K-8	Opening under Newpoint management in September 2013	Ken Baris, President 3269 West 43 rd Street Cleveland, OH 44109 216-218-8420 Kab12@sbcglobal.net
East Preparatory Academy	K-8	Opening under Newpoint management in September 2013	Rhonda Young Hurt P.O. Box 181126 Cleveland Hts., Ohio 44118 440-232-7416 msyoung780@sbcglobal.net
Middlebury Academy	K-8	Opening under Newpoint management in September 2013	Janice Baumann, President 2535 Brook Haven Lane Hinckley, OH 44233 330-276-3337 jbaumann@fre-mar.com
Colonial Preparatory Academy	K-8	Opening under Newpoint management in September 2013	Janice Baumann, President 2535 Brook Haven Lane Hinckley, OH 44233 330-276-3337 jbaumann@fre-mar.com
Main Street Preparatory Academy	K-5	Opening under Newpoint management in September 2013	Jillian Thornton, President 75 Atterbury Blvd, #207 Hudson, OH 44236 734-778-2264 Jvthornton1@gmail.com
Winton Preparatory Academy	K-8	Opening under Newpoint management in September 2013	Jim George, President 486 St. Vincent Drive Akron, OH 44333 330-606-8959 Jgeorge01@roadrunner.com
Cliff Park High School	9-12	Opening under Newpoint management in	Rod Hale, President 821 N Limestone Rd Springfield, OH 45505

School Name / Grades Served	Grades Served	Date Opened	Contact Information
		September 2013	513-533-2873 Rod.hale@aegis-ps.com
Marshall High School	9-12	Opening under Newpoint management in September 2013	Rod Hale, President 821 N Limestone Rd Springfield, OH 45505 513-533-2873 Rod.hale@aegis-ps.com

Section 12: Human Resources and Employment

A. Explain the school's compensation plan, including whether staff will be publicly or privately employed.

The School will organize as a private employer and employment with the School will be at will. Employment letters will be issued for the purpose of specifying salary, position title, and duties. Employment dates will be included only as a convenience and will not bind either the employee or the School to a specific time period. Employees will be free to terminate their employment with the School at any time, with or without reason. In accordance with the Jessica Lunsford Act all employees of the charter school shall be required to provide proof of background screening.

Likewise, the School will have the right to terminate the employee's employment, or otherwise discipline, transfer, or demote the employee at any time, with or without reason, provided it falls within the legal confines of the Florida wage and labor laws.

It is our desire to pay all regular employees wages and salaries that are competitive with other employers in the marketplace in a way that will be motivational, fair, and equitable. Compensation will vary with individual performance and in compliance with all applicable statutory requirements. During the pre-start period, the School Director, with assistance from NEP and School Financial Services, will develop a plan for compensation adjustments related to each teacher's evaluation as required in s. 1012.22, F.S.

The School will apply the same principles of fairness to all employees, regardless of organizational level, race, color, citizenship status, national origin, ancestry, gender, sexual orientation, age, religion, creed, physical or mental disability, marital status, veteran status, political affiliation, or any other factor protected by law.

The School is committed to sponsoring a comprehensive benefits program for all eligible employees. In addition to receiving an equitable salary and having an equal opportunity for professional development and advancement, employees may be eligible for other benefits that will enhance their job satisfaction. The School will utilize Aloha, a professional personnel management group for the management of employee benefits.

A good benefits program will be a solid investment in our employees. The School Director and Board of Directors, with assistance from Newpoint, will periodically review the benefits program and will make modifications as appropriate to the School's condition. The School reserves the right to modify, add, or delete the benefits it offers.

Benefits made available to employees will include:

- Insurance Coverage

A comprehensive, quality insurance program will be provided to eligible employees in the areas of health, dental, and life insurance. Insurance will also be available to eligible family members.

- **Recognized Holidays**

Regular full-time employees will be eligible for holiday pay. Recognized holidays include those school holidays, which are recognized by the public school district (according to the district calendar) in which the employee is employed with the Charter School. This does not include the summer holidays.

- **Sick Leave**

Each full time employee may earn sick time at the end of each completed month of service.

- **Retirement**

Each full-time employee will be eligible to participate in NEP's 401(k) program.

B. Describe the proposed personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.

Once hired, the School's employees will receive a copy of the School's Personnel Policies (see Attachment O) and participate in several weeks of training in their respective positions, which will continue throughout the year through various in-services, continuing education, and mentorship programs.

Teacher and staff quality, experience, and preparation are critical to students' and the School's initial and ongoing success. The School recognizes that

The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. The system of professional development must align to the standards adopted by the state and support the framework for standards adopted by the National Staff Development Council (s. 1012.98, F.S.).

All staff will be required to participate in the School's staff development program. The program will include but not be limited to the following:

- Attendance at curriculum specific training
- Attendance at professional development courses assigned by the school administrator
- Attendance at technology application training
- Attendance at school safety policy training
- Attendance at training required for maintaining certifications

Each teacher will have an individual professional development plan (IPDP) on which the teacher will choose 1-4 Deliberate Practice Targets. This reflects the requirements of the law for the development of Individual Professional Development Plans (IPDPs) (s.

1012.98 (4)(b)(5) F.S.). Professional learning will be connected to the specific performance data for the students to whom the teacher is assigned. Planning for professional learning will begin with analyses of student achievement data, and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students. Teachers will consider the academic progress of their students in determining what professional learning they need that will increase the learning of their students.

The School shall comply with the anti-discrimination provisions of §1000.05, Florida Statutes (“The Florida Education Equity Act”). The School will establish and maintain an alcohol and drug-free workplace, pursuant to the Drug-Free Workplace Act of 1988, 42 U.S.C. §701 et seq., and 34 C.F.R. Part 85(F). If the School employs persons to operate commercial motor vehicles, it shall comply with the requirements of the Omnibus Transportation Employee Testing Act of 1991 (Pub. L. 102-143, Title V), 49 C.F.R. Parts 40 and 382, and §234.101, Florida Statutes.

Faculty evaluations will comply with the requirements of s. 1012. 34, F.S. This requires that evaluations for all instructional personnel and school administrators be based on sound educational principles and contemporary research in effective educational practices and include the following evaluation criteria:

- Performance of students
- Instructional practice or instructional leadership
- Professional and job responsibilities

For both teachers and administrators, at least fifty percent (50%) of the evaluation must be based on student learning growth assessed annually and measured by statewide assessments or, for subjects not measured by statewide assessments, by district assessments. Evaluations will include data from three (3) years of students assigned to the teacher. If three (3) years of data are not available, years available will be used and the percentage of evaluation based on student learning growth will not be less than forty percent (40%). (See Sample Instructional Personnel Performance Evaluation System in Attachment P.)

The School Leader Evaluation System 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 that, done correctly and in appropriate circumstances, have a positive probability of improving student learning and faculty proficiency on instructional strategies that positively impact student learning.

Evaluation of school leaders will be based on observation and evidence about how certain leadership behaviors impact behavior of others. The portion of evaluation that involves “impact on others” comes in two components:

1. Student Growth Measure: This element comprises 50% of a school leader’s annual evaluation and is based on the performance of students in the school on specific state or district assessments (e.g. FCAT, EOC exams).

2. Leadership Practice: This component contributes the remaining percentage of the school leader's evaluation. Leadership Practice combines results of the Florida School Leader Assessment (FSLA) and an additional – Deliberate Practice. The Deliberate Practice Targets are aligned to the School Improvement Goals. The alignment between the Deliberate Practice Targets and the School Improvement Goals will be identified on the Deliberate Practice Targets form. The FSLA contribution to evaluation is based on observation of the leader's actions **and** the leader's impact on the actions and behaviors of others.

The School Leader Evaluation System will consist of three components: the assessment of the school administrator's leadership practices by the evaluator (*Florida School Leader Assessment*), the development and evaluation of the school administrator's professional growth (*Deliberate Practice*), and student growth (Student Growth Measure) based on the aggregated FCAT Value Added Reading measurement for the teachers at the School.

The three components that make up the School Leader Evaluation System will have the following percentiles: 1. Student Growth Measure - 50%; 2. Assessment of the school administrator's leadership practices by the evaluator (*Florida School Leader Assessment*) – 40%, and the evaluation of the school administrator's professional growth (*Deliberate Practice*) – 10%. The School will employ the rating scales set forth in the state model.

Although the School's Board (and School Board Chairperson as Evaluator) ultimately are responsible for the evaluation of the school leader, it is expected that assistance in the evaluation process will be necessary. The School Board Chairman or President can opt to receive assistance from the Vice President of Newpoint Education Partners (NEP) to complete the evaluation process.

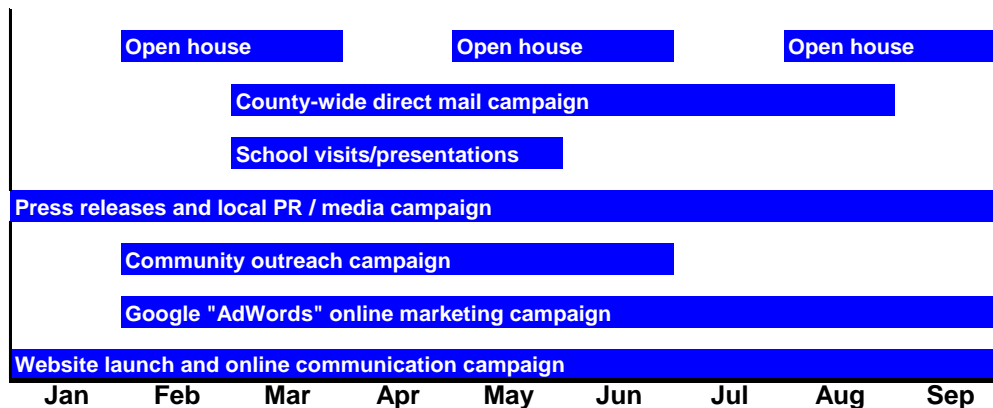
(See Sample School Leader Evaluation System in Attachment P.)

Section 13: Student Recruitment and Enrollment

A. Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options.

The School will use a variety of strategies to publicize the school. At all times, the School's admission and enrollment practices will comply with Federal guidelines (Charter Schools Program, Title V, Part B, Non-Regulatory Guidance, <http://www.ed.gov/policy/elsec/guid/cspguidance03.doc>) and with s. 1002.33, F.S. The School intends to contract with a proven, successful vendor with expertise in charter school marketing and media development, EMG Interactive. EMG Interactive has a long track record of supporting the marketing, branding, and outreach efforts for charter, private, and public schools. Their services include brand development, images, logos, websites, collateral materials, blogs, print campaigns, and video production.

The School has developed a comprehensive marketing plan with outreach activities taking place from January through the school opening (see exhibit below).



Based on the collective experience of Newpoint, EMG, school staff, and our Board members, we know that grassroots and other marketing efforts that generate word of mouth is the number one driver of student enrollment. The graph below is a result of a recent survey of Newpoint school parents regarding how they heard about the Newpoint school.

		Response Percent
Through TV news story		11.1%
From newspaper article(s)		14.8%
On the radio		3.7%
A friend		48.1%
Mailings from Newpoint		22.2%

Word of mouth (or “A friend”) was the number one stated source of enrolled students in Bay County representing a total of forty-eight percent (48%) of survey respondents. Direct mail campaigns are a distant number two driver of enrollment representing a total of twenty-two percent (22%) of all respondents.

Based on these results, the School’s marketing effort will begin with a website (www.newstartschools.com) with video and text content which provides families with information related to curriculum, enrollment, targeted student expectations, and staff qualifications. Visitors will be directed to this website through all communications as well as an ongoing Google “AdWords” online ad campaign.



The School will develop a comprehensive brochure similar to the sample below to provide families with information including the School's mission. Brochures will be distributed in local shopping areas, public places, local youth programs, local athletic programs, local middle schools, and other areas as deemed appropriate to serve our mission and reach even hard to reach families.



Working directly with the school district and the Office of School Choice, the School will distribute information to the parents of appropriately aged students, hold “open houses”, and advertise via the local media. The School will provide marketing materials in languages other than English and will also make available bi-lingual staff to answer parent questions. The School will canvass neighborhoods considered “harder to reach” and provide flyers with School information. The School will also utilize local public radio and print media to make announcements regarding enrollment opportunities and parent information meetings. The School believes that this focused marketing approach will help to achieve a racial/ethnic balance that accurately reflects the community at large.

Grandes Ideas. Grandes Metas. Grandes Sueños.

Nuevo Colegio Preparatorio de Jacksonville

"¡Finalmente puedes elegir!"

- Escuela gratis
- Ambiente escolar pequeño
- Informática integrada
- Oportunidades de internar con corporaciones
- Clases avanzadas, de honores y con crédito universitario
- Escuela culturalmente sana y bien protegida

Grados 6-8 Grados 9-12

¡Comenzar nunca fue tan fácil!

San Jose Academy
904-425-1723
www.sanjosacademy.org

San Jose Preparatory High School
904-425-1725
www.sanjosprep.org

Obtenga mas informacion. Cupo limitado. | 904-425-1723 | Aplique online hoy! www.sanjosprep.org

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.

The School will attempt to achieve racial and ethnic balance by being open to any student residing within the school district and by openly marketing to every subsection of the potential student population. The School will be a public school and enrollment will not be denied to any eligible applicants on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

The School agrees to report its student enrollment to the Sponsor as provided in s. 1011.62, Florida Statutes, and, in accordance with the definitions in s. 1011.61, Florida Statutes, at the agreed-upon intervals and using the Sponsor's method when recording and reporting cost data by program.

C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.

In the first year of operation, the School will hold an open enrollment period of thirty (30) days. Families will be able to apply in person or online using the School's website and the online enrollment system. The system will assign students a number based on the grade level for which the student is applying.

In the event that the number of applications exceeds the number of available spaces, the online system will randomly select students until all spaces are filled and randomly assign additional students to a waiting list. Student will be given ten (10) days from notice of acceptance to confirm attendance. If a student declines enrollment or fails to respond within the given time frame, the enrollment will be offered to the next student on the waiting list until all student stations are filled.

In subsequent years, the School will provide currently enrolled families the opportunity to re-enroll for the following school year. This shall take place no later than March of each year. At that time, families will also be allowed to apply for additional students who qualify for preferential enrollment under sibling preference. After the School has confirmed the number of available spaces for the upcoming academic year, an open enrollment period of at least thirty (30) days will be held. The School will conduct a lottery to address applications which exceed available space.

A student will have been determined to have accepted enrollment when he/she has returned the acceptance letter with the appropriate parent/guardian signature and the signed acknowledgement in the Student Handbook.

In addition to the preference for siblings described above, enrollment preference will be given to the following student populations:

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.

The School shall adopt and implement a non-discriminatory policy regarding the placement, assessment, identification, and selection of students with disabilities who are served in Exceptional Student Education (ESE) programs and students who are served in English or Speaker of Other Languages (ESOL) programs. The School shall not violate the anti-discrimination provisions of §1000.05, Florida Statutes.

The School may limit the enrollment process only to target student populations as set forth by s. 1002.33(10)(e), Florida Statutes. The School shall comply with s. 1003.22, Florida Statutes, and other applicable statutes concerning school entry, health examinations, and immunizations.

D. Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.

The parent-student contract is a component of the parent-student handbook and the School will enforce the provisions of the contract as defined in the code of conduct.

E. Explain any other efforts to encourage parental and community involvement, if applicable.

The School realizes that its strength lies in the hands of its parents and guardians and the extent to which they become involved in the daily activities of the students. For this reason, the School will actively encourage the participation of parents and guardians in

all of its activities. Opportunities for involvement may include, but are not limited to the following:

- A School Advisory Council (SAC) may be formed to provide input from all stakeholders to the School administration and the Board of Directors.
- As required by law, parents will be invited and encouraged to participate in the development of their child's Individual Educational Plan (IEP) when a student meets the necessary requirements for exceptional education services.
- Parents or guardians shall be asked to attend at least two (2) teacher/parent conferences each year their child is enrolled.
- The Charter School shall hold at least one (1) parent open house per semester.
- Parents or guardians will be given the opportunity to evaluate the School at least once per year.
- Parents will be notified of the governing board's schedule of meetings and invited to attend and provide input.

III. BUSINESS PLAN

Section 14: Facilities

If the site is not acquired:

F. Explain the school's facility needs, including desired location, size, and layout of space.

The School will utilize a facility that meets the following requirements:

- Meets or exceeds all local building and fire/safety codes as outlined in chapter 533 Florida Building Code and chapter 633 Florida Fire Prevention Code
- Has appropriate space for classrooms, specialty rooms, a media center, a multi-purpose room, and administrative areas
- Has adequate parking for staff, students, and visitors
- Is accessible to persons with disabilities
- Has at least one (1) flushable toilet per twenty (20) occupants
- Has at least one (1) sink per forty (40) occupants
- Has a monitored fire/burglary system

Although locating, securing, and renovating an appropriate facility in Florida can be challenging; managed appropriately, excellent facilities can be secured and renovated within a 120-150 day timeline. Considering the renovation timeline and lengthy governmental approvals for zoning and permits, the site selection process is already underway. With the expertise of the board members and management team, the School will have more than adequate time to open the School for the start of the 2014-15 school year.

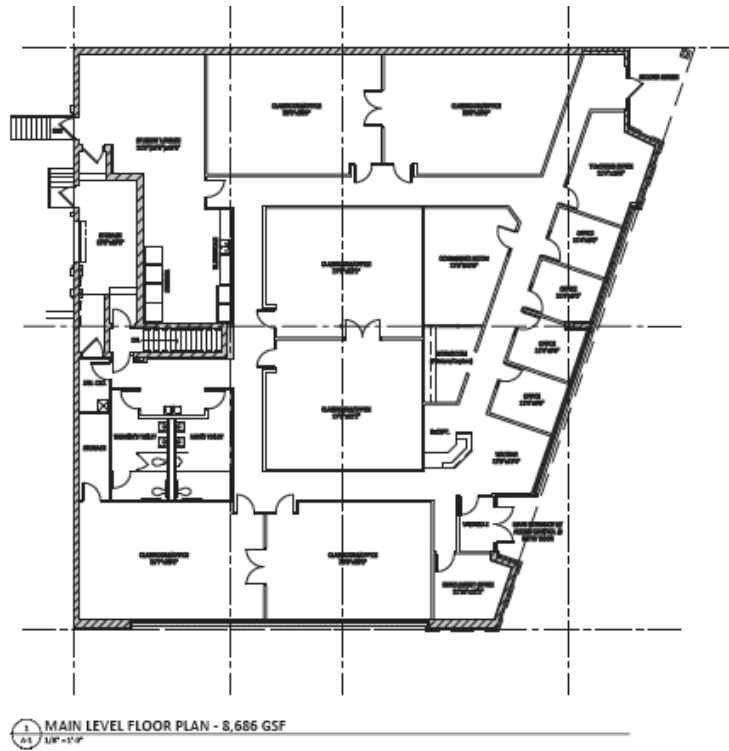
While there are several charter schools in Broward County that focus on dropout prevention, there are still pockets within the county that are not being served by this type of school. As the demographic maps (Attachment A) will show, there are areas in Plantation, Coral Springs, Margate, and Hollywood that are still underserved in terms of options for students who are at-risk of dropping out of high school.

Even though we are targeting the areas above, we are considering all facility options in Broward County that meet the budgetary and demographic needs of the School. The School will utilize several parameters in its search for an acceptable site. Demographic maps of the school district that address median household income, population density, and households with children have been reviewed (See Attachment A). Our facility search also takes into consideration such factors as: square footage, accessibility, zoning, safety, exterior lighting, parking, and neighborhood demographics.

All efforts will be made to make certain that all settings are conducive to learning. This learning environment includes both the interior and exterior of the facility. Selected layouts for similar schools are included below.

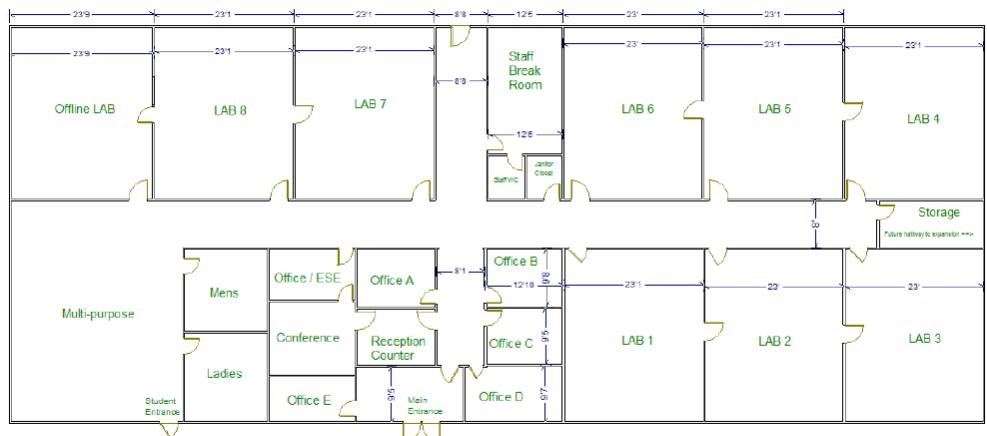
Lake Erie International High School

Cleveland, Ohio. 8,700 Square Feet, To Be Completed in August
2013



Enterprise High School

Clearwater, Florida. 12,500 Square Feet



High standards have been established to assure students will be learning in a safe and healthy environment. Upon approval of the charter, any necessary improvements and renovations will commence to meet our facility standards.

The School shall use facilities which comply with the Florida Building Code pursuant to Chapter 553, Florida Statutes. The School may also comply with the following: State Requirements for Educational Facilities of the Florida Building Code, adopted pursuant to §1013.37; the State Uniform Building Code for Public Education Facilities Construction, adopted pursuant to §1013.37, Florida Statutes; applicable state minimum building codes pursuant to Chapter 553, Florida Statutes; or state minimum fire protection codes, pursuant to §633.025, Florida Statutes, as adopted by the local authority in whose jurisdiction the facility is located.

The facilities will also comply with the Florida Fire Prevention Code, pursuant to chapter 633. We will work closely with local officials to see that the School is in complete compliance with all zoning regulations, building and renovation permits, safety codes, occupancy permits and all other applicable federal, state and local laws and regulations. The School will pay particular attention to compliance in the following areas: fire exits, parking, traffic, sprinkler systems, alarm systems, and keeping inspections current.

G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.

- *The financial plan for the proposed school should align with the facilities-related costs described.*

The cost of the facility has been included in the School's budget proposal including lease and utility costs and all other occupancy costs, plus anticipated pre-start costs for renovations to meet the School's needs, state regulations, and local codes.

Estimates of facility expense were developed using current market value rates of commercial real estate as determined by the area market and based on actual lease costs of facilities under consideration.

H. Explain the strategy and schedule that will be employed to secure an adequate facility.

The School intends to use several methods for securing a suitable facility, including engaging a commercial real estate broker, working with companies who have built or renovated charter schools, and appropriate legal counsel. Based on Newpoint's track record in which 100% of their schools have opened on time, we are confident that we will have an appropriate facility for our students.

The School intends to utilize traditional real estate for its facility. The School anticipates securing a permanent facility (not modular units) which will afford ample classrooms, resource/specialty rooms, common use/multipurpose area, and administrative areas. The

School will choose a location that is easily accessible to targeted students. Currently, the School is finalizing research on the target population in several geographic areas.

It is anticipated that the School will make a final facility decision within sixty (60) days following the approval of the charter.

The timeline below illustrates the schedule for securing the facility.

International High School Start-Up Plan															
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	
Facilities															
Site Search															
Due Diligence															
LOI Signed															
Lease Signed															
Plans Approved															
Building Permit Secured															
Construction															
Certificate of Occupancy															
FFE Installation															

Although locating, securing, and renovating an appropriate facility in Florida can be challenging; managed appropriately, excellent facilities can be secured and renovated within a 120-150 day timeline. The School will have more than adequate time to open the School for the start of the 2014-15 school year.

I. Describe the back-up facilities plan.

Due to Newpoint's expertise in delivering school facilities on-time, we have every expectation that the School will open on-schedule in the intended location. However, we understand that unforeseen circumstances such as zoning, permitting, and weather delays can arise and delay the construction schedule. If the School opening is delayed to the point where we will not be able to open on-schedule, we will do the following:

1. Define the specifics of the delay and determine a realistic opening schedule.
2. Coordinate and communicate this information with school district personnel.
3. Determine whether the School can open on a delayed schedule.

Depending on the outcome of the above items, the School will proceed as follows:

Option 1 - If the School cannot open on a delayed schedule:

- o The School will temporarily lease and utilize appropriate space from a school or other educational institution such as a Community College, Private Technical College, Charter School, etc.
- o Contingency plans for temporary space and short-term leases will be in-place by February 2014.

Option 2

- o If the construction schedule is such that the School opening is delayed seven (7) or more months, the School will (as a last resort) request from the school district a one-year deferral for opening.

J. Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.

The School will comply with class size requirements in section 1002.33(16)(b)3., F.S. and will have a School-wide class size average of no more than twenty-five (25) students per instructor and/or classroom for core academics at any time. The School will be in compliance with state law regarding class size at all times.

Section 15: Transportation Service

A. Describe the school's plan for transportation, including any plans for contracting services. Your plan should discuss, to the greatest extent possible, the issues relevant to the school's transportation plans.¹³

The School will provide transportation for the School's students consistent with the requirements of §1012.45 and Chapter 1006 (Part I), F.S., and state and federal rules and regulations. The School anticipates that many students will take public transportation or drive their own vehicles to and from School. Students who live beyond a reasonable distance from the School will receive a public bus pass if they choose to accept it.

The School may contract with an outside provider in order to establish the capacity to provide proper, safe student transportation. The School will ensure that any transportation provider provides the following:

- Proof that all personnel who may have contact with students have appropriate background clearance in accordance with the Jessica Lunsford Act.
- Provide all staff with picture identification that list the staff member's name and the name of the company.
- Proof that all vehicles are properly maintained and meet security and safety requirements.
- Proof that students are only being transported in approved vehicles and that there is no use of passenger vans.

Additionally, the School will facilitate information for parents who wish to car-pool their children to and from school.

The School will provide transportation for any student with a disability who has transportation indicated on the IEP.

¹³ The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter. (Section 1002.33(20)(c), Florida Statutes)

Section 16: Food Service

A. Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program.

The School intends to contract with the Sponsor or local providers to provide food service in a way that will serve all eligible students. All food service may be provided in a manner consistent with the Food and Drug Administration (FDA) requirements for free/reduced price lunch.

The School will require that the provider show proof of the following:

- All meals have been approved by a registered dietician
- All meals meet the requirements for free/reduced price lunch
- Proof of all applicable health and safety inspections
- Ability to deliver
- Meals are delivered in appropriate containers
- Non –nutritional items such as soda are not included

Vending machines may be available for student use and may include the following:

- Selection of milk, juice, and sports drinks
- Fresh fruit
- Prepared snacks that meet federal nutritional guidelines such as baked chips

The School may, at the end of the first year of operation, apply for provider status through the Federal Government.

Section 17: Budget

- A. Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget should be based on the projected student enrollment indicated on the cover page of the application.**

A copy of the School's operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances can be found in Attachment Q. These budgets contain all projected revenue and expenses except for:

- Public Charter School Grant: Because the competitive nature of this grant creates uncertainty as to availability, this potential source of revenue is omitted from these budgets. If grant funds are received, the primary focus will be classroom technology, equipment, furnishings and supplies, as well as staff development activities.
- Supplemental Federal Funds (IDEA, Title I, etc): Even though the school expects to qualify for these funds, they are supplemental to the academic program, each with a specific focus and cannot be used to supplant other expenses of the school. Therefore, these budgets demonstrate that the school will be adequately funded without these funds.

- B. Provide a start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.**

A copy of the School's start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance is included in Attachment Q.

- C. Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based.**
The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

Start-up related expenses will be incurred pursuant to the opening of the School. These expenses include but are not limited to legal fees, marketing and advertising, office supplies, facilities costs, utilities, and employment related costs. The total start-up related expense is projected to be \$30,000. Newpoint Education Partners will provide the funds needed to cover these costs. No monies will need to be advanced by the school district or by the School itself per the terms of the management agreement.

The financial forms presented in this application reflect the combined budget projections for the total educational program provided by the School and Newpoint Education Partners.

The Florida Education Finance Program (FEFP) will be the primary revenue source, and is based on the latest available Revenue Estimate Worksheet (as of FY14, 1st Calc) provided by the Florida Department of Education. A modest increase of one percent (1%) per year in Years 2-5 is included in these budgets.

As detailed above, expenses also are increased by an inflation factor of one percent (1%) per year in Years 2-5. The net effect is that revenue inflation totals 4% and expense inflations total four percent (4%) over the five (5) years budgeted.

The largest expenditure, of course, is instructional costs, with the largest portion of instructional costs being instructional salaries and benefits.

Newpoint Education Partners, LLC executives have led the development and launch of over fifty (50) schools and are keenly aware of the financial and support resources necessary to facilitate the start-up and continuation of schools. Based upon previous experience, Newpoint Education Partners understands the significant costs associated with the start-up of a new school, and is committed to the funding of such start-up costs, capital investment, and working capital requirements necessary for the School to successfully open and operate. The financial plan submitted to the District is developed based upon the successful principles that have enabled these schools to be economically sound.

Newpoint Education Partners will advance all capital required to cover the costs incurred in providing the educational program and day-to-day operation of the School. Such costs shall include, but not be limited to, required staffing, educational programs, technology, advertising, insurance, facility rent and improvements, occupancy costs, training, supplies, books, capital expenditures, and other educational and day-to-day management related items. In addition, Newpoint Education Partners will assume all financial risks associated with the day-to-day operations of the School and will hold reserves necessary to cover these risks.

Although Newpoint has the capital to pay for leasehold improvements and for all furniture and equipment in cash, Newpoint also has a working relationship with Hewlett Packard enabling the leasing of technology as needed. In the vast majority of Newpoint's schools, the landlord will finance the renovations to the school and build that cost into the lease. This arrangement has worked well because it ensures that both the school and the landlord have a vested interest in ensuring that the School opens on-time and on-budget.

D. Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.

The School's governing body will annually adopt and maintain the School's official operating budget and exercise oversight over the School's operation. In exercising its oversight and maintaining the budget, the governing body shall provide for a balanced general operating fund. The governing body will receive monthly financial reports from School Financial Services, as the board's accountant and shall review the School's financial statements quarterly. Board member Barbara Clark is a CPA and will provide critical oversight at the governance level. In addition, the Board will select a CPA to conduct the School's annual audit. The Board will review and approve the audit report, including audit findings and recommendations for the financial recovery plan(if needed), and monitoring the financial recovery plan in order to ensure compliance.

In the School's monthly financial statements, the Board will be able to see the budget to actual comparison, as well as notes to the financial statements which include projected and actual enrollment. Based on this information the governing board will be able to determine if enrollment is significantly lower (or higher) than expected and can begin to determine the appropriate budget cuts. If needed, budget cuts will begin in the administration level to ensure the quality of instruction of the school is maintained.. If there are significant budget shortfalls, Newpoint will fund the shortfall to ensure that the School does not have financial emergencies and will not end the school year in a deficit.

E. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

A copy of the School's monthly cash flow projections for the start-up period is included in Attachment Q.

F. Describe the school's fundraising plan, if applicable. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the school's start-up or operating budgets.

Although it is not assumed that the School will receive Federal Start-up grant funding, Newpoint was successful in being awarded start-up grants for four (4) recently approved schools, a 100% success rate. We believe this bodes very well for our future start-up grant funding opportunities including the funding for this School.

The School currently neither has plans for a concerted fund-raising effort nor has budgeted revenues from such efforts. Upon establishing a support organization (i.e., PTO) for the School, such possibilities will be investigated and evaluated. We expect any funds generated to be relatively small in comparison to FEFP, and will not allow fundraising efforts to become such a focus that the instruction of students is compromised. Similarly, no designated gift will be accepted without the approval of the Charter School Board.

Section 18: Financial Management and Oversight

A. Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.

The School's governing body will annually adopt and maintain the School's official operating budget and exercise oversight over the School's operation. In exercising its oversight and maintaining the budget, the governing body shall provide for a balanced general operating fund. The governing body shall review the School's financial statements quarterly to ensure that resources are properly managed. It shall be the governing body's responsibility for ensuring retention of a CPA or auditor for the annual financial audit, reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, and monitoring a financial recovery plan in order to ensure compliance.

The Board will contract with School Financial Services (SFS) of Bonifay, Florida to provide assistance in the fiscal management of the School. The relationship between School Financial Services and the School has already been initiated, and will continue through the development of the School and into the operations phase of the School's life. In this way, the School will benefit from the experience and expertise that School Financial Services brings to bear.

School Financial Services provides back office accounting services to over fifty (50) charter schools in Florida. The firm limits its practice to charter schools, thereby providing access to competent professionals with relevant experience. The School will be working directly with Gary Scott, President of School Financial Services, and Keith Spence, Chief Operating Officer.

School Financial Services is SSAE 16 certified. SFS has undergone an attestation engagement performed by an independent certified public accounting firm under the guidelines of Statement on Standards for Attestation Engagements (SSAE) No. 16, Reporting on Controls at a Service Organization. The resulting report indicated a positive opinion of management's description of SFS's internal control system and suitability of the design and operational effectiveness of internal controls. This report provides two benefits to client schools of School Financial Services: (1) The school's independent auditor can reduce testing of transactions, thus reducing the cost of the school's audit, and (2) The school can have confidence in the services provided by School Financial Services.

School Financial Services uses Cougar Mountain Fund Accounting software, which is specifically designed for not-for-profits. Cougar Mountain has integrated general ledger, accounts payable, payroll, and bank reconciliation functions. The comprehensive nature of this software coupled with the internal controls in place facilitates the recording of transactions by fund, function, and object. This allows for transactions to be recorded accurately and appropriately, including properly identifying purchases of property. Property records are maintained in accordance with state requirements. Source

documents supporting transactions are preserved, facilitating the audit process. General ledgers and books of original entry are kept so as to allow the preparation of financial statements to be in accordance with generally accepted accounting principles and in compliance with Redbook.

Having appropriate financial statements will allow the preparation of projections of budget performance and cash balances through the fiscal year, thus allowing the School to adjust activity as necessary to maintain fiscal integrity.

The system as described has undergone numerous audits of dozens of schools by at least seven (7) different auditors in three (3) states without any finding relating to the accounting system, demonstrating the effectiveness of the process of fiscal management.

School Financial Services will prepare, on an annual basis, a budget outlining all anticipated revenues and expenditures. The budget will be submitted to the governing board for approval. Upon approval, a copy of the budget will be filed with the board minutes for public record, a copy will be held at the school site, and a copy will be provided to School Financial Services.

SFS, on behalf of the School, shall prepare and maintain monthly financial statements, which shall include a balance sheet and a statement of revenues, expenditures and changes in fund balance. The monthly financial statements shall be prepared in accordance with the function/object dimensions prescribed in the Florida DOE publication, *Financial and Program Cost Accounting and Reporting for Florida Schools* (the “Red Book”).

The School shall also prepare and maintain all reports required to be filed with the Government of the United States and the State of Florida. Such reports shall include, but are not limited to, all payroll tax returns and any required filing relating to the School’s non-profit status.

Newpoint has an established banking relationship with Vision Bank, a Florida-based community oriented bank. As one of Florida's strongest banking institutions, Vision Bank has built a reputation on bringing modern banking services to individuals on a local, one-on-one basis. Vision offers the same in-depth product lines of a large institution with the personalized service of a local hometown staff. Vision Bank has been operating since 1983 with offices in Panama City Florida and throughout Florida.

Newpoint also has an established banking relationship with Bank of America a large and stable national lender which Newpoint has used for credit facilities including a Letter of Credit to guarantee lease obligations.

These banking relationships have been established and earned based on Newpoint’s proven credibility and use of proper financial controls and should provide some assurance as to the ability to execute on these plans for starting the charter school described herein.

Unless otherwise exempted by §1002.33, F.S., the School will complete federal and state reports in accordance with the timelines and specifications of the state Department of Education.

B. Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.

1. Internal Controls

Internal controls are based on sound practice, such as segregation of duties or compensating controls, use of pre-numbered forms, limited access to cash, and monthly reporting to the Charter School Board and Sponsoring District. The business process also emphasizes the seamless and convenient delivery of service so that school staff can easily comply with internal controls and are able to concentrate on the educational process.

School Financial Services is SSAE 16 certified. SFS has undergone an attestation engagement performed by an independent certified public accounting firm under the guidelines of Statement on Standards for Attestation Engagements (SSAE) No. 16, Reporting on Controls at a Service Organization. The resulting report indicated a positive opinion of management's description of SFS's internal control system and suitability of the design and operational effectiveness of internal controls. This report provides two benefits to client schools of School Financial Services: (1) The school's independent auditor can reduce testing of transactions, thus reducing the cost of the school's audit, and (2) The school can have confidence in the services provided by School Financial Services.

The internal control policy of the School shall be guided by the following broad principles:

- Responsibility will be clearly established.
- Adequate records will be maintained.
- Assets will be insured & inventoried and appropriate employees bonded.
- Adequate procedures for cash receipts, cash disbursements, and record keeping will be in place.
- The School will undergo regular and independent audits.

Specific internal controls include, but are not limited to:

- Only one primary operating bank account will be maintained by the school (others may be maintained for internal funds)
- The bank statement will be opened intact by the reconciler
- The bank statement will be reconciled by an employee who has access to neither the general ledger nor check-writing system
- Items outstanding for 180 days will be investigated
- All funds will be deposited to the bank account on a daily basis intact or whenever practical. At a minimum, no receipts will go longer than three days without being deposited
- All checks received will be immediately stamped "For Deposit Only"
- Printed, pre-numbered receipts will be issued for all cash received whenever

possible

- All disbursements will be made by check (except for minor petty cash disbursements). Printed, pre-numbered checks will be used and voided checks will be maintained to complete the number sequence. (School personnel may be permitted use of a pre-paid debit card for emergency purchases or to facilitate local transactions where a card is required. This account is only resupplied after reconciliation of prior use with a complete and full accounting of expenditures supported by receipts)
- Checks require two signatures
- Checks will not be pre-signed under any circumstances
- Checks for expenses other than payroll will be issued only upon verification by the Principal of receipt of the good or services ordered in good condition and correct quantity. The School may authorize SFS to make disbursements for contracted services, leases, notes payable, ongoing commitments, etc., payables for goods/services that are confirmed as rendered/received by the School and within the limits of the approved budget
- Appropriate documentation will be maintained for disbursements (invoice, contract, etc). All invoices will be reviewed and initialed for approval before a check is issued
- Employees will be paid only upon verification of employment by Charter School Board action
- Appropriate legal forms (W-4, I-9, etc) must be completed prior to employees being paid
- Investment activity will comply with 112.661, FS
- Property will be tagged
- Property will be inventoried at least annually
- Discrepancies in the property inventory will be investigated and reconciled
- Financial statements (see below) will be reviewed by Charter School Board monthly, evidenced by action
- The budget will be approved by the Charter School Board prior to the beginning of each fiscal year, evidenced by action
- Budget amendments will be approved as necessary
- Financial reports will be submitted to the sponsor as required by Charter and Rule
- School financial records, including files for receipts, invoices, bank statements, and cancelled checks will be kept up-to-date and fully accessible at all times
- An annual audit will be conducted by an independent CPA (see below)
- Under no circumstances are school funds to be used for personal benefit or gain or administration or staff

A copy of a generic Accounting Manual is attached. This will provide a conceptual framework to understand the internal controls which will in place, but many of the specific limits and individual assignments must be determined by the governing board.

Detailed financial statements will be prepared on a monthly basis for analysis by the Charter School Board. These financial statements will be reviewed by the Charter School

Board at monthly meetings and will be submitted to the Sponsoring District for monitoring/review.

The monthly financial statements will be in compliance with Rule 6A-1.0081, F.A.C and include:

- Balance Sheet
- Revenue and Expense Report
- Year-to-date comparison of budgeted vs. actual revenues and expenditures
- Notes to Accompany Financials, to include:
 - Actual enrollment at the time the statement is submitted
 - Projected enrollment for the current school year
 - Notes to the monthly financial statement to include other material information

During the first year of operations, beginning with the September financial statements, the board will receive a projection of both cash and budget performance monthly, including projected cash deficits and proposed budget amendments. After the first year, this projection will be provided to the board as needed or as requested by the board.

Additionally, Bank Reconciliation and Bank Registers will be submitted to the Charter School Board along with the financial statements.

Providing further transparency, the Principal and Charter School Board will have access to the bank register and images of paid invoices and checks at any time through an on-line document storage facility.

The School will adhere to the audit selection requirements per Florida Statutes and the Auditor General Requirements and ensure that the Audit Report checklist (§11.45(3)(a), Florida Statutes accompany the audit in a timely manner according to the dates agreed upon for audited and unaudited reports between the Sponsor and the Board in the Charter. The auditing firm shall be selected by request for proposal (RFP) process and only those firms experienced in audits of charter schools will be considered. The audit will be of assistance to the School's Governing Board in carrying out its responsibility to assure that its financial resources are properly managed.

2. Regular Board Review of Financial Statements

The Board will establish a procedure for monthly review of the financial statements to be provided to the school district. We anticipate that the process will contain the following steps:

- a. SFS will prepare the monthly reports based on actual revenues and expenses for the School, and a budget-to actual comparison.
- b. SFS will send these reports to the School for review and Board approval.
- c. At the regularly scheduled board meetings, SFS will present the financial reports to the Board for their review, comment, and approval.

3. Annual Audit

An annual audit report will be furnished to the Board of Directors to provide an overview of the School's financial condition in both short and long term. The audit report will include a complete set of financial statements and notes to the statements, which will be prepared by an independent accounting firm. The audit report will be prepared in accordance with generally-accepted accounting principles and GASB 34, and will give the Board an opportunity to assess the School's finances and projected enrollment trends.

These annual audits will be conducted for the School and its management company at the June 30 fiscal year end. We will submit the audit reports to the school district in compliance with the district deadline. Details regarding the annual audit are listed below:

- a. The Board of Directors will work together to determine the best firm to conduct the School's audit.
- b. The firm selected to conduct the audit will conduct the audit after the conclusion of the school-year and will report its results to the Board and the School District by the date specified in the charter contract.

C. Describe the method by which accounting records will be maintained.

In order to provide financial information that is comparable to that reported for other public schools, the School will maintain all financial records in an accounting system that is in accordance with the accounts and codes prescribed in the most recent issue of the publication titled, *Financial and Program Cost Accounting and Reporting for Florida Schools* (Redbook), pursuant to s. 1002.33(9)(i)1, F.S. Thus, the School's accounting will be consistent with accounting conducted for Florida school districts and will contain a uniform chart of accounts for budgeting and financial reporting. The uniform chart of accounts addresses topics that include governmental accounting standards, program cost accounting, and reporting.

The documents comprising the accounting records will be kept in accordance with the General Records Schedule for Local Government Agencies GS1-L, as authorized by 119 and 257, FS.

D. Describe how the school will store student and financial records.

The School will ensure that all student records are kept confidential as required by applicable state and federal law, including the Family Educational Rights and Privacy Act (FERPA). The School shall maintain all student data reporting elements in the Sponsor's Student Information System. The School shall maintain pupil attendance records in the manner specified in Rule 6A-1.044, Florida Administrative Code.

All student and financial records will be stored electronically on dedicated servers and on special backup tapes. In addition to this, paper versions of student and financial records will be stored in secure cabinets or be reduced to electronic documents for storage. All required student records will be prepared and stored in a manner consistent with Florida

statutes. Retention periods and disposition of records shall be as specified in the local School Board Records Management Manual.

E. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance and directors' and officers' liability coverage.

The School shall, at the School's sole expense, procure, maintain and keep in force the amounts and types of insurance conforming to the minimum requirements set forth in the Charter. The School will obtain all required and applicable insurance coverage including health, workers' compensation, general liability, property insurance, and director's and officers' liability coverage. The School plans to work with Johnson and Bryan, a full-service commercial insurance brokerage firm, operating since 1931. Johnson and Bryan specializes in public schools including charter schools and writes insurance in all fifty (50) states and place coverage with more than 300 insurance carriers.

The School shall, at its sole expense, procure, maintain and keep in force Commercial General Liability Insurance, which shall cover the School for those sources of liability which would be covered by the latest occurrence form as filed for use in the State of Florida by the Insurance Services Office. The minimum limits to be maintained by the School shall be one million dollars (\$1,000,000) per occurrence and one million dollars (\$1,000,000) annual aggregate.

The School shall, at its sole expense, procure, maintain, and keep in force Automobile Liability Insurance which shall cover the School for those sources of liability which would be covered by Section II of the latest occurrence edition of the standard Business Auto Policy. Coverage shall be included on all owned, non-owned and hired autos used in connection with the Charter. The minimum limits to be maintained by the School shall be one million dollars (\$1,000,000) per occurrence, and if subject to an annual aggregate, two million dollars (\$2,000,000) annual aggregate.

The School agrees to provide adequate workers' compensation insurance coverage, at its sole expense, as required by Chapter 440, Florida Statutes. The School shall, at its sole expense, procure, maintain, and keep in force the School Leader's Errors and Omissions Liability Insurance, which shall be on a form acceptable to the Sponsor.

The School will obtain all required and applicable insurance coverage including health, workers' compensation, general liability, property insurance, and directors' and officers' liability coverage.

Section 19: Action Plan

A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:

- 1. Identifying and securing facility**
- 2. Recruiting and hiring staff**
- 3. Staff training**
- 4. Governing Board training**
- 5. Policy Adoption by Board (if necessary)**
- 6. Lottery, if necessary**
- 7. Student enrollment**

The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor)

The following plan reflects realistic timeframes and includes the critical elements required for the School to be launched in a timely and quality manner.

As the plan is implemented, each of the items in the above plan will be assigned to the appropriate expert on the School's staff or an external expert (e.g. attorney, architect, accountant, contractor, etc.). With clearly documented and communicated expectations and highly qualified people, this plan can be executed well within the time allotted.

International High School	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct
Contracts / Agreements															
Charter Contract Negotiated															
Management Agreement Negotiated															
Financial Services Agreement Negotiated															
Facilities															
Site Search															
Due Diligence															
LOI Signed															
Lease Signed															
Plans Approved															
Building Permit Secured															
Construction															
Certificate of Occupancy															
FFE Installation															
Governing Board / Policies															
Approve public participation policy															
Approve format for meeting minutes															
Approve lottery policy															
Approve conflict of interest policy															
Adopt financial controls manual															
Approve procurement policy															
Approve dispute resolution policy															
Approve Bullying policy															
Complete Governance Training															
Approve operating budget															
Enrollment / Marketing / Lottery															
School Logo determined															
Website created															
Brochures / materials created															
Advertising / Promotion															
Community / Parent Meetings															
Registration Open															
Enrollment Office Open															
Lottery Conducted															
Grand Opening Event															
Staffing and Training Plan															
Principal Recruitment															
Staff Recruitment															
Staff Secured															
Curriculum Training															
PBL Training															
School Safety Training															
Systems Training - SIS, Network, facility, etc															
School Policy training															
Academics and Scheduling															
Curriculum Review															
Curriculum Ordered															
Master Schedule determined															
Student Schedules determined															
Produce and distribute student schedules															
Technology Plan															
Technology Plan and pricing finalized															
Equipment delivered															
Equipment connected and tested															
Administrative Systems installed															
School District terminal connected															
Online systems launched															
Administrative Plan															
Bank determined and secured															
Transportation agreement / plan															
Food Service agreement / plan															
Apply for 501c3 status															
Begin SACS accreditation Process															

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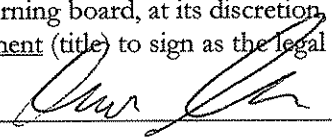
III. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for International High School is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

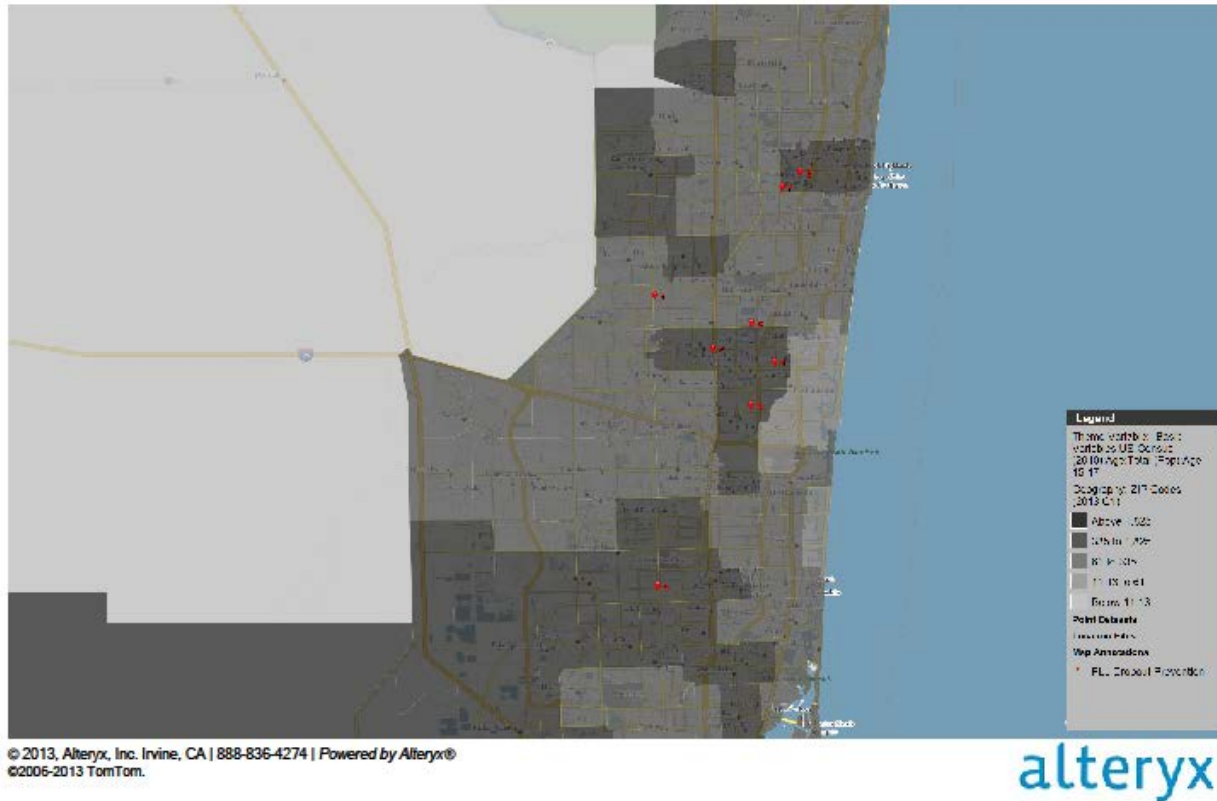
The governing board, at its discretion, allows David Stiles (name), Vice President of Operations and Development (title) to sign as the legal correspondent for the school.


Signature

7/29/13
Date

David Stiles
Printed Name

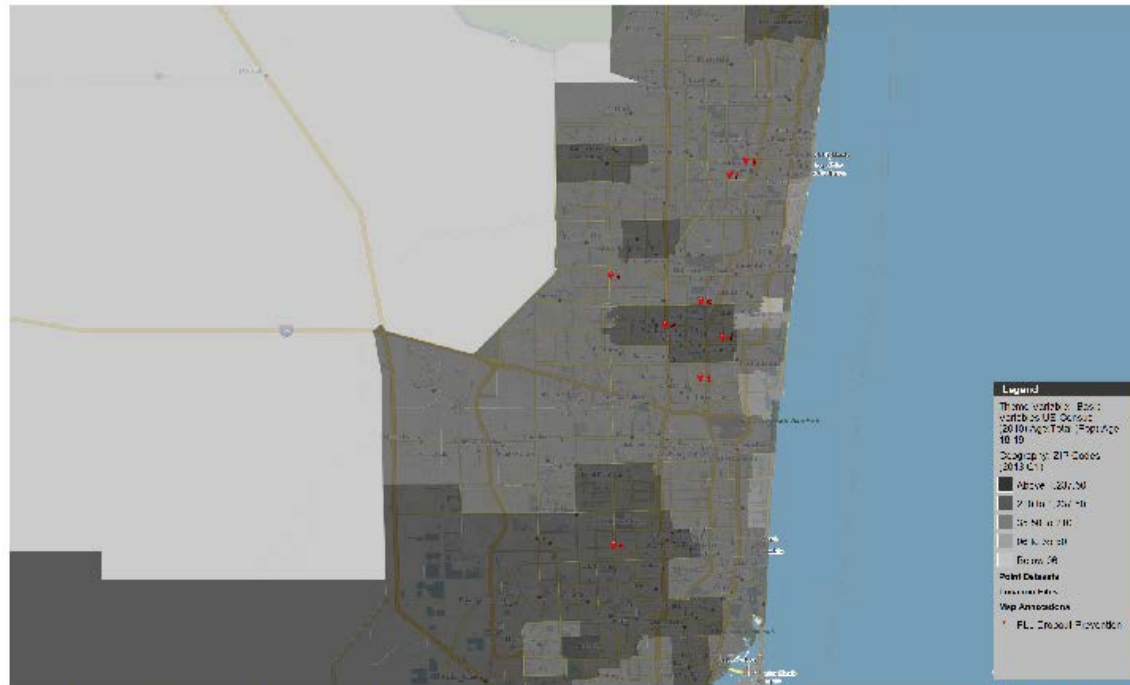
International High School Population Age 15-17 (with competitor overlay)



International High School

Population Age 18-19

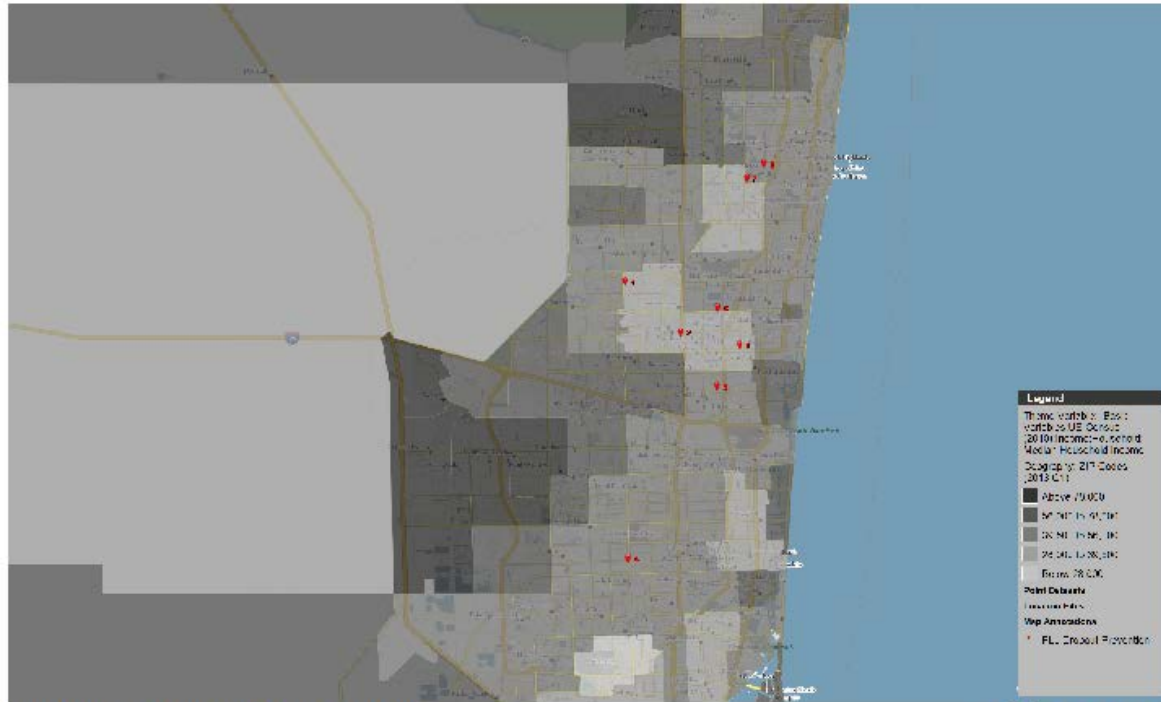
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International High School Median Household Income (with competitor overlay)

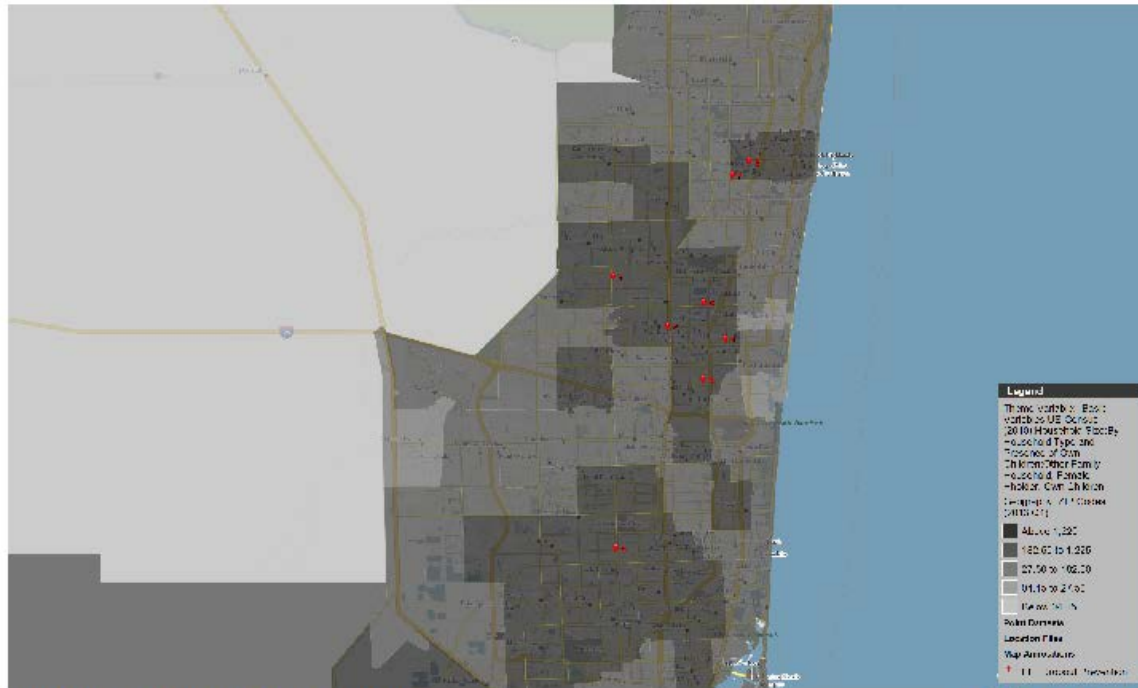


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International High School Single Parent Households

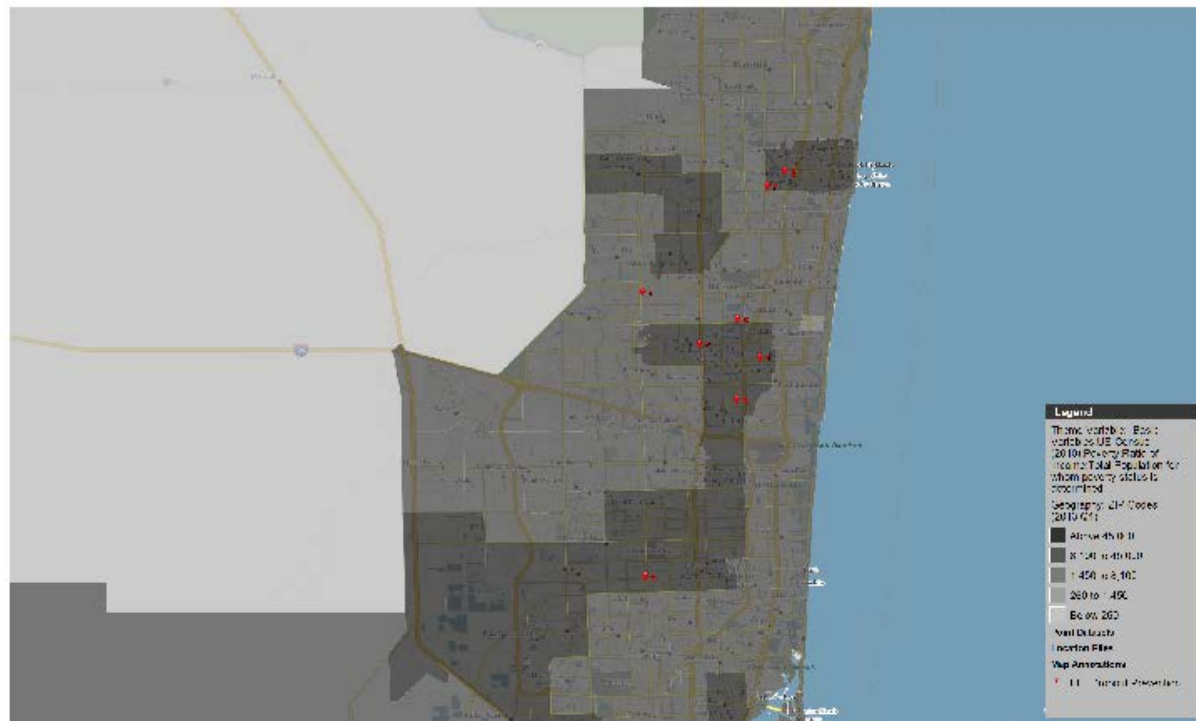
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International High School Population Meeting Poverty Criteria (with competitor overlay)



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Apex Learning Sample Course Descriptions

The following is a *sample listing* of the Apex Learning Courses which will be utilized at the School. Apex courses include “Foundations” courses, “Core” courses, “Honors” courses, and “Advanced Placement” courses across subjects enabling students to track through levels based on their ability and development.

FOUNDATIONS COURSES

English

English Foundations II

English Foundations II is a course is designed to help the struggling reader develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy, which are the course’s primary content strands. Using these strands, the course guides the student through the skills necessary to be successful in the academic world and beyond. The reading comprehension strand focuses on introducing the student to the varied purposes of reading (e.g., for entertainment, for information, to complete a task, or to analyze). In the vocabulary strand, the student learns specific strategies for understanding and remembering new vocabulary. In the study skills strand, the student learns effective study and test-taking strategies. In the media literacy strand, the student learns to recognize and evaluate persuasive techniques, purposes, design choices, and effects of media. The course encourages personal enjoyment in reading with 10 interviews featuring the book choices and reading adventures of students and members of the community.

The content is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

Prerequisites: None

Recommended Grades: 8, 9, 10, 11, 12

Length: One Semester

Reading Skills and Strategies

Reading Skills and Strategies is a course is designed to help the struggling reader develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy, which are the course’s primary content strands. Using these strands, the course guides the student through the skills necessary to be successful in the academic world and beyond. The reading comprehension strand focuses on introducing the student to the varied purposes of reading (e.g., for entertainment, for information, to complete a task, or to analyze). In the vocabulary strand, the student learns specific strategies for understanding and remembering new vocabulary. In the study skills strand, the student learns effective study and test-taking strategies. In the media literacy strand, the student learns to recognize and evaluate persuasive techniques, purposes, design choices, and effects of media. The course encourages personal enjoyment in reading with 10 interviews featuring the book choices and reading adventures of students and members of the community.

The content is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

Prerequisites: None

Recommended Grades: 8, 9, 10, 11, 12

Length: One Semester

Writing Skills and Strategies

Writing Skills and Strategies develops key language arts skills necessary for high school graduation and success on high stakes exams through a semester of interactive instruction and guided practice in composition fundamentals. The course is divided into ten mini-units of study. The first two are designed to build early success and confidence, orienting students to the writing process and to sentence and paragraph essentials through a series of low-stress, high-interest hook activities. In subsequent units, students review, practice, compose and submit one piece of

writing. Four key learning strands are integrated throughout: composition practice, grammar skill building, diction and style awareness, and media and technology exploration. Guided studies emphasize the structure of essential forms of writing encountered in school, in life, and in the work place. Practice in these forms is scaffolded to accommodate learners at different skill levels.

The content is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

Prerequisites: None

Recommended Grades: 8, 9, 10, 11, 12

Length: One semester

Mathematics

Math Foundations I

Math Foundations I offers a structured remediation solution based on the NCTM Curricular Focal Points and is designed to expedite student progress through 3rd- to 5th-grade skills. The course is appropriate for use as remediation for students in grades 6 to 12. When used in combination, Math Foundations I and Math Foundations II (covering grades 6 to 8) effectively remediate computational skills and conceptual understanding needed to undertake high school-level math courses with confidence.

Math Foundations I empowers students to progress at their optimum pace through over 80 semester hours of interactive instruction and assessment spanning 3rd- to 5th-grade math skills. Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies to hone their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.

The content is based on the National Council of Teachers of Math (NCTM) April 2006 publication, *Curricular Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence* and is aligned to state standards.

Prerequisites: None

Recommended Grades: 6, 7, 8, 9, 10, 11, 12

Length: Two semesters

Math Foundations II

Based on the NCTM Curricular Focal Points, Math Foundations II is designed to expedite student progress through 6th- to 8th-grade skills. The course is appropriate for use as remediation at the high school level or as a bridge-to-high-school or as middle school curriculum. The program simultaneously builds the computational skills and the conceptual understanding needed to undertake high school-level math courses with confidence.

The course's carefully paced guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies to hone their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.

The content is based on the National Council of Teachers of Math (NCTM) April 2006 publication, *Curricular Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence* and is aligned to state standards.

Prerequisites: None

Recommended Grades: 6, 7, 8, 9, 10, 11, 12

Length: Two semesters

CORE COURSES

English

American Literature

American Literature Core is a literature and composition course offering organized as a survey of American literature. It can stand alone as a complete year of general study in English without a specific prerequisite, but its modular design allows flexibility in how the program is used in the classroom; teachers may use a single unit, lesson, or activity to supplement regular class content. The course builds literary and communication skills, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research.

Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills.

Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They learn and practice workplace communication skills in special activities, and each unit features an engaging interactive Web exploration that covers core topics in media literacy. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research reports.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to Next Generation Sunshine State Standards.

Prerequisites: 10th-Grade English

Recommended Grades: 11, 12

Length: Two semesters

Mathematics

Algebra I Core

Algebra I Core provides a curriculum focused on the mastery of critical skills and the understanding of key algebraic concepts, preparing students to recognize and work with these concepts. Through a "Discovery-Confirmation-Practice" based exploration of algebraic concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include an Introductory Algebra review; measurement; an introduction to functions; problem solving with functions; graphing; linear equations and systems of linear equations; polynomials and factoring; and data analysis and probability.

Within each Algebra I Core lesson, students are supplied with a scaffolded note-taking guide, called a "Study Sheet," as well as a post-study "Checkup" activity, providing them the opportunity to hone their computational skills by working through a low-stakes, 10-question problem set before moving on to a formal assessment. Unit-level Algebra I Core assessments include a computer-scored test and a scaffolded, teacher-scored test.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Algebra I Core includes audio resources in both Spanish and English.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to state standards.

Prerequisites: Introductory or Pre-Algebra

Recommended Grades: 8, 9, 10

Length: Two Semesters

Geometry

Geometry Core provides a curriculum focused on the mastery of critical skills and the understanding of key geometric concepts. Through a "Discovery-Confirmation-Practice" based exploration of geometric concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include reasoning, proof, and the creation of a sound mathematical argument; points, lines, and angles; triangles; quadrilaterals and other polygons; circles; coordinate geometry; and three-dimensional solids. The course concludes with a look at special topics in geometry, such as constructions, symmetry, tessellations, fractals, and non-Euclidean geometry.

Within each Geometry Core lesson, students are supplied with a scaffolded note-taking guide, called a "Study Sheet," as well as a post-study "Checkup" activity, providing them the opportunity to hone their computational skills by working through a low-stakes, 10-question problem set before moving on to a formal assessment. Unit-level Geometry Core assessments include a computer-scored test and a scaffolded, teacher-scored test.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Geometry Core includes audio resources in both Spanish and English.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to state standards.

Prerequisites: Introductory or Pre-Algebra

Recommended Grades: 10, 11

Length: Two semesters

Science

Chemistry

Chemistry Core offers a curriculum that facilitates students' understanding of chemistry concepts and critical scientific skills. Topics include the nature of matter; the structure of atoms and molecules; bond formations; the qualitative and quantitative aspects of chemical reactivity; the physical and chemical properties of solids, liquids, and gases; the states of matter; phase transitions; equilibrium; kinetics; thermodynamics; electrochemistry; nuclear chemistry; and an introduction to organic chemistry. Teacher-graded labs encourage students to apply the scientific method.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.

Prerequisites: Middle school/junior high physical science, and one year of algebra

Recommended Grades: 10, 11, 12

Length: Two semesters

Social Studies

U.S. Government and Politics Core

U.S. Government and Politics Core offers a tightly focused and scaffolded curriculum that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It covers the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. Government and Politics Core is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. Students read annotated primary documents and apply those documents to the course content.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Prerequisites: U.S. History is recommended, but not required

Recommended Grades: 11, 12

Length: One semester

World Languages

Spanish II

Building on Spanish I Core concepts, Spanish II Core students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

The material in this course is presented at a moderate pace.

The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Prerequisites: Spanish I or the equivalent

Recommended Grades: 8, 9, 10, 11, 12

Length: Two Semesters

Fine Arts

Music Appreciation

Music Appreciation Core is a streamlined course that introduces student to the history, theory, and genres of music, from the most primitive surviving examples, through the classical to the most contemporary in the world at large. The course is offered in a two-semester format: The first semester covers primitive musical forms, classical music, and American jazz. The second semester presents the rich modern traditions, including: gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop.

The course explores the interface of music and social movements and examines how the emergent global society and the Internet is bringing musical forms together in new ways from all around the world.

Students complete either a performance practicum or a listening practicum throughout the course. The performance practicum requirement can be met by participation in supervised instrumental or vocal lessons, participation in a church or community choirs, community musical performances, or anything that is structured to meet at regular intervals and legitimately provides opportunities for students to build vocal and/or instrumental skills. The listening

practicum requires students to listen to a variety of music genres and comment. Parents or guardians will be required to validate their children's regular participation in the chosen performance or listening practicum.

Prerequisites: None

Recommended Grades: 9, 10, 11, 12

Length: Two semesters

Health and Physical Education

Skills for Health

Skills for Health is a valuable, skills-based health education course designed for general education in grades 9 through 12. Skills for Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health; nutrition; physical activity; substance use and abuse; injury prevention and safety; and personal health, environmental conservation, and community health resources.

Through use of accessible information and real-life simulations, students apply the seven health skills. These include access to valid health information; self-management; analysis of internal and external influences; interpersonal communication; decision-making; goal setting; and advocacy. Students who complete Skills for Health build the skills they need to protect, enhance, and promote their own health and the health of others.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.

Prerequisites: None

Recommended Grades: 9, 10, 11, 12

Length: One semester

HONORS COURSES

English

English IV: British and World History

British and World Literature offers a survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature. Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on their own terms and within a larger context — while providing them with the tools and encouragement they need in order to do so.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

Prerequisites: 10th Grade English

Length: Two semesters

Mathematics

Precalculus

Precalculus is a comprehensive course that weaves together previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Within each Precalculus lesson, students are supplied with a post-study "Checkup" activity, providing them the opportunity to hone their computational skills in a low-stakes problem set before moving on to a formal assessment. Additionally, connections are made throughout the Precalculus course to calculus, art, history, and a variety of other fields related to mathematics.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to Florida standards.

Prerequisites: Successful completion of two years of algebra and one year of geometry.

Length: Two semesters

Science

Physical Science

Physical Science is a thorough course that provides students with an understanding of the nature and structure of matter, the characteristics of energy, and the societal implications of physical science concepts. Using the scientific method — observation, data collection, analysis, hypothesis, and conclusion — students are encouraged to extend their knowledge through the development of scientific explanations, hypotheses, and conclusions. Topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the Periodic Table of Elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.

Prerequisites: None

Length: Two semesters

Social Studies

World History

World History is a robust, writing-intensive course that uses multiple perspectives to trace the development of civilizations around the world from prehistory to the present. Students are encouraged to use their knowledge of critical points in history to develop their points of view and apply what they have learned to the promotion of civic action in a rapidly globalizing world. The course explores how human-geographic relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in these civilizations. Students investigate the major religions and belief systems throughout history and learn about the importance of trade and cultural exchange. Other topics include the development of agriculture, the spread of democracy, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th century.

World History is designed as the second course in the social studies sequence. Students continue to improve their analytic writing and develop confidence by writing multiple short analytic pieces and longer essays, including document-based questions. Primary documents are embedded in the instruction to encourage students to make frequent connections to evidence from the past.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to Florida standards.

Prerequisites: None

Length: Two semesters

World Languages

Spanish I

Spanish I covers the five Cs of the ACTFL standard: communication, cultures, connections, comparisons, and communities. The instruction is balanced between the thematic and communicative approaches to learning language. Spanish I students learn to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as ecology, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students explore words used in different Spanish-speaking regions, and they learn about the cultures of Spanish-speaking countries and regions within and outside Europe. Web explorations give students further insight into the culture and people of the Spanish-speaking world, including the United States.

Spanish I is balanced between the thematic and communicative approaches to learning language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Prerequisites: None

Length: Two semesters

ADVANCED PLACEMENT COURSES

English

AP English Literature and Composition

AP English Literature and Composition immerses students in novels, plays, poems, and short stories from various periods. Students will read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and class discussions to assess and improve their skills and knowledge. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. The equivalent of an introductory college-level survey class, this course prepares students for the AP Exam and for further study in creative writing, communications, journalism, literature, and composition.

The content aligns to the scope and sequence specified by the College Board and to widely used textbooks.

Prerequisites: At least a B-grade in most recent English course

Length: Two semesters

Mathematics

AP Statistics

AP Statistics gives students hands-on experience collecting, analyzing, graphing, and interpreting real-world data. They will learn to effectively design and analyze research studies by reviewing and evaluating real research examples taken from daily life. The next time they hear the results from another poll or study, they will know whether the results are valid. As the art of drawing conclusions from imperfect data and the science of real world uncertainties, statistics plays an important role in many fields. The equivalent of an introductory college-level course, AP Statistics prepares students for the AP Exam and for further study in science, sociology, medicine, engineering, political science, geography, and business.

The content aligns to the scope and sequence specified by the College Board and to widely used textbooks.

Prerequisites: Algebra II or Math Analysis

Length: Two semesters

Science

AP Biology

In AP Biology, students build the conceptual framework necessary to understand science as a process. The course is divided into three sections with correlating laboratory exercises: molecules and cells; heredity and evolution; and organisms and populations. Students will also explore evolution, energy transfer, continuity and change, the relationship of structure to function, regulation, interdependence in nature, and the balance of science, technology, and nature. The equivalent of an introductory college-level biology course, AP Biology prepares students for the AP Exam and for further study in health sciences.

The content aligns to the scope and sequence specified by the College Board and to widely used textbooks.

Prerequisites: Biology and Chemistry

Length: Two semesters

Social Studies

AP Macroeconomics

AP Macroeconomics students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. They'll also examine how individuals, institutions, and influences affect people, and how those factors can impact everyone's life through employment rates, government spending, inflation, taxes, and

production. The equivalent of a 100-level college-level class, this course prepares students for the AP Exam and for further study in business, political science and history.

The content aligns to the scope and sequence specified by the College Board and to widely-used textbooks.

Prerequisites: Algebra II (or Math Analysis)

Length: One semester

World Languages

AP French Language and Composition

AP French Language students apply their French grammar and vocabulary knowledge and their listening, reading, speaking, and writing skills to a wide variety of real-world contexts. Students learn to speak fluently and accurately, write complicated compositions, and comprehend native speakers. The equivalent of a college-level language course, AP French Language prepares students for the AP Exam and for further study of French language, culture, and literature.

The content aligns to the scope and sequence specified by the College Board and to widely used textbooks.

Prerequisites: 3-4 years of French or equivalent native fluency

Length: Two semesters

Apex Learning Sample Course Alignments

The following is representative of course alignments (Next Generation Sunshine State Standards and Common Core State Standards) for two Apex Learning Courses. All Apex Learning courses are aligned to either/both NGSSS and Common Core standards.

English III: American Literature Core

State: Florida Next Generation Sunshine State Standards

Adopted: 2007

Grade: 11

Florida Next Generation Sunshine State Standards			
Language Arts			
BODY KNOWLEDGE	OF	FL.LA.1112.1.	READING PROCESS
BIG IDEA		LA.1112.1.6:	Vocabulary Development: The student uses multiple strategies to develop grade appropriate vocabulary.
BENCHMARK		LA.1112.1.6.1.	<p>The student will use new vocabulary that is introduced and taught directly.</p> <p>Correlated Activities:</p> <p>Semester 1: Unit 01: Lesson 04: Activity 01: Study: Vocabulary: Key-Concept Review</p> <p>Semester 1: Unit 01: Lesson 05: Activity 01: Review: Prepare to Take the Unit Test</p> <p>Semester 1: Unit 02: Lesson 02: Activity 01: Study: Documenting Independence</p> <p>Semester 1: Unit 02: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 02: Lesson 02: Activity 04: Read: The Declaration of Independence</p> <p>Semester 1: Unit 02: Lesson 03: Activity 01: Study: Constitutions and the Rules of Independence</p> <p>Semester 1: Unit 02: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 02: Lesson 04: Activity 02: Study: Vocabulary Workshop: Etymology I</p> <p>Semester 1: Unit 02: Lesson 05: Activity 01: Review: Documenting Independence</p> <p>Semester 1: Unit 03: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 03: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 03: Lesson 04: Activity 02: Study: Vocabulary Workshop: Etymology II</p> <p>Semester 1: Unit 03: Lesson 05: Activity 01: Review: Poetry: Whitman and Dickinson</p> <p>Semester 1: Unit 04: Lesson 01: Activity 01: Study: Historical and Literary Context</p> <p>Semester 1: Unit 04: Lesson 02: Activity 03: Study: Vocabulary and</p>

		<p>Key Terms</p> <p>Semester 1: Unit 04: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 04: Lesson 04: Activity 02: Study: Vocabulary Workshop: Greek Roots</p> <p>Semester 1: Unit 04: Lesson 05: Activity 01: Review: The Essay: American Masters</p> <p>Semester 1: Unit 05: Lesson 02: Activity 03: Study: Vocabulary</p> <p>Semester 1: Unit 05: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 05: Lesson 04: Activity 02: Study: Vocabulary Workshop: Latin Roots</p> <p>Semester 1: Unit 05: Lesson 05: Activity 01: Review: The Novel</p> <p>Semester 2: Unit 01: Lesson 02: Activity 01: Study: A New Direction: Modernism</p> <p>Semester 2: Unit 01: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 01: Lesson 02: Activity 04: Read: Modernist Poetry</p> <p>Semester 2: Unit 01: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 01: Lesson 03: Activity 04: Read: Two Short Stories</p> <p>Semester 2: Unit 01: Lesson 04: Activity 02: Study: Vocabulary Workshop: Anglo-Saxon Root Words</p> <p>Semester 2: Unit 02: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 02: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 02: Lesson 04: Activity 02: Study: Vocabulary Workshop: Connotation and Denotation</p> <p>Semester 2: Unit 03: Lesson 01: Activity 01: Study: Lesson Introduction: Historical and Literary Context</p> <p>Semester 2: Unit 03: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 03: Lesson 02: Activity 07: Study: Elements of Rhetoric</p> <p>Semester 2: Unit 03: Lesson 03: Activity 01: Study: Fiction and Persuasion</p> <p>Semester 2: Unit 03: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 04: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 04: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 04: Lesson 05: Activity 01: Review: Prepare to Take the Unit Test</p> <p>Semester 2: Unit 05: Lesson 04: Activity 01: Study: Vocabulary Workshop: Technical Vocabularies</p> <p>Semester 2: Unit 05: Lesson 05: Activity 01: Review: Prepare to Take the Unit Test</p>
BENCHMARK	LA.1112.1.6.2.	<p>The student will listen to, read, and discuss familiar and conceptually challenging text.</p> <p>Correlated Activities:</p> <p>Semester 1: Unit 01: Lesson 04: Activity 01: Study: Vocabulary: Key-Concept Review</p>

		Semester 1: Unit 01: Lesson 05: Activity 01: Review: Prepare to Take the Unit Test
		Semester 1: Unit 02: Lesson 02: Activity 03: Study: Vocabulary and Key Terms
		Semester 1: Unit 02: Lesson 02: Activity 04: Read: The Declaration of Independence
		Semester 1: Unit 02: Lesson 02: Activity 06: Discuss: Your Thoughts on the Reading
		Semester 1: Unit 02: Lesson 03: Activity 01: Study: Constitutions and the Rules of Independence
		Semester 1: Unit 02: Lesson 03: Activity 03: Study: Vocabulary and Key Terms
		Semester 1: Unit 02: Lesson 04: Activity 02: Study: Vocabulary Workshop: Etymology I
		Semester 1: Unit 02: Lesson 05: Activity 01: Review: Documenting Independence
		Semester 1: Unit 03: Lesson 02: Activity 03: Study: Vocabulary and Key Terms
		Semester 1: Unit 03: Lesson 02: Activity 07: Study: Thinking about Poetry
		Semester 1: Unit 03: Lesson 03: Activity 06: Discuss: Your Thoughts on the Reading
		Semester 1: Unit 03: Lesson 04: Activity 02: Study: Vocabulary Workshop: Etymology II
		Semester 1: Unit 03: Lesson 05: Activity 01: Review: Poetry: Whitman and Dickinson
		Semester 1: Unit 04: Lesson 02: Activity 03: Study: Vocabulary and Key Terms
		Semester 1: Unit 04: Lesson 02: Activity 06: Discuss: Your Thoughts on the Reading
		Semester 1: Unit 04: Lesson 03: Activity 03: Study: Vocabulary and Key Terms
		Semester 1: Unit 04: Lesson 04: Activity 02: Study: Vocabulary Workshop: Greek Roots
		Semester 1: Unit 04: Lesson 05: Activity 01: Review: The Essay: American Masters
		Semester 1: Unit 05: Lesson 02: Activity 03: Study: Vocabulary
		Semester 1: Unit 05: Lesson 03: Activity 03: Study: Vocabulary and Key Terms
		Semester 1: Unit 05: Lesson 03: Activity 04: Read: My Antonia, Books III, IV, and V
		Semester 1: Unit 05: Lesson 03: Activity 06: Discuss: Your Thoughts on the Reading
		Semester 1: Unit 05: Lesson 04: Activity 02: Study: Vocabulary Workshop: Latin Roots
		Semester 1: Unit 05: Lesson 05: Activity 01: Review: The Novel
		Semester 2: Unit 01: Lesson 02: Activity 01: Study: A New Direction: Modernism
		Semester 2: Unit 01: Lesson 02: Activity 03: Study: Vocabulary and Key Terms
		Semester 2: Unit 01: Lesson 02: Activity 04: Read: Modernist Poetry
		Semester 2: Unit 01: Lesson 03: Activity 03: Study: Vocabulary and Key Terms
		Semester 2: Unit 01: Lesson 03: Activity 06: Discuss: Your Thoughts on the Reading

		<p>Semester 2: Unit 01: Lesson 04: Activity 02: Study: Vocabulary Workshop: Anglo-Saxon Root Words</p> <p>Semester 2: Unit 02: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 02: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 02: Lesson 04: Activity 02: Study: Vocabulary Workshop: Connotation and Denotation</p> <p>Semester 2: Unit 03: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 03: Lesson 02: Activity 07: Study: Elements of Rhetoric</p> <p>Semester 2: Unit 03: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 03: Lesson 03: Activity 06: Discuss: Your Thoughts on the Reading</p> <p>Semester 2: Unit 04: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 04: Lesson 02: Activity 06: Discuss: Discuss the Reading</p> <p>Semester 2: Unit 04: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 05: Lesson 04: Activity 01: Study: Vocabulary Workshop: Technical Vocabularies</p>
BENCHMARK	LA.1112.1.6.3.	<p>The student will use context clues to determine meanings of unfamiliar words.</p> <p>Correlated Activities:</p> <p>Semester 1: Unit 02: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 02: Lesson 02: Activity 04: Read: The Declaration of Independence</p> <p>Semester 1: Unit 02: Lesson 02: Activity 07: Study: Responses to Authority</p> <p>Semester 1: Unit 02: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 02: Lesson 04: Activity 03: Study: Language Workshop: Reading Strategies</p> <p>Semester 1: Unit 03: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 03: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 04: Lesson 01: Activity 01: Study: Historical and Literary Context</p> <p>Semester 1: Unit 04: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 04: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 05: Lesson 02: Activity 03: Study: Vocabulary</p> <p>Semester 1: Unit 05: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 01: Lesson 02: Activity 01: Study: A New Direction: Modernism</p> <p>Semester 2: Unit 01: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p>

		<p>Semester 2: Unit 01: Lesson 03: Activity 01: Study: Modernism and the American Short Story</p> <p>Semester 2: Unit 01: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 02: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 02: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 03: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 03: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 04: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 04: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 05: Lesson 04: Activity 01: Study: Vocabulary Workshop: Technical Vocabularies</p> <p>Semester 2: Unit 05: Lesson 04: Activity 03: Study: Functional Document Workshop: Understanding Graphics and Illustrations</p>
BENCHMARK	LA.1112.1.6.4.	<p>The student will categorize key vocabulary and identify salient features.</p> <p>Correlated Activities:</p> <p>Semester 2: Unit 04: Lesson 04: Activity 02: Study: Vocabulary Workshop: Prefixes and Suffixes</p>
BENCHMARK	LA.1112.1.6.5.	<p>The student will relate new vocabulary to familiar words.</p> <p>Correlated Activities:</p> <p>Semester 1: Unit 01: Lesson 04: Activity 01: Study: Vocabulary: Key-Concept Review</p> <p>Semester 1: Unit 01: Lesson 05: Activity 01: Review: Prepare to Take the Unit Test</p> <p>Semester 1: Unit 02: Lesson 02: Activity 01: Study: Documenting Independence</p> <p>Semester 1: Unit 02: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 02: Lesson 02: Activity 04: Read: The Declaration of Independence</p> <p>Semester 1: Unit 02: Lesson 03: Activity 01: Study: Constitutions and the Rules of Independence</p> <p>Semester 1: Unit 02: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 02: Lesson 04: Activity 02: Study: Vocabulary Workshop: Etymology I</p> <p>Semester 1: Unit 02: Lesson 05: Activity 01: Review: Documenting Independence</p> <p>Semester 1: Unit 03: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 03: Lesson 04: Activity 02: Study: Vocabulary Workshop: Etymology II</p> <p>Semester 1: Unit 03: Lesson 05: Activity 01: Review: Poetry: Whitman and Dickinson</p> <p>Semester 1: Unit 04: Lesson 01: Activity 01: Study: Historical and</p>

		<p>Literary Context</p> <p>Semester 1: Unit 04: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 04: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 04: Lesson 04: Activity 02: Study: Vocabulary Workshop: Greek Roots</p> <p>Semester 1: Unit 04: Lesson 05: Activity 01: Review: The Essay: American Masters</p> <p>Semester 1: Unit 05: Lesson 02: Activity 03: Study: Vocabulary</p> <p>Semester 1: Unit 05: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 05: Lesson 04: Activity 02: Study: Vocabulary Workshop: Latin Roots</p> <p>Semester 1: Unit 05: Lesson 05: Activity 01: Review: The Novel</p> <p>Semester 2: Unit 01: Lesson 02: Activity 01: Study: A New Direction: Modernism</p> <p>Semester 2: Unit 01: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 01: Lesson 02: Activity 04: Read: Modernist Poetry</p> <p>Semester 2: Unit 01: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 01: Lesson 03: Activity 04: Read: Two Short Stories</p> <p>Semester 2: Unit 01: Lesson 04: Activity 02: Study: Vocabulary Workshop: Anglo-Saxon Root Words</p> <p>Semester 2: Unit 02: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 02: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 02: Lesson 04: Activity 02: Study: Vocabulary Workshop: Connotation and Denotation</p> <p>Semester 2: Unit 03: Lesson 01: Activity 01: Study: Lesson Introduction: Historical and Literary Context</p> <p>Semester 2: Unit 03: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 03: Lesson 02: Activity 07: Study: Elements of Rhetoric</p> <p>Semester 2: Unit 03: Lesson 03: Activity 01: Study: Fiction and Persuasion</p> <p>Semester 2: Unit 03: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 04: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 04: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 05: Lesson 04: Activity 01: Study: Vocabulary Workshop: Technical Vocabularies</p> <p>Semester 2: Unit 05: Lesson 05: Activity 01: Review: Prepare to Take the Unit Test</p>
BENCHMARK	LA.1112.1.6.6.	<p>The student will distinguish denotative and connotative meanings of words.</p> <p>Correlated Activities:</p> <p>Semester 1: Unit 03: Lesson 05: Activity 01: Review: Poetry: Whitman and Dickinson</p>

		<p>Semester 2: Unit 01: Lesson 03: Activity 01: Study: Modernism and the American Short Story</p> <p>Semester 2: Unit 02: Lesson 04: Activity 02: Study: Vocabulary Workshop: Connotation and Denotation</p> <p>Semester 2: Unit 02: Lesson 05: Activity 01: Review: Prepare to Take the Unit Test</p>
BENCHMARK	LA.1112.1.6.7.	<p>The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.</p> <p>Correlated Activities:</p> <p>Semester 1: Unit 01: Lesson 04: Activity 01: Study: Vocabulary: Key-Concept Review</p> <p>Semester 1: Unit 01: Lesson 05: Activity 01: Review: Prepare to Take the Unit Test</p> <p>Semester 1: Unit 02: Lesson 04: Activity 02: Study: Vocabulary Workshop: Etymology I</p> <p>Semester 1: Unit 03: Lesson 04: Activity 02: Study: Vocabulary Workshop: Etymology II</p> <p>Semester 1: Unit 03: Lesson 05: Activity 01: Review: Poetry: Whitman and Dickinson</p> <p>Semester 1: Unit 04: Lesson 04: Activity 02: Study: Vocabulary Workshop: Greek Roots</p> <p>Semester 1: Unit 04: Lesson 05: Activity 01: Review: The Essay: American Masters</p> <p>Semester 1: Unit 05: Lesson 04: Activity 02: Study: Vocabulary Workshop: Latin Roots</p> <p>Semester 1: Unit 05: Lesson 05: Activity 01: Review: The Novel</p> <p>Semester 2: Unit 01: Lesson 04: Activity 02: Study: Vocabulary Workshop: Anglo-Saxon Root Words</p> <p>Semester 2: Unit 01: Lesson 05: Activity 01: Review: Prepare to Take the Unit Test</p> <p>Semester 2: Unit 04: Lesson 04: Activity 02: Study: Vocabulary Workshop: Prefixes and Suffixes</p> <p>Semester 2: Unit 04: Lesson 05: Activity 01: Review: Prepare to Take the Unit Test</p>
BENCHMARK	LA.1112.1.6.8.	<p>The student will identify advanced word/phrase relationships and their meanings.</p> <p>Correlated Activities:</p> <p>Semester 1: Unit 01: Lesson 02: Activity 01: Study: Writing: The Well-Crafted Sentence</p> <p>Semester 1: Unit 01: Lesson 04: Activity 01: Study: Vocabulary: Key-Concept Review</p> <p>Semester 1: Unit 01: Lesson 04: Activity 02: Study: Language Review: Verbs and Verbals</p> <p>Semester 1: Unit 01: Lesson 04: Activity 03: Study: Language Review: Modifiers and Pronouns</p> <p>Semester 1: Unit 01: Lesson 05: Activity 01: Review: Prepare to Take the Unit Test</p> <p>Semester 1: Unit 02: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 02: Lesson 02: Activity 04: Read: The Declaration of Independence</p> <p>Semester 1: Unit 02: Lesson 02: Activity 07: Study: Responses to</p>

		<p>Authority</p> <p>Semester 1: Unit 02: Lesson 03: Activity 01: Study: Constitutions and the Rules of Independence</p> <p>Semester 1: Unit 02: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 02: Lesson 04: Activity 02: Study: Vocabulary</p> <p>Workshop: Etymology I</p> <p>Semester 1: Unit 02: Lesson 04: Activity 03: Study: Language</p> <p>Workshop: Reading Strategies</p> <p>Semester 1: Unit 02: Lesson 05: Activity 01: Review: Documenting Independence</p> <p>Semester 1: Unit 03: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 03: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 03: Lesson 04: Activity 02: Study: Vocabulary</p> <p>Workshop: Etymology II</p> <p>Semester 1: Unit 03: Lesson 05: Activity 01: Review: Poetry: Whitman and Dickinson</p> <p>Semester 1: Unit 04: Lesson 01: Activity 01: Study: Historical and Literary Context</p> <p>Semester 1: Unit 04: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 04: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 04: Lesson 04: Activity 02: Study: Vocabulary</p> <p>Workshop: Greek Roots</p> <p>Semester 1: Unit 04: Lesson 05: Activity 01: Review: The Essay: American Masters</p> <p>Semester 1: Unit 05: Lesson 02: Activity 03: Study: Vocabulary</p> <p>Semester 1: Unit 05: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 1: Unit 05: Lesson 04: Activity 02: Study: Vocabulary</p> <p>Workshop: Latin Roots</p> <p>Semester 1: Unit 05: Lesson 05: Activity 01: Review: The Novel</p> <p>Semester 2: Unit 01: Lesson 02: Activity 01: Study: A New Direction: Modernism</p> <p>Semester 2: Unit 01: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 01: Lesson 02: Activity 04: Read: Modernist Poetry</p> <p>Semester 2: Unit 01: Lesson 03: Activity 01: Study: Modernism and the American Short Story</p> <p>Semester 2: Unit 01: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 01: Lesson 04: Activity 02: Study: Vocabulary</p> <p>Workshop: Anglo-Saxon Root Words</p> <p>Semester 2: Unit 02: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 02: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 02: Lesson 04: Activity 02: Study: Vocabulary</p> <p>Workshop: Connotation and Denotation</p> <p>Semester 2: Unit 03: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 03: Lesson 02: Activity 07: Study: Elements of</p>
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		<p>Rhetoric</p> <p>Semester 2: Unit 03: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 04: Lesson 02: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 04: Lesson 03: Activity 03: Study: Vocabulary and Key Terms</p> <p>Semester 2: Unit 04: Lesson 05: Activity 01: Review: Prepare to Take the Unit Test</p> <p>Semester 2: Unit 05: Lesson 04: Activity 01: Study: Vocabulary Workshop: Technical Vocabularies</p> <p>Semester 2: Unit 05: Lesson 04: Activity 03: Study: Functional Document Workshop: Understanding Graphics and Illustrations</p>
BENCHMARK	LA.1112.1.6.9.	<p>The student will determine the correct meaning of words with multiple meanings in context.</p> <p>Correlated Activities:</p> <p>Semester 1: Unit 01: Lesson 04: Activity 01: Study: Vocabulary: Key-Concept Review</p>
BENCHMARK	LA.1112.1.6.10.	<p>The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.</p> <p>Correlated Activities:</p> <p>Semester 1: Unit 01: Lesson 04: Activity 01: Study: Vocabulary: Key-Concept Review</p> <p>Semester 1: Unit 02: Lesson 04: Activity 02: Study: Vocabulary Workshop: Etymology I</p> <p>Semester 1: Unit 02: Lesson 04: Activity 03: Study: Language Workshop: Reading Strategies</p> <p>Semester 1: Unit 03: Lesson 04: Activity 02: Study: Vocabulary Workshop: Etymology II</p> <p>Semester 2: Unit 05: Lesson 04: Activity 01: Study: Vocabulary Workshop: Technical Vocabularies</p>

Apex Learning® - Algebra I Core
State: Common Core State Standards
Adopted: 2010
Grade: 9

Common Core State Standards		
Mathematics		
STRAND / DOMAIN	CC.MP.	Mathematical Practices
CATEGORY CLUSTER	MP.1.	Make sense of problems and persevere in solving them. Correlated Activities: Semester 2: Unit 03: Lesson 06: Activity 05: Study: The Stereo Problem
CATEGORY CLUSTER	MP.3.	Construct viable arguments and critique the reasoning of others. Correlated Activities: Semester 1: Unit 01: Lesson 09: Activity 03: Discuss: When Does a Number Become Scientific? Semester 1: Unit 02: Lesson 01: Activity 04: Checkup: Practice Problems Semester 1: Unit 02: Lesson 06: Activity 03: Discuss: To Convert or Not to Convert ... Semester 1: Unit 03: Lesson 04: Activity 03: Discuss: Real-World Input/Output Machines Semester 1: Unit 05: Lesson 05: Activity 03: Discuss: You are Here Semester 2: Unit 01: Lesson 07: Activity 03: Discuss: A Slippery Slope Semester 2: Unit 02: Lesson 08: Activity 03: Discuss: What's the Solution? Semester 2: Unit 03: Lesson 07: Activity 03: Discuss: Thinking Positive in the Real World Semester 2: Unit 04: Lesson 11: Activity 03: Discuss: Being Part of a Group Semester 2: Unit 05: Lesson 07: Activity 03: Discuss: Intro to Data Analysis and Probability
STRAND / DOMAIN	CC.N.	Number and Quantity
CATEGORY CLUSTER	N-RN.	The Real Number System
STANDARD		Extend the properties of exponents to rational exponents.
EXPECTATION	N-RN.1.	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3) \cdot 3}$ to hold, so $(5^{1/3})^3$ must equal 5. Correlated Activities: Semester 1: Unit 01: Lesson 03: Activity 01: Study: Exponents Semester 1: Unit 01: Lesson 03: Activity 02: Checkup: Practice Problems
EXPECTATION	N-RN.2.	Rewrite expressions involving radicals and rational exponents using the properties of exponents. Correlated Activities: Semester 1: Unit 01: Lesson 03: Activity 01: Study: Exponents

		Semester 1: Unit 01: Lesson 03: Activity 02: Checkup: Practice Problems Semester 1: Unit 01: Lesson 07: Activity 01: Study: Solving with Roots and Powers Semester 1: Unit 01: Lesson 07: Activity 02: Checkup: Practice Problems Semester 1: Unit 01: Lesson 09: Activity 03: Discuss: When Does a Number Become Scientific? Semester 1: Unit 02: Lesson 03: Activity 01: Study: Estimation and Scale Semester 1: Unit 02: Lesson 03: Activity 02: Checkup: Practice Problems
CATEGORY CLUSTER	/ N-Q.	Quantities
STANDARD		Reason quantitatively and use units to solve problems.
EXPECTATION	N-Q.1.	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. Correlated Activities: Semester 1: Unit 01: Lesson 05: Activity 01: Study: Solving with Addition and Subtraction Semester 1: Unit 01: Lesson 05: Activity 02: Checkup: Practice Problems Semester 1: Unit 01: Lesson 06: Activity 01: Study: Solving with Multiplication and Division Semester 1: Unit 01: Lesson 06: Activity 03: Checkup: Practice Problems Semester 1: Unit 01: Lesson 07: Activity 01: Study: Solving with Roots and Powers Semester 1: Unit 01: Lesson 07: Activity 02: Checkup: Practice Problems Semester 1: Unit 01: Lesson 08: Activity 01: Study: Solving Multistep Linear Equations Semester 1: Unit 01: Lesson 08: Activity 02: Checkup: Practice Problems Semester 1: Unit 02: Lesson 01: Activity 02: Study: Metric and Customary Units Semester 1: Unit 02: Lesson 03: Activity 01: Study: Estimation and Scale Semester 1: Unit 02: Lesson 03: Activity 02: Checkup: Practice Problems Semester 1: Unit 02: Lesson 04: Activity 01: Study: Precision in Measurement Semester 1: Unit 02: Lesson 04: Activity 02: Checkup: Practice Problems Semester 1: Unit 02: Lesson 05: Activity 01: Study: Applications of Measurement Semester 1: Unit 02: Lesson 05: Activity 02: Checkup: Practice Problems Semester 1: Unit 03: Lesson 02: Activity 01: Study: Function Notation Semester 1: Unit 03: Lesson 02: Activity 02: Checkup: Practice Problems Semester 1: Unit 03: Lesson 03: Activity 01: Study: Input-Output Machines Semester 1: Unit 03: Lesson 03: Activity 05: Checkup: Practice Problems Semester 1: Unit 04: Lesson 01: Activity 01: Study: Functions and Tables Semester 1: Unit 04: Lesson 01: Activity 02: Checkup: Practice Problems Semester 1: Unit 04: Lesson 03: Activity 05: Study: Solving the Profit Problem Semester 1: Unit 05: Lesson 04: Activity 01: Study: Data Analysis Semester 1: Unit 05: Lesson 04: Activity 03: Checkup: Practice Problems
EXPECTATION	N-Q.3.	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. Correlated Activities:

		Semester 1: Unit 02: Lesson 03: Activity 01: Study: Estimation and Scale Semester 1: Unit 02: Lesson 03: Activity 02: Checkup: Practice Problems Semester 1: Unit 02: Lesson 04: Activity 01: Study: Precision in Measurement Semester 1: Unit 02: Lesson 04: Activity 02: Checkup: Practice Problems Semester 1: Unit 02: Lesson 05: Activity 01: Study: Applications of Measurement Semester 1: Unit 02: Lesson 05: Activity 02: Checkup: Practice Problems Semester 1: Unit 02: Lesson 06: Activity 03: Discuss: To Convert or Not to Convert ...
CATEGORY CLUSTER	/ N-CN.	The Complex Number System
STANDARD		Perform arithmetic operations with complex numbers.
EXPECTATION	N-CN.1.	Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real. Correlated Activities: Semester 2: Unit 04: Lesson 10: Activity 01: Study: The Quadratic Formula Semester 2: Unit 04: Lesson 10: Activity 02: Checkup: Practice Problems Semester 2: Unit 04: Lesson 11: Activity 03: Discuss: Being Part of a Group
EXPECTATION	N-CN.2.	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. Correlated Activities: Semester 2: Unit 04: Lesson 11: Activity 03: Discuss: Being Part of a Group
STANDARD		Represent complex numbers and their operations on the complex plane.
EXPECTATION	N-CN.5.	(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(1 - \text{square root of } 3i)^3 = 8$ because $(1 - \text{square root of } 3i)$ has modulus 2 and argument 120 degrees. Correlated Activities: Semester 2: Unit 04: Lesson 11: Activity 03: Discuss: Being Part of a Group
STANDARD		Use complex numbers in polynomial identities and equations.
EXPECTATION	N-CN.7.	Solve quadratic equations with real coefficients that have complex solutions. Correlated Activities: Semester 2: Unit 04: Lesson 03: Activity 01: Study: Factoring and Graphing Semester 2: Unit 04: Lesson 03: Activity 02: Checkup: Practice Problems Semester 2: Unit 04: Lesson 10: Activity 01: Study: The Quadratic Formula Semester 2: Unit 04: Lesson 10: Activity 02: Checkup: Practice Problems
CATEGORY CLUSTER	/ N-VM.	Vector and Matrix Quantities

STANDARD		Perform operations on matrices and use matrices in applications.
EXPECTATION	N-VM.8.	(+) Add, subtract, and multiply matrices of appropriate dimensions. Correlated Activities: Semester 2: Unit 02: Lesson 04: Activity 01: Study: Two-Variable Systems: Matrices Semester 2: Unit 02: Lesson 04: Activity 02: Checkup: Practice Problems Semester 2: Unit 02: Lesson 07: Activity 01: Study: Three-Variable Systems: Matrices Semester 2: Unit 02: Lesson 07: Activity 02: Checkup: Practice Problems
STRAND / DOMAIN	CC.A.	Algebra
CATEGORY / CLUSTER	A-SSE.	Seeing Structure in Expressions
STANDARD		Interpret the structure of expressions.
EXPECTATION	A-SSE.1.	Interpret expressions that represent a quantity in terms of its context.
GRADE EXPECTATION	A-SSE.1(a)	Interpret parts of an expression, such as terms, factors, and coefficients. Correlated Activities: Semester 2: Unit 03: Lesson 01: Activity 01: Study: What is a Polynomial? Semester 2: Unit 03: Lesson 01: Activity 02: Checkup: Practice Problems Semester 2: Unit 03: Lesson 02: Activity 01: Study: Adding and Subtracting Polynomials Semester 2: Unit 03: Lesson 02: Activity 02: Checkup: Practice Problems Semester 2: Unit 03: Lesson 03: Activity 01: Study: Multiplying Binomials Semester 2: Unit 03: Lesson 03: Activity 02: Checkup: Practice Problems Semester 2: Unit 03: Lesson 04: Activity 01: Study: Multiplying Polynomials Semester 2: Unit 03: Lesson 04: Activity 02: Checkup: Practice Problems Semester 2: Unit 03: Lesson 05: Activity 01: Study: Dividing Polynomials Semester 2: Unit 03: Lesson 05: Activity 02: Checkup: Practice Problems Semester 2: Unit 03: Lesson 06: Activity 01: Study: Graphing Polynomials Semester 2: Unit 03: Lesson 06: Activity 02: Checkup: Practice Problems Semester 2: Unit 03: Lesson 06: Activity 05: Study: The Stereo Problem Semester 2: Unit 03: Lesson 07: Activity 01: Practice: Assignment Semester 2: Unit 04: Lesson 01: Activity 01: Study: Why Factor? Semester 2: Unit 04: Lesson 01: Activity 02: Checkup: Practice Problems Semester 2: Unit 04: Lesson 02: Activity 01: Study: Factoring with Tiles Semester 2: Unit 04: Lesson 02: Activity 02: Checkup: Practice Problems
EXPECTATION	A-SSE.2.	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$. Correlated Activities: Semester 1: Unit 01: Lesson 03: Activity 01: Study: Exponents Semester 1: Unit 01: Lesson 03: Activity 02: Checkup: Practice Problems Semester 2: Unit 03: Lesson 02: Activity 01: Study: Adding and Subtracting Polynomials Semester 2: Unit 03: Lesson 02: Activity 02: Checkup: Practice Problems Semester 2: Unit 03: Lesson 03: Activity 01: Study: Multiplying

		<p>Binomials</p> <p>Semester 2: Unit 03: Lesson 03: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 03: Lesson 04: Activity 01: Study: Multiplying Polynomials</p> <p>Semester 2: Unit 03: Lesson 04: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 03: Lesson 05: Activity 01: Study: Dividing Polynomials</p> <p>Semester 2: Unit 03: Lesson 05: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 04: Lesson 01: Activity 01: Study: Why Factor?</p> <p>Semester 2: Unit 04: Lesson 01: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 04: Lesson 02: Activity 01: Study: Factoring with Tiles</p> <p>Semester 2: Unit 04: Lesson 02: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 04: Lesson 03: Activity 01: Study: Factoring and Graphing</p> <p>Semester 2: Unit 04: Lesson 03: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 04: Lesson 04: Activity 01: Study: Grouping</p> <p>Semester 2: Unit 04: Lesson 04: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 04: Lesson 05: Activity 01: Study: Factoring $x^2 + bx + c$</p> <p>Semester 2: Unit 04: Lesson 05: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 04: Lesson 06: Activity 01: Study: Factoring $ax^2 + bx + c$</p> <p>Semester 2: Unit 04: Lesson 06: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 04: Lesson 07: Activity 01: Study: Special Cases</p> <p>Semester 2: Unit 04: Lesson 07: Activity 02: Checkup: Practice Problems</p>
STANDARD		Write expressions in equivalent forms to solve problems.
EXPECTATION	A-SSE.3.	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
GRADE EXPECTATION	A-SSE.3(a)	<p>Factor a quadratic expression to reveal the zeros of the function it defines.</p> <p>Correlated Activities:</p> <p>Semester 2: Unit 04: Lesson 01: Activity 01: Study: Why Factor?</p> <p>Semester 2: Unit 04: Lesson 01: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 04: Lesson 02: Activity 01: Study: Factoring with Tiles</p> <p>Semester 2: Unit 04: Lesson 02: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 04: Lesson 03: Activity 01: Study: Factoring and Graphing</p> <p>Semester 2: Unit 04: Lesson 03: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 04: Lesson 04: Activity 01: Study: Grouping</p> <p>Semester 2: Unit 04: Lesson 04: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 04: Lesson 05: Activity 01: Study: Factoring $x^2 + bx + c$</p> <p>Semester 2: Unit 04: Lesson 05: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 04: Lesson 06: Activity 01: Study: Factoring $ax^2 + bx + c$</p> <p>Semester 2: Unit 04: Lesson 06: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 04: Lesson 07: Activity 01: Study: Special Cases</p> <p>Semester 2: Unit 04: Lesson 07: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 04: Lesson 08: Activity 01: Study: Solving Quadratic Equations</p> <p>Semester 2: Unit 04: Lesson 08: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 04: Lesson 11: Activity 01: Practice: Assignment</p>
GRADE EXPECTATION	A-SSE.3(c)	Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t}$ approximately equals 1.012^{12t} to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

		<p>Correlated Activities:</p> <p>Semester 1: Unit 01: Lesson 07: Activity 01: Study: Solving with Roots and Powers</p> <p>Semester 1: Unit 01: Lesson 07: Activity 02: Checkup: Practice Problems</p>
CATEGORY CLUSTER	/ A-APR.	Arithmetic with Polynomials and Rational Functions
STANDARD		Perform arithmetic operations on polynomials.
EXPECTATION	A-APR.1.	<p>Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>Correlated Activities:</p> <p>Semester 2: Unit 03: Lesson 01: Activity 01: Study: What is a Polynomial?</p> <p>Semester 2: Unit 03: Lesson 01: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 03: Lesson 02: Activity 01: Study: Adding and Subtracting Polynomials</p> <p>Semester 2: Unit 03: Lesson 02: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 03: Lesson 03: Activity 01: Study: Multiplying Binomials</p> <p>Semester 2: Unit 03: Lesson 03: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 03: Lesson 04: Activity 01: Study: Multiplying Polynomials</p> <p>Semester 2: Unit 03: Lesson 04: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 03: Lesson 06: Activity 05: Study: The Stereo Problem</p> <p>Semester 2: Unit 03: Lesson 07: Activity 01: Practice: Assignment</p> <p>Semester 2: Unit 03: Lesson 07: Activity 03: Discuss: Thinking Positive in the Real World</p> <p>Semester 2: Unit 04: Lesson 02: Activity 01: Study: Factoring with Tiles</p> <p>Semester 2: Unit 04: Lesson 02: Activity 02: Checkup: Practice Problems</p>
STANDARD		Understand the relationship between zeros and factors of polynomials.
EXPECTATION	A-APR.3.	<p>Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p> <p>Correlated Activities:</p> <p>Semester 2: Unit 03: Lesson 06: Activity 01: Study: Graphing Polynomials</p> <p>Semester 2: Unit 03: Lesson 06: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 03: Lesson 07: Activity 01: Practice: Assignment</p> <p>Semester 2: Unit 04: Lesson 03: Activity 01: Study: Factoring and Graphing</p> <p>Semester 2: Unit 04: Lesson 03: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 04: Lesson 08: Activity 01: Study: Solving Quadratic Equations</p> <p>Semester 2: Unit 04: Lesson 08: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 04: Lesson 10: Activity 01: Study: The Quadratic Formula</p> <p>Semester 2: Unit 04: Lesson 10: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 04: Lesson 11: Activity 01: Practice: Assignment</p>
STANDARD		Rewrite rational expressions.

EXPECTATION	A- APR.6.	<p>Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p> <p>Correlated Activities: Semester 2: Unit 03: Lesson 05: Activity 01: Study: Dividing Polynomials Semester 2: Unit 03: Lesson 05: Activity 02: Checkup: Practice Problems</p>
CATEGORY CLUSTER	/ A-CED.	Creating Equations
STANDARD		Create equations that describe numbers or relationships.
EXPECTATION	A- CED.1.	<p>Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p> <p>Correlated Activities: Semester 1: Unit 01: Lesson 04: Activity 01: Study: Variables and Problem Solving Semester 1: Unit 01: Lesson 04: Activity 02: Checkup: Practice Problems Semester 1: Unit 01: Lesson 05: Activity 01: Study: Solving with Addition and Subtraction Semester 1: Unit 01: Lesson 05: Activity 02: Checkup: Practice Problems Semester 1: Unit 01: Lesson 06: Activity 01: Study: Solving with Multiplication and Division Semester 1: Unit 01: Lesson 06: Activity 03: Checkup: Practice Problems Semester 1: Unit 01: Lesson 07: Activity 01: Study: Solving with Roots and Powers Semester 1: Unit 01: Lesson 07: Activity 02: Checkup: Practice Problems Semester 1: Unit 01: Lesson 08: Activity 01: Study: Solving Multistep Linear Equations Semester 1: Unit 01: Lesson 08: Activity 02: Checkup: Practice Problems Semester 1: Unit 02: Lesson 05: Activity 01: Study: Applications of Measurement Semester 1: Unit 02: Lesson 05: Activity 02: Checkup: Practice Problems Semester 1: Unit 03: Lesson 02: Activity 01: Study: Function Notation Semester 1: Unit 03: Lesson 02: Activity 02: Checkup: Practice Problems Semester 1: Unit 03: Lesson 03: Activity 01: Study: Input-Output Machines Semester 1: Unit 03: Lesson 03: Activity 05: Checkup: Practice Problems Semester 1: Unit 04: Lesson 01: Activity 01: Study: Functions and Tables Semester 1: Unit 04: Lesson 01: Activity 02: Checkup: Practice Problems Semester 1: Unit 04: Lesson 03: Activity 01: Study: Functions and Formulas Semester 1: Unit 04: Lesson 03: Activity 03: Checkup: Practice Problems Semester 1: Unit 04: Lesson 03: Activity 05: Study: Solving the Profit Problem Semester 1: Unit 05: Lesson 04: Activity 01: Study: Data Analysis Semester 1: Unit 05: Lesson 04: Activity 03: Checkup: Practice Problems Semester 2: Unit 01: Lesson 01: Activity 01: Study: Patterns and Lines Semester 2: Unit 01: Lesson 01: Activity 02: Checkup: Practice Problems Semester 2: Unit 01: Lesson 04: Activity 01: Study: Slope-Intercept Equation of a Line Semester 2: Unit 01: Lesson 04: Activity 02: Checkup: Practice Problems</p>

		<p>Semester 2: Unit 01: Lesson 05: Activity 01: Study: Point-Slope Equation of a Line</p> <p>Semester 2: Unit 01: Lesson 05: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 01: Lesson 06: Activity 01: Study: Linear Inequalities</p> <p>Semester 2: Unit 01: Lesson 06: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 01: Lesson 07: Activity 01: Practice: Assignment</p> <p>Semester 2: Unit 02: Lesson 01: Activity 01: Study: Two-Variable Systems: Graphing</p> <p>Semester 2: Unit 02: Lesson 01: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 03: Lesson 06: Activity 05: Study: The Stereo Problem</p>
EXPECTATION	A-CED.2.	<p>Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>Correlated Activities:</p> <p>Semester 1: Unit 01: Lesson 04: Activity 01: Study: Variables and Problem Solving</p> <p>Semester 1: Unit 01: Lesson 04: Activity 02: Checkup: Practice Problems</p> <p>Semester 1: Unit 01: Lesson 05: Activity 01: Study: Solving with Addition and Subtraction</p> <p>Semester 1: Unit 01: Lesson 05: Activity 02: Checkup: Practice Problems</p> <p>Semester 1: Unit 01: Lesson 06: Activity 01: Study: Solving with Multiplication and Division</p> <p>Semester 1: Unit 01: Lesson 06: Activity 03: Checkup: Practice Problems</p> <p>Semester 1: Unit 01: Lesson 07: Activity 01: Study: Solving with Roots and Powers</p> <p>Semester 1: Unit 01: Lesson 07: Activity 02: Checkup: Practice Problems</p> <p>Semester 1: Unit 01: Lesson 08: Activity 01: Study: Solving Multistep Linear Equations</p> <p>Semester 1: Unit 01: Lesson 08: Activity 02: Checkup: Practice Problems</p> <p>Semester 1: Unit 02: Lesson 05: Activity 01: Study: Applications of Measurement</p> <p>Semester 1: Unit 02: Lesson 05: Activity 02: Checkup: Practice Problems</p> <p>Semester 1: Unit 03: Lesson 02: Activity 01: Study: Function Notation</p> <p>Semester 1: Unit 03: Lesson 02: Activity 02: Checkup: Practice Problems</p> <p>Semester 1: Unit 03: Lesson 03: Activity 01: Study: Input-Output Machines</p> <p>Semester 1: Unit 03: Lesson 03: Activity 05: Checkup: Practice Problems</p> <p>Semester 1: Unit 04: Lesson 01: Activity 01: Study: Functions and Tables</p> <p>Semester 1: Unit 04: Lesson 01: Activity 02: Checkup: Practice Problems</p> <p>Semester 1: Unit 04: Lesson 03: Activity 01: Study: Functions and Formulas</p> <p>Semester 1: Unit 04: Lesson 03: Activity 03: Checkup: Practice Problems</p> <p>Semester 1: Unit 04: Lesson 03: Activity 05: Study: Solving the Profit Problem</p> <p>Semester 1: Unit 05: Lesson 04: Activity 01: Study: Data Analysis</p> <p>Semester 1: Unit 05: Lesson 04: Activity 03: Checkup: Practice Problems</p> <p>Semester 2: Unit 01: Lesson 01: Activity 01: Study: Patterns and Lines</p> <p>Semester 2: Unit 01: Lesson 01: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 01: Lesson 02: Activity 01: Study: Slope</p> <p>Semester 2: Unit 01: Lesson 02: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 01: Lesson 03: Activity 01: Study: Parallel and Perpendicular Lines</p> <p>Semester 2: Unit 01: Lesson 03: Activity 04: Checkup: Practice Problems</p> <p>Semester 2: Unit 01: Lesson 04: Activity 01: Study: Slope-Intercept</p>

		<p>Equation of a Line</p> <p>Semester 2: Unit 01: Lesson 04: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 01: Lesson 05: Activity 01: Study: Point-Slope Equation of a Line</p> <p>Semester 2: Unit 01: Lesson 05: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 01: Lesson 06: Activity 01: Study: Linear Inequalities</p> <p>Semester 2: Unit 01: Lesson 06: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 01: Lesson 06: Activity 04: Study: Solving the Lighting Problem</p> <p>Semester 2: Unit 01: Lesson 07: Activity 01: Practice: Assignment</p> <p>Semester 2: Unit 02: Lesson 01: Activity 01: Study: Two-Variable Systems: Graphing</p> <p>Semester 2: Unit 02: Lesson 01: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 03: Lesson 06: Activity 01: Study: Graphing Polynomials</p> <p>Semester 2: Unit 03: Lesson 06: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 03: Lesson 06: Activity 05: Study: The Stereo Problem</p> <p>Semester 2: Unit 03: Lesson 07: Activity 01: Practice: Assignment</p> <p>Semester 2: Unit 04: Lesson 03: Activity 01: Study: Factoring and Graphing</p> <p>Semester 2: Unit 04: Lesson 03: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 04: Lesson 05: Activity 01: Study: Factoring $x^2 + bx + c$</p> <p>Semester 2: Unit 04: Lesson 05: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 04: Lesson 06: Activity 01: Study: Factoring $ax^2 + bx + c$</p> <p>Semester 2: Unit 04: Lesson 06: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 04: Lesson 07: Activity 01: Study: Special Cases</p> <p>Semester 2: Unit 04: Lesson 07: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 04: Lesson 10: Activity 01: Study: The Quadratic Formula</p> <p>Semester 2: Unit 04: Lesson 10: Activity 02: Checkup: Practice Problems</p>
EXPECTATION	A-CED.3.	<p>Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</p> <p>Correlated Activities:</p> <p>Semester 1: Unit 01: Lesson 04: Activity 01: Study: Variables and Problem Solving</p> <p>Semester 1: Unit 01: Lesson 04: Activity 02: Checkup: Practice Problems</p> <p>Semester 1: Unit 01: Lesson 05: Activity 01: Study: Solving with Addition and Subtraction</p> <p>Semester 1: Unit 01: Lesson 05: Activity 02: Checkup: Practice Problems</p> <p>Semester 1: Unit 01: Lesson 06: Activity 01: Study: Solving with Multiplication and Division</p> <p>Semester 1: Unit 01: Lesson 06: Activity 03: Checkup: Practice Problems</p> <p>Semester 1: Unit 01: Lesson 07: Activity 01: Study: Solving with Roots and Powers</p> <p>Semester 1: Unit 01: Lesson 07: Activity 02: Checkup: Practice Problems</p> <p>Semester 1: Unit 01: Lesson 08: Activity 01: Study: Solving Multistep Linear Equations</p> <p>Semester 1: Unit 01: Lesson 08: Activity 02: Checkup: Practice Problems</p> <p>Semester 1: Unit 02: Lesson 05: Activity 01: Study: Applications of Measurement</p>

		<p>Semester 1: Unit 02: Lesson 05: Activity 02: Checkup: Practice Problems</p> <p>Semester 1: Unit 03: Lesson 02: Activity 01: Study: Function Notation</p> <p>Semester 1: Unit 03: Lesson 02: Activity 02: Checkup: Practice Problems</p> <p>Semester 1: Unit 03: Lesson 03: Activity 01: Study: Input-Output Machines</p> <p>Semester 1: Unit 03: Lesson 03: Activity 05: Checkup: Practice Problems</p> <p>Semester 1: Unit 04: Lesson 01: Activity 01: Study: Functions and Tables</p> <p>Semester 1: Unit 04: Lesson 01: Activity 02: Checkup: Practice Problems</p> <p>Semester 1: Unit 04: Lesson 03: Activity 01: Study: Functions and Formulas</p> <p>Semester 1: Unit 04: Lesson 03: Activity 03: Checkup: Practice Problems</p> <p>Semester 1: Unit 04: Lesson 03: Activity 05: Study: Solving the Profit Problem</p> <p>Semester 1: Unit 05: Lesson 04: Activity 01: Study: Data Analysis</p> <p>Semester 1: Unit 05: Lesson 04: Activity 03: Checkup: Practice Problems</p> <p>Semester 2: Unit 01: Lesson 01: Activity 01: Study: Patterns and Lines</p> <p>Semester 2: Unit 01: Lesson 01: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 01: Lesson 04: Activity 01: Study: Slope-Intercept Equation of a Line</p> <p>Semester 2: Unit 01: Lesson 04: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 01: Lesson 05: Activity 01: Study: Point-Slope Equation of a Line</p> <p>Semester 2: Unit 01: Lesson 05: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 01: Lesson 06: Activity 01: Study: Linear Inequalities</p> <p>Semester 2: Unit 01: Lesson 06: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 01: Lesson 06: Activity 04: Study: Solving the Lighting Problem</p> <p>Semester 2: Unit 01: Lesson 07: Activity 01: Practice: Assignment</p> <p>Semester 2: Unit 02: Lesson 01: Activity 01: Study: Two-Variable Systems: Graphing</p> <p>Semester 2: Unit 02: Lesson 01: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 02: Lesson 02: Activity 01: Study: Two-Variable Systems: Substitution</p> <p>Semester 2: Unit 02: Lesson 02: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 02: Lesson 03: Activity 01: Study: Two-Variable Systems: Elimination</p> <p>Semester 2: Unit 02: Lesson 03: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 02: Lesson 05: Activity 01: Study: Two-Variable Systems of Inequalities</p> <p>Semester 2: Unit 02: Lesson 05: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 02: Lesson 06: Activity 01: Study: Three-Variable Systems of Equations</p> <p>Semester 2: Unit 02: Lesson 06: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 03: Lesson 06: Activity 05: Study: The Stereo Problem</p>
EXPECTATION	A-CED.4.	<p>Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</p> <p>Correlated Activities:</p> <p>Semester 1: Unit 04: Lesson 03: Activity 01: Study: Functions and Formulas</p> <p>Semester 1: Unit 04: Lesson 03: Activity 03: Checkup: Practice Problems</p> <p>Semester 2: Unit 02: Lesson 02: Activity 01: Study: Two-Variable Systems: Substitution</p> <p>Semester 2: Unit 02: Lesson 02: Activity 02: Checkup: Practice Problems</p>

		Semester 2: Unit 02: Lesson 03: Activity 01: Study: Two-Variable Systems: Elimination Semester 2: Unit 02: Lesson 03: Activity 02: Checkup: Practice Problems
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How *Jamestown Reading Navigator*TM
Supports Research-Based Instruction
for Struggling Adolescent Readers

Executive Summary

Prepared for
Glencoe/McGraw-Hill

by
Interactive Educational Systems Design, Inc.
New York, NY



Glencoe

EXECUTIVE SUMMARY

Executive Summary

How Jamestown Reading Navigator™ Supports Research-Based Instruction for Struggling Adolescent Readers presents research-supported best practices related to instruction of struggling adolescent readers—that is, students in grades 6–12 who are reading at least two levels below grade level—and describes how *Jamestown Reading Navigator* supports those practices.

This Executive Summary provides a top-level description of key issues underlying the development of the white paper, including a brief description of the *Jamestown Reading Navigator* program, summary discussion of how to meet the challenge of identifying effective instructional practices for struggling adolescent readers, and the development process for the white paper. This introduction is followed by a summary of the white paper’s findings in each of 16 broad areas:

- Decoding
- Fluency
- Vocabulary
- Comprehension
- Support for content-area literacy
- Text-based collaborative learning
- Motivation and engagement
- Diverse texts
- Writing
- Formative and summative assessment
- Strategic tutoring
- Differentiated instruction
- Technology
- Professional development
- Support for infrastructure improvements
- English language learners

What Is *Jamestown Reading Navigator*?

Jamestown Reading Navigator is a reading intervention program designed specifically for students in grades 6–12 who are reading two or more reading levels below their grade in school. The program provides direct, explicit instruction and modeling of good reading practices, together with opportunities for students to practice and apply these reading strategies—with a specific focus on comprehension skills and strategies, designed for application to content-area reading, vocabulary, writing, fluency, and decoding/phonics (for students with a particular need in this area).

Jamestown Reading Navigator combines online multimedia activities and text selections; printed resources for students to read; and teacher support materials, including professional development, lesson plans, instructional recommendations, and reteaching skills support.

Challenge: Identifying Effective Instructional Practices for Struggling Adolescent Readers

Problems with literacy have serious and long-lasting consequences. A lack of literacy skills is “one of the most commonly cited reasons” for students to drop out of school (Biancarosa & Snow, 2006, p. 7).

Numerous sources attest to the scope of the challenge. *Reading Next* cited both results from the National Assessment of Educational Progress (NAEP) and the opinions of experts in adolescent literacy that “as many as 70 percent of students struggle with reading in some manner” that requires instruction differentiated for their specific needs (Biancarosa & Snow, 2006, p. 8, citing Loomis & Bourque, 2001; NCES, 1999, 2006; Olson, 2006).

The State of Research on Struggling Adolescent Readers

Recently, a number of efforts—including research summaries from a variety of sources, publication of the *Reading Next* report and other documents from the Alliance for Excellent Education, and position statements from organizations such as the National Reading Conference and the International Reading Association—have helped create a higher profile for instructional issues related to adolescent readers, and particularly the large proportion of adolescents who struggle with reading.

Initiatives such as the No Child Left Behind Act have raised the bar for instructional design. Today's expectations are for solid research-based instruction that results in demonstrable gains in student learning. Although research on what constitutes effective literacy instruction for adolescents is limited in significant ways, there is substantial support in research and expert opinion for a variety of specific instructional recommendations. The state of knowledge regarding effective instruction for struggling adolescent readers fits the description of *best available evidence* as characterized by U.S. Department of Education Assistant Secretary Grover J. Whitehurst: that is, "the integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction" (Whitehurst, 2002).

The Reading Next Report

A critical milestone in recent efforts to highlight the challenges related to adolescent literacy was the publication of *Reading Next*, a report to Carnegie Corporation of New York focusing on the needs of adolescent readers (defined in the report as those in grades 4–12), with a special emphasis on the needs of struggling readers.

The preparation of *Reading Next* included recommendations from a panel of five nationally known and respected educational researchers, reviewed and augmented at the 2004 meeting of the Adolescent Literacy Funders Forum (ALFF), with an Appendix of literature supporting each of the report's main recommendations. The *Reading Next* recommendations thus represented a synthesis of research-informed expert opinion that serves as an important touchstone for much of what is known about effective adolescent literacy instruction.

Development of the White Paper

Development of the research-based white paper followed the process described below.

A top-level review was conducted of *Reading Next* to identify claims and recommended practices. As part of this review, information was collected about sources included in the Appendix to *Reading Next*, which listed literature supporting each of 15 key elements. Additionally, well-known experts in the field of adolescent literacy were consulted to identify significant, current, and reputable sources relating to instruction for struggling adolescent readers.¹

Based on these sources, additional noteworthy documents were identified for review, with priority given to two types of documents:

- Broad policy-oriented research reviews and surveys of expert opinion, developed by reputable institutions and authors, with a goal of identifying vital elements in effective adolescent literacy programs
- More focused research syntheses and meta-analyses from reputable sources, describing the state of research and/or theory related to a specific relevant topic in adolescent literacy (e.g., comprehension, writing, and formative assessment)

The significant policy-oriented documents and research syntheses reviewed for this white paper are listed in the Appendix to this Executive Summary.

Instructional recommendations were consolidated from multiple sources, and a cross-comparison verified that each research-based recommendation listed in the white paper is supported by *Jamestown Reading Navigator*. The paper presents instructional recommendations, based in research and expert opinion, for each of 16 broad areas as listed at the beginning of this Executive Summary and describes how *Jamestown Reading Navigator* supports those recommendations. Findings in each of these areas are summarized on the following pages.

¹ Key contributors included Dr. Thomas W. Bean, professor in literacy/reading and coordinator of doctoral studies in the Department of Curriculum and Instruction, University of Nevada at Las Vegas; Dr. William G. Brozo, professor of literacy, Graduate School of Education, George Mason University; and Dr. Douglas Fisher, professor of language and literacy education, San Diego State University. Drs. Brozo and Fisher had previously consulted with the development team for Jamestown Reading Navigator. These experts provided input into interpretation of the research literature, as well as recommendations of sources to review, but are not responsible for writing the summaries of the literature or for developing the correlations of the instructional recommendations to Jamestown Reading Navigator.

Decoding

Decoding—the ability to read words accurately—is a set of fundamental skills that underlies all successful reading. Researchers estimate that approximately 10 percent of adolescent readers do in fact struggle with decoding (Biancarosa & Snow, 2006, p. 11; NASBE, 2006, p. 19; Kamil, 2003, p. 8, citing Curtis & Longo, 1999). For these students, it is important to provide instruction that addresses their specific decoding needs.

Jamestown Reading Navigator provides decoding instruction targeted specifically to readers who are likely to need help in this area. This instruction aligns with research and expert opinion related to focus of decoding instruction, recommended instructional features and approaches, and opportunities for practice.

Focus of Instruction

Decoding instruction in *Jamestown Reading Navigator* is directed toward students at the lowest reading levels—those who are most likely to have skill deficits in this specific area—with a content focus that is supported by research and expert opinion.

- Phonemic awareness instruction in Trek 1 (level 1) of *Jamestown Reading Navigator* teaches students to relate sounds to specific letters and letter combinations.
- Trek 1 in *Jamestown Reading Navigator* provides students with systematic and explicit instruction in phonics.
- Instruction focuses on high-frequency sound-spelling relationships and word elements.

Instructional Features and Approaches

Jamestown Reading Navigator incorporates specific research-based instructional features and approaches to help students improve their decoding skills.

- *Jamestown Reading Navigator* uses computer technology to provide needed support for struggling readers in the area of decoding instruction.
- Decoding instruction combines approaches that stress both mastery of specific phonetic patterns and implicit understanding of phonic generalizations.
- Decoding instruction is reflective, guiding students to recognize patterns and make generalizations instead of memorizing rules.
- Lessons are fast paced, multisensory, lively, and brief; incorporate explanation, modeling, demonstration, and application; and include explanations of why skills are important.
- Instruction incorporates strategies that use word identification by analogy.
- The program provides teacher resources and guidance in tutoring students who can benefit from intense, individualized decoding instruction.

Opportunities for Practice

Jamestown Reading Navigator provides opportunities for students to develop their decoding through practice.

- Students are guided to practice decoding with multiple word types, including multisyllabic words.
- Students are provided with opportunities to practice decoding in several contexts, including oral reading.

Fluency

Fluency—the ability to read text quickly, accurately, and with expression—provides a bridge between word recognition and comprehension. It incorporates instantaneous recognition of words, including common sight words, but extends beyond knowledge of individual words to reflect the meaningful connections among words in a phrase or a sentence. Many researchers in adolescent literacy argue that for readers who “have not yet achieved automaticity in word recognition (fluency),” the simple task of decoding words takes up cognitive resources that are needed to understand the meaning of the text—thereby impacting student comprehension (Rasinski et al., 2005, p. 22, citing LaBerge & Samuels, 1974).

Jamestown Reading Navigator incorporates a variety of research-based practices to help students improve their reading fluency. These practices align with research and expert opinion regarding focus of fluency instruction, recommended instructional features and approaches, opportunities for less structured reading practice, and assessment resources.

Focus of Instruction

Jamestown Reading Navigator includes an appropriate research-based focus on improving student fluency.

- Each online journey (lesson) includes an oral reading fluency activity in which students read and record text passages.
- Trek 1 teaches 100 common “instant words” that students must learn to recognize by sight.
- Fluency instruction and practice in *Jamestown Reading Navigator* represent one facet of a broad-based literacy program.

Instructional Features and Approaches

Jamestown Reading Navigator incorporates instructional features and approaches for improving fluency that are supported by research and expert opinion.

- *Jamestown Reading Navigator* uses computer technology to help students develop fluency through modeling and guided practice. Fluent oral reading is modeled by the expert online recordings of the fluency passages.
- Additionally, teachers are encouraged to model fluent reading in the *Jamestown Reading Navigator* teacher materials and professional development.
- The program supports a combination of modeling fluent reading and monitoring student growth in fluency.
- Throughout *Jamestown Reading Navigator*, fluency skills are always practiced in context.
- Teacher materials and professional development encourage teachers to use a variety of formats for guided oral reading fluency activities, including choral reading, echo reading, and reading for performance.
- Recommendations are provided in the on-site *Jamestown Reading Navigator* implementation training for tutoring students who can benefit from intense, individualized fluency instruction.

Opportunities for Less Structured Reading Practice

In addition to formal fluency activities, *Jamestown Reading Navigator* provides opportunities for students to develop their fluency through less structured reading practice.

- The program provides extensive opportunities for students to read online and print materials.
- Students are encouraged to read independently, in addition to their assigned readings.

Assessment Resources

Jamestown Reading Navigator supports fluency assessment methods with a solid base in research and expert opinion to support instruction.

- A combination of diagnostic assessments and ongoing monitoring of student progress helps ensure that texts provided for student reading are at an appropriate level of difficulty. All of the texts used in *Jamestown Reading Navigator* have been evaluated to determine readability levels.
- Teachers can assess student fluency as frequently as needed or desired by teachers, using appropriate methods (e.g., reading rate, evaluation of the quality of oral reading based on a rubric, and miscue analysis) with guidance from the *Jamestown Reading Navigator* teacher materials.

Vocabulary

Vocabulary knowledge is a key component both of general reading comprehension and of content-area literacy. As students grow older, vocabulary knowledge becomes more critical, not only for general reading comprehension but also for content-area learning.

Research supports a variety of broad approaches to improving students' vocabulary, including wide reading and broad language exposure to stimulate students' incidental word learning, instruction in transferable and generalizable strategies that can help students become more proficient at learning vocabulary on their own, and direct instruction in specific vocabulary words. *Jamestown Reading Navigator* supports all three of these broad approaches.

Wide Reading and Broad Language Exposure

Jamestown Reading Navigator includes research-based features that help students gain vocabulary knowledge through wide reading and broad language exposure.

- The program incorporates opportunities for students to read extensively to develop vocabulary knowledge.
- Within *Jamestown Reading Navigator*, students are exposed to a variety of potential vocabulary words, including but not limited to words that are directly taught. Professional development encourages teachers to develop a word-rich environment in which students are immersed in words, including engaging word play and games.
- Teachers have the option to allow English language learners (ELLs) and other students to listen to spoken text while following along with printed text.

Transferable Strategies

Jamestown Reading Navigator incorporates research-based practices for helping students develop transferable strategies they can use to learn new vocabulary on their own.

- Students are taught to analyze word meanings based on context.
- Teachers are guided to help students identify word meanings by analyzing morphemes.

Focus of Direct Vocabulary Instruction

Direct vocabulary teaching in *Jamestown Reading Navigator* focuses on words that are most likely to be valuable to students, based on recommendations drawn from research and expert opinion.

- *Jamestown Reading Navigator's* approach to vocabulary instruction is planned, systematic, and sustained, based on specific learning goals for students to learn specific targeted vocabulary words.
- Vocabulary words that are selected for direct instruction are high frequency for mature language users, are found across a variety of domains, and are generally one to two years above the readability level of the text selection where they are used. This helps ensure that the words will be useful to students and are words that students are not likely already to know.
- Direct instruction in vocabulary includes words that will help students process content-area texts.
- Critical vocabulary is pretaught to help students understand instructional text passages.

Direct Vocabulary Instructional Features and Approaches

Direct vocabulary teaching in *Jamestown Reading Navigator* incorporates a variety of research-based features and approaches for effective vocabulary learning.

- Students are actively involved in learning word meanings, including a variety of activities that require them to think about the meanings of the words. One of the common prereading vocabulary activities is having students use semantic mapping to complete a word web.
- Students are exposed to targeted vocabulary words multiple times and from multiple sources.
- Student-friendly explanations are provided for new vocabulary words.
- Most of the vocabulary sample sentences include instructional contexts that make it easy for students to deduce the word meaning.
- The program provides visual support for word learning, including animations, graphic organizers, and demonstrations.
- Students can follow hypertext links to be reminded of word meanings when they encounter vocabulary words in context.
- Teachers are provided with suggestions for extending vocabulary learning beyond the classroom.

Opportunities for Direct Vocabulary Practice

Jamestown Reading Navigator provides opportunities for students to practice their vocabulary knowledge in ways that are aligned with research and expert opinion.

- The program uses computer technology to help students develop vocabulary knowledge, including multiple opportunities for practice.
- The lesson plans provided with *Jamestown Reading Navigator* often suggest that students work with a partner to study vocabulary words, providing opportunities for oral practice in a social context.
- Students are prompted to engage in oral and written composition using vocabulary words.

Assessment Resources

Jamestown Reading Navigator supports vocabulary assessment methods with a solid base in research and expert opinion to backup instruction.

- Students' vocabulary learning is regularly assessed in multiple ways (e.g., assessing knowledge of definitions, synonyms, antonyms, characteristics of new words, and meaning in context) that are closely matched to the instructional context.

Comprehension

Comprehension is a critical area of challenge for adolescent readers. By high school, text comprehension is not only an important part of performance in English language arts classes, but also an important “gate-keeper” skill for students to master content-area knowledge.

While “[r]eaders normally acquire strategies for active comprehension informally,” the National Reading Panel cautioned, readers “who are not explicitly taught these procedures are unlikely to learn, develop, or use them spontaneously” (NICHHD, 2000, p. 4-40). *Jamestown Reading Navigator* incorporates a variety of research-based instructional approaches, focused on teaching specific comprehension skills and providing practice in their use.

Focus of Instruction

Jamestown Reading Navigator focuses on helping students develop comprehension skills and strategies that are supported by research and expert opinion.

- Each journey in Treks 2–4 has a specific comprehension skill/strategy focus. *Jamestown Reading Navigator* provides explicit instruction in 32 comprehension skills/strategies.
- Students are provided with ample practice in answering questions both during and after reading, based on the online and print selections.
- Instruction in several reading skills incorporates teaching students how to generate questions related to texts for specific purposes.
- Students are taught summarizing.
- Students are taught a variety of skills related to story structure.
- Students are guided in using different types of graphic organizers in a variety of contexts.
- Students are taught to visualize what they are reading.
- Prereading activities for each online selection prompt students to activate their prior knowledge about the selection's topic. Additionally, teacher materials and optional professional development encourage teachers to help students use strategies for activating prior knowledge.
- Students are taught to read and interpret texts critically.
- As described under Vocabulary, *Jamestown Reading Navigator* includes an extensive framework for developing students' vocabulary knowledge to improve their text comprehension, focusing in particular on vocabulary that is used in the text selections.

Instructional Features and Approaches

Jamestown Reading Navigator incorporates a combination of features and approaches for teaching comprehension skills that are supported by research and expert opinion.

- Comprehension skills and strategies are taught explicitly.
- Instruction in comprehension strategies includes modeling of the strategies using think-aloud and other procedures.
- Students have opportunities to work together while applying comprehension strategies to interpret texts, including ample opportunities for individual, collaborative, small-group, and whole-group instruction.
- Teaching of comprehension strategies is scaffolded, using the gradual release of responsibility model (Frey & Fisher, 2006), with focus lessons, guided instruction, collaborative learning, and independent learning.
- Students are prompted to develop metacognitive abilities to monitor their own comprehension.

Opportunities for Practice

Jamestown Reading Navigator provides extensive opportunities for students to practice their comprehension skills.

- Students practice using comprehension skills in multiple contexts with texts from a variety of genres and subject areas.
- Practice with comprehension skills is extended over time.
 - *Comprehension skills are typically taught more than once, in more than one trek.*
 - *Review questions in each Journey Test check for transfer of reading skills taught earlier in the trek.*
 - *Reading tips in the side margins of online and print texts prompt students to employ reading skills and strategies they have already learned, monitor their comprehension as they read, and use “fix-up” strategies to clarify their understanding.*
- The program guides students to practice using multiple comprehension strategies in a coordinated way.
- As part of the program, students are prompted to read extensively from both online and print texts, in order to develop fluency and background knowledge. The program also provides additional resources and suggestions for independent reading.

Support for Content-Area Literacy

The importance of improving literacy across the content areas is universally acknowledged. This involves helping students develop “the level of reading and writing skill necessary to read, comprehend, and react to appropriate instructional materials in a given subject area” (Readence et al., 2004, p. 4).

The emphasis of *Jamestown Reading Navigator* in relation to content-area literacy is on helping students develop transferable strategies for future reading. Many of these strategies are also taught as part of general text comprehension, but with a particular focus on how they can be used with content-area texts. The program aligns with research and expert opinion regarding the focus of content-area literacy instruction, features and approaches used in that instruction, and professional development for content-area teachers.

Focus of Instruction

Jamestown Reading Navigator includes a strong focus on strategies that are supported by research and/or expert opinion for helping students improve their content-area literacy.

- Many of the specific comprehension skills/strategies that are covered in the journeys in Treks 2–4 have a clear potential applicability to content-area texts. For example:
 - *Students are guided to use graphic organizers with content-area texts.*
 - *Students are taught to write summaries of content-area texts.*

- *Instruction in several reading skills incorporates teaching students how to generate questions related to texts for specific purposes, including use with content-area texts.*
- *Students are explicitly taught to identify and/or analyze a variety of text structures, including cause and effect, compare and contrast, narrative and informational, problem and solution, and sequence.*
- *Students are taught strategies that are appropriate for answering questions about content-area texts and are provided with practice in applying those strategies both during and after reading.*
- Students are prompted to develop metacognitive abilities to monitor their own comprehension while reading content-area texts.
- Students are taught to activate prior knowledge in reading content-area texts.
- Students are taught vocabulary to improve their comprehension of content-area text selections.
- Instruction incorporates writing about content-area texts.
- Instruction includes extensive activities for students to speak and listen related to texts, including content-area texts.

Instructional Features and Approaches

Literacy instruction provided by *Jamestown Reading Navigator* incorporates a variety of features that are supported by research and/or expert opinion for improving students' content-associated literacy skills.

- Texts used for teaching comprehension skills and strategies include content-area selections from a variety of subject areas, including science, social studies, literature, math, geography, music, art, health, and history.
- Activities provide extensive guidance to reinforce students' understanding *before* reading content-area texts, *while* reading content-area texts, and *after* reading content-area texts.
- Instruction in literacy strategies includes modeling of the strategies using content-area texts.
- The program incorporates a broad array of methods for assessing students' use of reading strategies with content-area texts and providing feedback to students on their performance.
- Teaching of reading skills and strategies is scaffolded, using the gradual release of responsibility model, consisting of focus lessons, guided instruction, collaborative learning, and independent learning.
- Students have multiple opportunities to work collaboratively in a variety of processes related to the content-area texts.

Professional Development for Content-Area Teachers

Jamestown Reading Navigator professional development can help content-area teachers improve instruction and support for students' content-area literacy.

- Professional development is available to help content-area teachers strengthen effective literacy instruction in their classes. This professional development covers
 - *strategies for presenting subject-area texts so that students use reading as a tool for learning and mastering content-area standards;*
 - *use of content teaching aids such as structured overviews, anticipation guides, prompted outlines, concept mapping, prediction guides, guided discussions, “Say Something” activities, “React” activities, and reciprocal reading;*
 - *suggestions related to oral reading fluency, vocabulary, reading comprehension, and writing (online modules).*
- *Jamestown Reading Navigator* offers on-site professional development sessions that focus on building a school literacy community with the potential to help develop a comprehensive and coordinated, cross-disciplinary approach to content-area literacy. These sessions are designed to include content-area teachers as participants.

Text-Based Collaborative Learning

Text-based collaborative learning represents an intersection of student interaction with texts—that is, student literacy activities—and collaboration with peers. Researchers have identified a variety of benefits from having students interact and collaborate with each other as they are reading and interpreting texts. These advantages relate both to motivation and to the development of specific types of literacy skills, such as the ability to explain and defend choices (Nokes & Dole, 2004, citing Pressley, 2002).

Jamestown Reading Navigator incorporates a research-informed focus on text-based collaborative learning. The program offers suggestions based in expert opinion on practices supporting effective student collaboration.

Focus of Instruction

Text-based collaborative learning in *Jamestown Reading Navigator* includes a focus on both texts that students read and texts that students write.

- The program provides multiple opportunities for students to interact with each other as they interpret reading texts.
- Teacher resources include recommendations to have students collaborate to discuss their own writing.

Guidance for Teachers on Effective Collaboration

Flexible Grouping: Strategies for Success, a resource for teachers related to student grouping, includes suggestions on the following:

- Ways to structure text-based collaborative activities so that everyone has something to contribute
- Assigning roles within groups

Motivation and Engagement

An extensive body of research demonstrates that how students think and feel about themselves, the subject matter, and their ability to learn affects how well they learn. According to Guthrie and Wigfield (2000), improving students' motivation helps boost engagement, which in turn leads to greater achievement. One factor in motivation is students' self-efficacy—their belief and confidence that they have the capacity to accomplish meaningful tasks and produce desired results in academic settings. Another is their intrinsic motivation, or desire to accomplish literacy tasks for internal reasons such as personal enjoyment or the desire to learn.

Jamestown Reading Navigator incorporates a variety of research-based practices related both to helping empower students to succeed and engaging students' interests.

Empowering Students to Succeed

Jamestown Reading Navigator includes a broad array of strategies and features, based in research and expert opinion, that facilitate students' academic success and thereby improve their motivation and engagement.

- The program provides a wide range of resources to help teachers stay informed about students' progress and enable them to intervene effectively to support students' learning.
- Program features help ensure that students are matched with tasks that present an appropriate challenge for them.
- Instruction is scaffolded in a variety of ways to help ensure that students can succeed.
- Program features focus on learning and knowledge goals: helping students learn important skills and knowledge, as distinguished from simply performing well on required tasks.
- Goals of instruction are clearly spelled out for students.
- Students receive clear feedback on their progress.
- Teachers are provided with tools and suggestions for creating personalized, student-centered evaluations of students' fluency recordings and writing assignments.

- The program helps develop students' capability to regulate their own learning by giving them choices in a variety of areas, ranging from which texts to read (in many cases) to how students will proceed through the online activities (e.g., whether to take the Journey Pretests).
 - *In each of these areas, students are provided with appropriate support (e.g., explanatory Tutor buttons) to help them succeed in their chosen tasks.*
 - *The program also supports student choices by ensuring that all text students read in Jamestown Reading Navigator is at an appropriate reading level.*
- The central focus of *Jamestown Reading Navigator* is on developing reading skills and strategies that can help make students more effective learners in general, both within the program and in other classes. Such success can contribute to students' motivation and belief in their ability to succeed academically.

Engaging Student Interests

Jamestown Reading Navigator is tailored in several ways to make it relevant to students' interests and lives.

- As described under Text-Based Collaborative Learning, the program provides multiple opportunities for students to interact with each other over texts—a practice that increases student motivation.
- Both online texts and print texts have been selected to match students' likely interests and to relate to their circumstances. Many of the text selections are written about adolescents or written from an adolescent's perspective.
- Video clips with a narrator and real-world footage build relevant prior knowledge for upcoming readings.
- *Reteaching Skills Support* resources incorporate hands-on activities that connect reading skills to real-world contexts.
- Writing topics give students the opportunity to describe their own thoughts, opinions, and experiences—activities that are likely to stimulate student interest.

Diverse Texts

In order to harness the advantages of broad reading, it is important to provide students with access to texts that they are able to read and will be *motivated* to read. Research evidence suggests that providing appropriate, diverse texts for students can be a powerful tool for improving their literacy.

Jamestown Reading Navigator provides a substantial offering of interesting, diverse, and level-appropriate texts for students to read, following the recommendations of research and expert opinion.

Interesting, Diverse Texts

Texts provided through *Jamestown Reading Navigator* have been selected to be interesting to students and to reflect diversity.

- Online and print texts that students read are not typical textbooks, but instead include authentic literature, adapted authentic texts, and content-area nonfiction.
- Both online and print reading selections focus on a broad range of topics that are likely to be interesting to students as well as appropriate for their reading level.
- At several points in the program, students have meaningful choices about which texts they will read—increasing a sense of control over their own learning and the likelihood that the texts will be interesting to them.
- Text selections represent a range of different lifestyles, including diverse cultures, socioeconomic levels, social groups, and geographic locations, including urban and rural experiences—increasing the chance that texts will connect to students' own background experiences.
- Text selection topics and accompanying visual images represent the cultural and demographic diversity of the United States and of the world as a whole.

Level-Appropriate Texts

Texts provided through *Jamestown Reading Navigator* are at an appropriate reading level for students.

- Texts are provided at readability grade levels 1–9, calculated using the Dale-Chall Readability formula (Chall & Dale, 1995).
- Students are matched with texts that are at their own level.

Writing

The importance of integrating reading and writing instruction for adolescents is attested by numerous sources. One reason for this importance is the close relationship between writing skills and reading comprehension. For example, Alvermann (2001) argued, “Effective teachers look for ways to integrate reading and writing as often as possible because they know that each process reinforces the other and can lead to improved comprehension and retention of subject area content” (p. 11, citing Tierney & Shanahan, 1991). Additionally, writing is a critical area of literacy that students need to master for its own sake, to succeed both academically and in the professional world.

While *Jamestown Reading Navigator* focuses primarily on helping students develop reading skills, the program also includes a substantial component that is dedicated to helping strengthen students’ writing in specific, research-supported ways.

Focus of Instruction

Jamestown Reading Navigator includes an appropriate research-based focus on improving student writing about what they have read.

- Students are prompted to write in conjunction with their reading.
- Writing assignments typically challenge students to engage with academic content at their current literacy level. Many of the writing assignments have students reinforce and build upon content information from text selections.
- Summarizing is taught as a reading skill, and students are provided with opportunities to practice writing summaries.

Instructional Features and Approaches

Jamestown Reading Navigator writing instruction incorporates a variety of features and approaches supported by research and expert opinion for helping students learn to write effectively.

- Writing instruction on the computer provides structured guidance and strategic instruction with each writing assignment.
- All of the writing assignments spell out specific reachable goals for writing, including a purpose for writing and characteristics of the final product.
- Goals provided for writing tasks include both content-oriented goals (e.g., adding more ideas during revision) and structural goals.
- Online writing activities guide students through a four-part writing process: plan, draft, revise, and publish. Students receive instruction on writing strategies related to planning, revising, and editing compositions by clicking the Tutor button.
- Writing instruction includes strategies for both
 - generic processes such as brainstorming and collaboration for peer revision;
 - creating specific types of writing, such as narratives and persuasive writing.
- Students are provided with models of good writing and guidance about important features for the various types of writing they will produce.
- Students are consistently prompted to engage in prewriting activities to help them generate and organize ideas for each writing assignment.
- Students are provided with explicit instruction on key vocabulary used in reading selections and then are prompted to incorporate vocabulary terms in their writing assignments.

- Students use a built-in software tool with basic word-processing capabilities, including copying, pasting, and deleting.
- Teacher print materials encourage collaborative approaches to writing assignments, including recommendations to develop helper-writer partnerships.

Opportunities for Practice

Jamestown Reading Navigator provides extensive opportunities for students to practice writing in ways that can help develop and expand their literacy skills.

- Students gain experience writing in a variety of forms and genres, including descriptive writing, letters, newspaper articles, summaries, personal responses, journal entries, articles, stories, plays, speeches, advertisements, cartoons, poetry, essays, narrative writing, expository writing, and persuasive writing.
- Students are taught the understanding of style, mood, and tone as a reading skill; are exposed to a variety of styles and tones; and are prompted to include tone as a literary device in their writing.
- The variety of writing assignments provides students with ample opportunity to practice adapting their writing for a broad range of different contexts and purposes.
- Frequent opportunities to interact with the technology are provided through the writing assignments.

Assessment Resources

Jamestown Reading Navigator incorporates features and instructional resources to support appropriate ongoing assessment of student writing.

- Teachers are provided with guidelines to evaluate students' writing assignments in the online program.
- Grades are recorded in the Learner Management System, the tool for tracking students' writing performance as they progress through the program.
- Suggestions for ongoing assessment in the teacher materials encourage teachers to have students reflect on their own writing and keep writing portfolios.

Formative and Summative Assessment

Formative assessment and summative assessment share a common goal of evaluating student knowledge. The key distinction between the two is that *formative assessment* is intended to inform and guide adjustments to instruction on an ongoing basis, while *summative assessment* is intended to monitor progress and evaluate the overall success of both students and instructional programs on a more long-term basis.

Based on a review of 250 research studies across multiple ages and subject areas, Black and Wiliam (1998b) found that formative assessment resulted in “significant and often substantial learning gains” (p. 140). In particular, they found that many of the studies they reviewed concluded that “improved formative assessment helps low achievers more than other students and so reduces the range of achievement while raising achievement overall” (p. 141). Summative assessment plays a different, but also vital, role of monitoring student progress across time and subject areas, thus informing comprehensive and coordinated literacy programs of the type recommended by *Reading Next*.

Jamestown Reading Navigator includes a rich set of formative assessment features, together with several features that support summative assessment at the school and/or district level. These features align with research and expert opinion on assessment characteristics, feedback to students, and features related to reporting and instructional planning.

Assessment Characteristics

Jamestown Reading Navigator aligns with research-based instructional recommendations relating to variety of assessments, frequency of assessments, and student self-assessment.

- *Jamestown Reading Navigator* provides a wide range of assessments, including both informal measures as students are carrying out learning activities and more formal assessments.
- Assessment is ongoing and frequent. A student who works daily in the program will likely encounter multiple assessments on a daily basis.
- At several points in the program, students are provided with opportunities to assess their own learning.

Feedback

Jamestown Reading Navigator aligns with research results indicating that feedback to students is critical for formative assessment to have an impact on student learning.

- Students receive immediate feedback on all of their scored online activities and assessments. Typically, the feedback is substantive, showing whether their choice was correct or incorrect, what the correct choice was, and often why an answer was correct or incorrect.
- Feedback and access to their scores through the Learner Management System provide students with the opportunity to monitor and evaluate their own progress.

Reporting and Instructional Planning

Jamestown Reading Navigator aligns with instructional recommendations based on research and expert opinion on how assessment data should be reported and used to guide instructional planning.

- *Jamestown Reading Navigator* maintains all data on student performance within the program in the Learner Management System, where it can be accessed by teachers and administrators.
- Assessment reports available through the Learner Management System provide ongoing information on student progress for teachers, administrators, students, and parents.
 - *Reports allow teachers and administrators to monitor individual and group progress throughout the school year.*
 - *Reports are available in a wide range of formats that provide summary information on student progress or detailed information about student performance in specific skill or content areas.*
- Results of assessments guide adjustments to instruction in a variety of ways, both through automated instructional decisions (e.g., assignment to review a lesson) and through assessment-informed teacher decisions.

Strategic Tutoring

Strategic tutoring, defined as “provid[ing] students with intense individualized reading, writing, and content instruction as needed” (Biancarosa & Snow, 2006, p. 4), has been identified by *Reading Next* as one of 15 “promising elements of effective adolescent literacy programs . . . that had a substantial base in research and/or professional opinion” (p. 12). Similarly, researchers at the University of Texas at San Antonio described success from one-on-one academic tutoring as “well documented” (Harmon et al., 2004, p. 48), while Allington (2006) described the advantage of tutoring in terms of the research showing benefits from intensive instruction (pp. 151, 178).

Jamestown Reading Navigator provides resources and encouragement to teachers to use one-on-one tutoring as a component of program implementation. These resources, and the recommendations that are provided to teachers about their use, align with recommendations based in research and expert opinion about who should receive tutoring, what the focus of tutoring should be, and qualifications of those who deliver tutoring.

- *Jamestown Reading Navigator* provides resources to support tutoring for students who would benefit from intense, individualized instruction.
 - *Teachers can use the Learner Management System reports to identify students who are having difficulties in specific skills areas and might benefit from short-term help.*
 - *Reteaching Skills Support resources provide reteaching activity suggestions, reading passages, and blackline masters that tutors can use to reteach specific skills.*
 - *Tutoring is recommended in the program and its associated professional development for students who are experiencing difficulties with decoding and fluency.*
- Tutoring focuses on strategies that can transfer to content-area learning.
- Professional development resources help teachers improve their expertise as reading instructors and strategic tutors—aligning with the research finding that tutoring should be conducted by personnel with reading expertise. Additionally, activity and teaching suggestions in the *Reteaching Skills Support* resources help reinforce the expertise of tutors as they work with specific skill areas.

Differentiated Instruction

Experts in adolescent literacy note that struggling adolescent readers vary widely, both in general characteristics and in regard to the particular sources of their reading difficulties. Programs for improving adolescent literacy are likely to be more effective if they take these differences among individual learners into consideration and include appropriate provisions for adjusting instruction in response to those differences.

Jamestown Reading Navigator incorporates a variety of features that support specific instructional recommendations for effectively differentiating instruction, based in research-informed expert opinion.

Curriculum Flexibility

Jamestown Reading Navigator incorporates a variety of features that foster the kind of flexibility recommended by research-based expert opinion for supporting effective differentiated instruction.

- Schools can incorporate *Jamestown Reading Navigator* in the context of implementation models with varying degrees of emphasis on student-directed and teacher-directed learning, and varying amounts of time spent online and in print-based classroom activities.
- Instruction of content is differentiated through initial placement, optional lesson pretests in Treks 2–4, and a variety of reteaching features that focus instructional time on specific skills and knowledge where students have identified needs.
- Instruction is carried out in small, flexible groups adapted to the specific needs of students, including both homogeneous and heterogeneous grouping.
- The program systematically assesses student knowledge, understanding, and skill in light of desired learning goals through the initial placement test, ongoing formative assessments, and summative assessments at the end of each quest (unit)—providing the information needed to sustain flexible instruction.
- Audio and video elements of the program provide comprehensible input for English language learners, multimodality support for special needs students, and additional options for students who learn most effectively in nontraditional/nonstandard ways.
- Reteaching uses procedures and instructional materials for teaching content to students that differ from the original teaching strategy, supporting differentiation in the areas of process and materials. Typically, these activities also vary in the products that students are guided in creating to demonstrate their learning.
- Specific instructional recommendations are included in the *Reteaching Skills Support* resources for varying the process of instruction for ELL students and for students who may learn more effectively through different learning styles.

Student Readiness

Jamestown Reading Navigator includes strategies supported by research and expert opinion for differentiating instruction based on student readiness.

- Students are placed in the program based on their readiness.
 - *The initial placement test suggests “cut scores” for placement in the program, so that students are working at a level that is appropriate to them, based on their reading levels.*
 - *The program also encourages teachers to take into consideration other measures of student reading levels in making their placement decisions, such as standardized tests, previous student work, and teacher observations.*
- The program provides multiple features for monitoring student assignments on an ongoing basis and adjusting them as needed to ensure that students are working at an appropriate difficulty level. These features include both automated instructional decisions and student performance data provided via Learner Management System reports.
- The program scaffolds instruction in several ways to help ensure that students get the support they need in learning new skills.
 - *Skills are taught to students using the gradual release of responsibility model.*
 - *Most reading skills are taught more than once, in more than one trek.*

DIFFERENTIATED INSTRUCTION

- Tutor buttons in the online program let students access supplementary instruction related to specific skills and vocabulary.
- Immediate substantive feedback helps students reflect on their performance and understand why their responses were correct or incorrect.

- Because students work individually online, they advance through the program at their own pace, enabling them to move more quickly through familiar skills and vocabulary and spend more time on material they find difficult.
- The program flexibly adapts instruction to student needs in a variety of ways, including letting students test out of content they already know and having them review material in response to poor scores. The combination of quick assessments and mini-lessons for review helps students who need additional assistance with specific targeted skills.

Student Interests

Jamestown Reading Navigator includes several strategies based on research and expert opinion for matching instruction to student interests.

- The program gives students choice among different reading selections at several points, allowing them to pick the selection that better fits their interests.
- The reading selections were written or chosen based on high interest to middle school and high school students.

Personal Responsibility and Growth

In line with research and expert opinion, *Jamestown Reading Navigator* includes several features that help students become more aware of their learning strengths and weaknesses, learn to take responsibility for their learning, and develop metacognition.

- The program gives students choices in a variety of areas related to working conditions and processes.
- Students are guided to complete comprehension monitoring activities as they are reading text selections.
- After every online activity, students receive feedback and assessment that helps them see their learning strengths and weaknesses more clearly.
- Each student has access to a My Scores report that shows scores from the student's current quest and previous treks and quests. This helps students see both their current status and their progress over time.
- Teachers are prompted to encourage students to keep a Goals and Progress Chart as a way to track daily and long-term progress, and to ask themselves questions such as "What progress did I make? What would I do differently next time?"
- Program features foster a growth environment by focusing on each student's individual learning and progress toward instructional goals.
- Instruction takes place in a positive and affirming environment. Frequent work in pairs and small groups helps cultivate a sense of shared responsibility and community among students and the teacher.

Teacher Beliefs and Practices

Through a combination of program features, print teacher resources, and professional development, *Jamestown Reading Navigator* supports and/or promotes specific teacher beliefs and practices recommended by experts in differentiated instruction.

- Learner Management System reports and capabilities to review student work online provide tools for teachers to reflect on individual learners. Teachers also have the option of adjusting individual students' instructional assignments based on the result of their reflections.
- Student variance is underscored by a variety of program features, ranging from individual placement in the program to modular *Reteaching Skills Support* materials that provide differentiated instruction. Professional development provides information and suggestions on differentiating instruction based on individual students' needs.

- Detailed reports on student performance allow teachers to collect and study in-depth information about their students.
- Professional development resources, *Reteaching Skills Support* content, and other teacher print materials help teachers develop their expertise in a wide range of areas related to reading and writing.
- Initial placement test results, ongoing Learner Management System reports, and *Reteaching Skills Support* resources help teachers use students' instructional knowledge for preassessment and planning.
- Program flexibility allows teachers to adapt instruction in a variety of ways.

Technology

Technology, including computer technology, has been used in a wide range of ways as a tool to support reading instruction. Despite a large body of research, the sheer breadth of technology applications means that research on specific approaches and designs is often thin on the ground—a problem that is exacerbated by technology's ever-changing capabilities. Expert opinion thus refers largely to technology's potential, resting on analysis and studies of specific instances of technology applications from which experts often derive broad recommendations.

Yet another dimension of technology use relates to technology as a *topic*, or focus of instruction. Changes in communication technology have prompted literacy scholars to look more broadly at what constitutes literacy and at what skills students need in order to communicate successfully in the world of today and tomorrow. Viewed this way, technology represents not only a means of instruction for adolescent readers, but also an array of distinct communication media, with their own language conventions and literacy requirements. In order to achieve competence both in interpreting meaning and in communicating via technology, students must master these conventions.

Jamestown Reading Navigator's approach to adolescent literacy instruction incorporates technology as a central component. The program uses technology as a tool in a variety of ways, supported by research and expert opinion, to help students learn specific literacy skills and knowledge. The program also provides opportunities for students to develop some of the skills and the knowledge needed for literacy in a technology context.

Instructional Focus

Computer technology in *Jamestown Reading Navigator* reinforces student learning and provides guided practice with key content and skill areas for struggling readers.

- Students receive instruction, practice using their skills and knowledge, and receive feedback to help improve their performance.
- As specifically recommended by research-based expert opinion in *Reading Next* and other sources, computer technology is used in the program to help students with decoding, fluency, and vocabulary, among other areas of literacy instruction.

Instructional Features and Approaches

Jamestown Reading Navigator utilizes technology to support specific instructional features and approaches that align with research and expert opinion.

- Because students work individually online, they advance through *Jamestown Reading Navigator* at their own pace.
- Support is customized to specific student needs.
- Students interact with the text selections in a variety of ways.
- Computer technology provides a highly structured approach to reading and writing instruction.

Technology as a Writing Tool

In agreement with research and expert opinion, writing instruction in *Jamestown Reading Navigator* uses computer technology both as a medium for student production and as a means of teaching writing strategies.

- Students use a built-in software tool with basic word-processing capabilities including copying, pasting, and deleting.

- Writing instruction on the computer incorporates structured guidance and strategic coaching.
- Writing assignments provide frequent opportunities to interact with the technology.

Assessment Resources

Jamestown Reading Navigator uses computer systems to record formative and summative assessment information and make it available for monitoring student progress, in alignment with expert recommendations.

Technology as a Focus of Instruction

Jamestown Reading Navigator provides opportunities for students to develop technology-related literacy skills, as recommended by research-based expert opinion.

- As students work in the program, they acquire experience with a range of basic technology-related skills.
- The program guides students to acquire media-related literacy skills required for technology environments, such as critically examining information from multiple media and understanding an author's purpose and viewpoint.
- Text selections based on Internet articles in many of the online journeys provide students with guided practice in applying reading skills and strategies to the types of texts they might encounter on the Internet.
- Students are taught how to interpret information from graphics, particularly charts, graphs, and maps. Text selections with embedded graphics in many of the online journeys provide students with practice in integrating visual and text information.

Professional Development

According to the *Reading Next* report, professional development is one of three critical elements (together with formative and summative assessment) for improving adolescent literacy, because of its importance for “ensuring instructional effectiveness” (Biancarosa & Snow, 2006, p. 5). Without professional development, it is difficult—if not impossible—to change teacher practice in the classroom and successfully implement new programs and more effective approaches.

Professional development is a key component of the *Jamestown Reading Navigator* program. A flexible range of professional development options meet the specific needs of individual schools and programs. These resources align with a variety of recommendations, based in research and expert opinion, for professional development that is likely to have an impact on teacher behavior, translating in turn to improvements in adolescent literacy.

Scope and Access

Jamestown Reading Navigator professional development aligns with recommendations based in research and expert opinion relating to scope and access for development of effective professional competency.

- *Jamestown Reading Navigator* provides resources for ongoing, long-term professional development that stretches over the instructional year, including on-site training sessions, online training modules, and ongoing instructional support from a reading coach via telephone and e-mail.
- Professional development provided with *Jamestown Reading Navigator* is designed to be systemic.
 - Program implementation and follow-up training are typically attended by teachers, administrators, literacy coaches, teachers working with special populations, and teacher aides who will be involved with the program.
 - Optional on-site professional development in creating a school literacy team is designed to embrace teachers, administrators, literacy coaches, librarians, teachers of special populations, and content-area teachers.
- *Jamestown Reading Navigator* professional development is designed to fit flexibly into the regular school schedule.
 - Online modules are available for teachers to work on anytime, anywhere.

- Typically, formal on-site professional development sessions are scheduled for staff training days or as a teacher release day. Districts can also schedule a training day at the school during a regular school instructional day for observation, interaction, modeling, and feedback.
- Interaction with the reading coach can take place during the regular school day and include telephone discussions, e-mail, conference calls, and Web-based meetings.
- Jamestown Reading Navigator professional development uses technology in several ways to individualize educators' professional development, including
 - online modules that teachers can complete individually, at their own pace and schedule;
 - use of multiple media to address different teacher learning styles;
 - capability to upload lessons created by individual teachers, share ideas, and receive feedback from other teachers;
 - e-mail communication with the reading coach.

Content Focus

Jamestown Reading Navigator professional development incorporates content that is supported by research and expert opinion.

- Professional development available with Jamestown Reading Navigator covers effective research-based instructional practices relating to comprehension, vocabulary, fluency, writing, assessment, differentiated instruction, collaborative learning, and many other topics.
- Participants experience many opportunities to familiarize themselves with supporting research for recommended instructional practices.
- Hands-on analysis of student data is an integral part of the on-site follow-up training.
- Professional development is designed to help educators understand and appreciate student differences and adjust instruction accordingly.
- On-site professional development sessions can be used to support a team-oriented approach to adolescent literacy.

Instructional Features and Approaches

Jamestown Reading Navigator professional development incorporates a variety of features and approaches supported by research and/or expert opinion.

- Professional development experiences are structured to provide consistent opportunities for participants to implement new ideas and reflect on the success of those ideas.
- Professional development in specific instructional strategies incorporates modeling, classroom demonstrations, and coaching.
- A variety of professional development strategies are utilized to achieve desired outcomes, including
 - presentation of information in on-site sessions;
 - hands-on workshops incorporating planning and analysis of student data;
 - individual online training modules including demonstrations, modeling, individual study, and articles on instructional practices;
 - planning and application in the teacher's own classroom;
 - ongoing interaction with a Jamestown Reading Navigator reading coach, including the potential for telephone discussions, e-mail, conference calls, Web-based meetings, and in-person consultations.
- Educators have multiple opportunities to explore new ideas to develop in-depth knowledge.
- Professional development includes multiple media and multiple options for learning, including learning on one's own and with others.
- Many of the professional development sessions include activities in which teachers get to experience, as students, the same instructional techniques they will be using with their students.

Support for Infrastructure Improvement

In addition to elements relating specifically to the design of instruction, *Reading Next* and other policy documents also include recommendations relating to specific features of the larger school infrastructure that can have a positive effect on student literacy learning.

Direct responsibility for infrastructure rests with the local school, district, and/or literacy program. However, *Jamestown Reading Navigator* includes features and professional development offerings that can help support improvements in these areas, relating in particular to extended time for literacy, teacher teams, leadership, and a comprehensive and coordinated literacy program.

Extended Time for Literacy

Jamestown Reading Navigator supports research-based recommendations for increased time for literacy instruction.

- The program accommodates instruction blocks of 45 to 90 minutes, offering flexible options for how much time each day students will work in the program. This represents a sizable portion of the two to four hours of daily literacy-connected learning recommended by *Reading Next* (Biancarosa & Snow, 2006, p. 20).
- Professional development offered in conjunction with *Jamestown Reading Navigator* can provide content-area teachers with strategies for incorporating a greater focus on reading and writing in the content areas.

Teacher Teams

Jamestown Reading Navigator professional development in building a school literacy community provides a setting to help meet the *Reading Next* recommendation to organize teachers into interdisciplinary teams to coordinate instruction (Biancarosa & Snow, 2006, p. 21).

Leadership

Jamestown Reading Navigator professional development includes resources that help support literacy leadership roles within schools.

- Optional on-site sessions focused on administrator training help provide principals and other administrators with the tools they need to act as leaders in school literacy, including
 - *maintaining fidelity to the Jamestown Reading Navigator implementation to achieve learning gains;*
 - *evaluating classrooms and/or teachers that are using Jamestown Reading Navigator;*
 - *accessing and using administrative-level reports to meet accountability standards;*
 - *instituting literacy change in the school community to raise student achievement.*
- Professional development resources provide opportunities for school administrators to become more informed on adolescent literacy issues and instructional methods.
- Administrators are encouraged to attend the general-focus on-site *Jamestown Reading Navigator* professional development sessions that are designed for teachers, and often do so.
- Professional development offerings provide training for both teachers and administrators in building a school literacy community and carrying out planning, implementation, and administrative functions (as appropriate) in connection with *Jamestown Reading Navigator*.

Comprehensive and Coordinated Literacy Program

Jamestown Reading Navigator professional development in building an interdisciplinary school literacy community provides a setting for school personnel to collectively develop or revise a comprehensive, coordinated school literacy plan that incorporates *Jamestown Reading Navigator*, regular language/literacy courses, content-area instruction, and other school resources.

English Language Learners

Adolescent English language learners (ELLs)—defined as “second language learners who are still developing their proficiency in academic English” (Short & Fitzsimmons, 2007, p. 1)—represent an expanding segment

of the population of struggling adolescent readers and one whose needs are typically not well met in many existing programs.

Although there is a broad overlap between principles of effective instruction for struggling adolescent readers in general and those of English language learners, there are also some important differences, arising from the distinct language backgrounds and often different experiences of ELLs.

Research and expert opinion support a variety of instructional practices for use with ELLs that are incorporated as part of *Jamestown Reading Navigator*. Many of these practices correspond to recommendations for instruction of struggling adolescent readers in general.

Decoding

Jamestown Reading Navigator aligns with recommendations for providing decoding instruction as needed for ELLs.

- Instruction in phonemic awareness and phonics is provided for adolescent ELLs with skill deficits in this area.
- Instruction is organized so that students can receive specific, targeted instruction on sounds that may present particular challenges to them—for example, because they do not exist in students' native languages.
- All of the instructional materials in *Jamestown Reading Navigator* were developed specifically for adolescent readers, aligning with the recommendation that instruction in decoding for adolescent ELLs should be appropriate for teens.

Fluency

Jamestown Reading Navigator aligns with the recommendation to provide fluency instruction for ELLs.

- The program incorporates extensive fluency instruction and practice throughout Treks 1–4.

Vocabulary

Vocabulary instruction is particularly important for ELLs. *Jamestown Reading Navigator* provides an extensive program that aligns with recommendations related to vocabulary instruction for ELLs.

- The program incorporates a significant vocabulary instruction component at every level.
- Students have multiple opportunities to listen to spoken text while following along with printed text.
- The program provides Spanish-language glossaries for targeted vocabulary words in Treks 2–4 that teachers can download and print or e-mail to students.
- The Spanish-language glossaries and online word cards identify Spanish cognates for targeted vocabulary words.
- Students are taught to analyze word meanings based on context.
- Teachers are guided to help students identify word meanings by analyzing morphemes.
- Direct instruction in vocabulary includes words that will help students process content-area texts. Additionally, professional development is available on helping students develop academic vocabulary.
- Some multiple-meaning words are explicitly taught in Trek 1, aligning with the recommendation that ELLs should be taught multiple meanings of words. Additionally, teacher materials include a suggestion to focus on words with multiple meanings.
- Vocabulary words are taught using authentic contexts.
- The program uses a variety of instructional aids and devices to teach vocabulary to students, including interactive exercises with immediate feedback; spoken text; animation and graphics; semantic mapping to complete word webs; sample sentences; and personalized word cards.
- The program engages students in writing and speaking tasks that help them incorporate new words into their expressive vocabulary.

Developing Key Background Knowledge

Jamestown Reading Navigator includes several features that help ELLs develop and activate background knowledge and experience, as recommended by research and expert opinion.

- Prereading activities in each online journey help students connect their learning to prior knowledge and experience.
- Teacher materials and professional development include suggestions for activating prior knowledge.
- The program includes features that help build students' general background knowledge in a variety of ways, including video clips, direct vocabulary instruction, prereading activities, and reteaching suggestions in the teacher materials.
- Program features allow ELLs to work at their own pace and complete review activities as needed, so they can take the extra time they may need to activate prior knowledge and build background knowledge.

Comprehension and Content-Area Literacy

Jamestown Reading Navigator incorporates a wide range of features supported by research and expert opinion to help students develop their comprehension skills and content-area literacy.

- Each quest is organized around a guiding question, related to one or more content areas, that provides a focus for students' work—aligning with the recommendation that instruction for ELLs should use themes to provide a content-oriented context for language and literacy skill development.
- All of the reading skills and strategies are taught and practiced in the context of specific text selections.
- The program aligns to a research-supported cycle of modeling, explicit teaching, and formative assessment of comprehension strategies.
- Explicit online instruction in comprehension strategies includes animation to model the strategies using Think Aloud. Professional development is available to guide teachers through the use of modeling with students, including Think Aloud.
- Students complete a variety of active processes with the texts they are reading.
- The program incorporates a process-based approach to reading texts, including extensive activities before, during, and after reading.
- Students are taught critical thinking and reasoning skills related to text comprehension, including analyzing media, connecting across texts, recognizing fact and opinion, understanding an author's purpose, and understanding an author's viewpoint.
- Students are prompted to develop metacognitive abilities to monitor their own comprehension.
- Students are taught to make predictions about texts they will read, including analyzing what they know, connecting it to prior knowledge, making predictions before and during reading, and checking their predictions after reading.
- Students are explicitly taught to identify and/or analyze a variety of text structures, including cause and effect, compare and contrast, narrative and informational, problem and solution, and sequence. They are also taught a wide range of skills and strategies for “unpacking” text structures.
- Students are exposed to multiple genres, including academic genres, and are walked through a process of interpreting the texts, using specific, appropriate reading skills and strategies.
- Professional development is available to help content-area teachers incorporate content-area reading and writing instruction into their classes.

Integrating Language Modalities

Jamestown Reading Navigator is designed to support the research-based recommendation to integrate language modalities with ELLs.

- The program incorporates both oral and written language use.

- Reading, writing, speaking, and listening are integrated in a variety of ways, including
 - *writing activities to support reading themes and ideas*
 - *audio support for written texts*
 - *online fluency activities integrating reading, listening, and speaking*
 - *group activities incorporating speaking and listening related to texts students have read*
 - *reteaching activities that include oral teacher modeling, oral student responses, and student reading*

Collaborative Learning Strategies

Jamestown Reading Navigator incorporates several opportunities for student collaborative learning, as recommended in the ELL research literature.

- Students have multiple opportunities to work together, including interactive discussions of texts they read.
- Teacher resources include recommendations to have students review other students' written work.
- Students experience a mix of individual online activities, recommended paired and small-group activities, and suggested whole-class activities and discussions.
- Teacher resources suggest effective strategies for organizing collaborative group work in areas including group assignments, working routines, and assessments of groups and individuals.

Motivation and Engagement

Jamestown Reading Navigator incorporates a variety of research-based practices related to helping improve ELL students' motivation and engagement.

- Program features help ensure that students are matched with tasks that present an appropriate challenge for them.
- Instruction is scaffolded in a variety of ways to help ensure that students can succeed.
- Expectations and goals of instruction are clearly spelled out for students.
- Students have frequent opportunities to select which texts to read from available choices. Students can also choose how they will proceed through the online activities (e.g., whether to take the Journey Pre-tests, whether and when to take notes while they are reading).
- Online and print texts have been selected to match students' likely interests and relate to their circumstances, including text selections related to immigration and changes in culture. Many of the text selections are written about adolescents or from an adolescent's perspective.
- Video clips with a narrator and real-world footage build relevant prior knowledge for upcoming readings.
- Writing topics give students the opportunity to describe their own thoughts, opinions, and experiences—activities that are likely to stimulate student interest.
- Optional professional development sessions focus on motivating the adolescent nonreader and the less proficient reader and on social interaction to deepen learning and motivate.

Diverse Texts

Jamestown Reading Navigator aligns with research-based recommendations related to providing a variety of diverse, appropriate texts for ELLs.

- Students have access to texts that extend beyond regular textbooks, representing a range of appropriate reading levels and interesting topics.
- Text selections represent a range of diverse cultures, reflecting the cultural and demographic diversity of the United States and of the world as a whole. The readings thus provide a broad range of potential matches to students' cultural, ethnic, and/or racial identity.

Writing

While *Jamestown Reading Navigator* focuses primarily on helping students develop reading skills, the program also includes a substantial component that is dedicated to helping strengthen students' writing in specific ways that are supported by ELL research and expert opinion.

- Online writing activities guide students through a four-part writing process: plan, draft, revise, and publish.
- Students receive instruction on writing strategies related to planning, revising, and editing compositions by clicking the Tutor button.
- Students receive instruction on strategies for creating specific types of writing, such as narratives and persuasive writing.
- Students practice writing in a variety of genres and for a variety of audiences, including typical academic types of writing.
- Writing assignments typically challenge students to engage with academic content at their current literacy level. Many of the writing assignments have students reinforce and build upon content information from text selections.
- Students experience extensive opportunities to practice writing in English.
- Students use a built-in software tool with basic word-processing capabilities, including copying, pasting, and deleting.

Assessment

Jamestown Reading Navigator includes a rich set of assessment features that align with recommendations for ELL instruction.

- Within the treks, students complete a variety of online activities that function as formative assessments of student learning.
- Assessment is ongoing and frequent. A student who works daily in the program will likely encounter multiple assessments on a daily basis.
- The program incorporates a wide variety of different forms of assessments.
- Students receive timely, useful, and intelligible feedback from assessments, both online and offline.
- Clear directions, demonstrations, and guidance via the Tutor buttons help students understand what they are expected to do as part of their assessments.

Differentiated Instruction

Jamestown Reading Navigator includes key features that assist in differentiating instruction for ELLs.

- ELLs have access to resources that are tailored to meet their specific needs, including
 - *Spanish glossaries*
 - *vocabulary word cards with Spanish cognates*
 - *Spanish issues of inTIME Magazine*
 - *reteaching suggestions for ELLs*
 - *recommendations for familiarizing ELLs with computer technology and assisting them in using Jamestown Reading Navigator*
- Instruction is managed in a way that differentiates based on individual student performance, not just group characteristics commonly associated with ELL status.

Technology

Jamestown Reading Navigator uses technology in a variety of ways, supported by research and expert opinion, to help ELLs develop specific literacy skills and knowledge while enhancing student motivation.

- Use of technology is scaffolded to help students succeed.
- The program uses multimedia in a variety of ways.

- Students are taught strategies to interpret information in a multimedia environment.

Professional Development

Professional development provided in conjunction with *Jamestown Reading Navigator* addresses several recommendations based in research and expert opinion related to ELL instruction.

- A range of professional development services is available in conjunction with *Jamestown Reading Navigator* for those who work with struggling readers, including ELLs. These services include on-site training sessions, online training modules, and ongoing instructional support from a reading coach via telephone and e-mail.
- The program provides resources for ongoing, long-term professional development that stretches over the instructional year and provides many hours of training.
- Professional development covers effective research-based instructional practices on a wide range of topics related to adolescent literacy instruction.
- Professional development incorporates teacher collaboration and coaching through
 - *sharing experiences and lesson plans on a discussion board*
 - *services of the on-call Jamestown Reading Navigator reading coach*
 - *optional on-site professional development sessions that can help develop systems for ongoing collaboration and peer coaching*

Support for Infrastructure Improvement

Jamestown Reading Navigator supports several research-based recommendations related to improving the infrastructure for ELL literacy learning.

- The program accommodates instruction blocks of 45 to 90 minutes, offering flexible options for how much time each day students will work in the program. This represents a substantial resource for increasing the amount of time ELLs spend reading and writing.
- On-site professional development sessions on Building a School Literacy Community provide a setting that can be used to develop a schoolwide program that addresses the specific instructional needs of ELLs.

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Broad Policy Documents

Broad policy-oriented documents were reviewed for this paper in order to determine (a) critical areas for supporting adolescent literacy and (b) instructional recommendations for which a broad base of support exists in research and/or expert opinion. Typically, these documents included a top-level summary of research and/or expert opinion across a broad range of topics related to adolescent literacy.

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Research Syntheses

Focused research syntheses and meta-analyses from highly respected scholars were reviewed for this paper to identify instructional recommendations for which a solid research and/or theoretical base exists on specific topics related to adolescent literacy.

Typically, these documents were designed to provide a comprehensive review of the state of instructional and/or developmental research on a particular topic, such as comprehension, writing, or formative assessment. Many of them were published in prominent journals or research handbook volumes. In a few cases, these research syntheses appeared in the context of a “how-to” book describing research-based instructional best practices for educators.

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English	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2	4 credits, one of which must be Algebra 1 or its equivalent or a higher-level mathematics course from the list of courses that qualify for state university system (SUS) admission, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2 or a higher-level mathematics course	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2
Science	1 credit Biology 1 or an equivalent course or a series of courses 1 credit in chemistry or physics or a series of courses equivalent to chemistry or physics 1 credit in a science course equally rigorous to biology, chemistry and physics (two credits must have a laboratory component)	1 credit Biology 1 or an equivalent course or a series of courses 1 credit in chemistry or physics or a series of courses equivalent to chemistry or physics 1 credit in a science course equally rigorous to biology, chemistry and physics (two credits must have a laboratory component)	1 credit Biology 1 or an equivalent course or a series of courses 1 credit in chemistry or physics or a series of courses equivalent to chemistry or physics 1 credit in a science course equally rigorous to biology, chemistry and physics (two credits must have a laboratory component)
Social Studies	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics
World Languages	Not required for high school graduation; but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Visual and Performing Arts, Speech and Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
Physical Education	1 credit in Physical Education to include the integration of Health	Not Required	Not Required
Electives	8 credits	2 credits in electives	3 credits in single vocational/career education program and 1 elective credit <i>or</i> 3 credits in single career/technical certificate dual enrollment and 1 elective credit <i>or</i> 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program) – pending legislative action
Total	24 credits	18 credits	18 credits
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
State Assessment Requirements	<ul style="list-style-type: none">Students must earn passing scores on the Grade 10 FCAT 2.0 Reading (or scores that are concordant with the passing scores on the Grade 10 FCAT 2.0 Reading).Students must earn a passing score or attain an equivalent score on the Algebra 1, Geometry, and Biology 1 EOC Assessment in order to earn course credit.		
Special Notes <ul style="list-style-type: none">All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table. At least 6 of the 18 credits must be completed in courses that include dual enrollment, AP, IB, AICE, or are specifically listed as rigorous by the Florida Department of Education. At least one course within the 24-credit program must be completed through online learning.			



Graduation Requirements for Florida's Statewide Assessments

PLEASE READ (May 31, 2013): Based on recent legislation, aspects of this document pertaining to the use of Florida's End-of-Course Assessments for graduation or course credit are being revised. Some information has been redacted, and an updated version will be posted to the department's website soon. See [Senate Bill 1076](#) for more details on the changes passed by the Legislature. This document can continue to be used as a reference for passing scores for FCAT 2.0 Reading, concordant scores, and general graduation resources.

Overview

According to Florida law, students must meet all academic requirements in order to earn a standard high school diploma from a public school. This means that students must pass required courses, earn a minimum number of credits, earn a minimum grade point average, and pass the required statewide assessments: ~~Grade 10 FCAT 2.0 Reading and Florida End-of-Course (EOC) Assessments~~. Students who meet these requirements but do not pass the required assessments will receive a Certificate of Completion, which is not equivalent to a standard high school diploma. ~~Depending on the school year when the student enters the ninth grade, students who do not pass the required Florida EOC Assessments will not receive credit in the courses assessed by the EOC.~~ Passing scores for the statewide assessments are determined by the State Board of Education.

Graduation Requirements

- **FCAT 2.0 and Florida EOC Assessments**—Students who entered grade 9 in the 2009-10 school year and thereafter must pass Grade 10 FCAT 2.0 Reading in order to graduate. ~~Students must pass the EOC assessments listed in Table 1 to earn high school credit for each course.~~ **Credit in these courses is required for high school graduation.** This requirement also applies to middle school students seeking high school course credit for Algebra 1, ~~Biology 1, and Geometry~~. Table 1 provides the school year when these requirements began for students entering grade 9 and for middle school students enrolled in these courses.

Table 1: Assessment Requirement by School Year

School Year When Assessment Requirements Began for Students Entering Grade 9 and Middle School Students	Assessment(s) that Students Must Pass in Order to Graduate
2009-10	Grade 10 FCAT 2.0 Reading Grade 10 FCAT Mathematics
2010-11	Grade 10 FCAT 2.0 Reading
2011-12	Grade 10 FCAT 2.0 Reading Algebra 1 EOC Assessment
2012-13	Grade 10 FCAT 2.0 Reading Algebra 1 EOC Assessment Biology 1 EOC Assessment Geometry EOC Assessment

The State Board of Education established achievement levels for FCAT 2.0 Reading and the Algebra 1 EOC Assessment on December 19, 2011. The State Board established achievement levels for the Biology 1 and Geometry EOC Assessments on December 12, 2012. Table 2 shows the passing score for each assessment depending on the year students entered grade 9.

Table 2: Passing Scores for the Required Assessments

Assessment	Year Student Entered Grade 9			
	2009-10	2010-11	2011-12	2012-13 and Beyond
FCAT 2.0 Reading	241*	245	245	245
FCAT Mathematics	1889 (scale score of 300) or above	N/A	N/A	N/A
Algebra 1 EOC Assessment	N/A	N/A	399 or above	399 or above
Biology 1 EOC Assessment	N/A	N/A	N/A	395 or above
Geometry EOC Assessment	N/A	N/A	N/A	396 or above

*Students who participated in the Spring 2011 Grade 10 FCAT 2.0 Reading assessment received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is concordant (or comparable) to a score of 241 on the FCAT 2.0.

Graduation Options

- **Retaking the Statewide Assessments**—Students can retake Grade 10 FCAT 2.0 Reading each time the test is administered until achieving a passing score, and students can enroll beyond the 12th grade year should they need additional instruction to pass an assessment. Students currently have up to five opportunities to pass Grade 10 FCAT 2.0 Reading before their scheduled graduation. The number of opportunities to retake EOC assessments will depend on when students first participate in each EOC assessment. Students who do not pass FCAT 2.0 Reading in the spring of their 10th grade year may retest in fall and spring of their 11th and 12th grade years.

In addition, if students do not pass the required Florida **Algebra I** EOC assessments, they ~~will not earn the course credit required to graduate from high school and~~ must retake the assessment until they pass it. ~~Each~~ The Algebra I EOC assessment is administered at the conclusion of both the fall and spring semesters to accommodate courses that conclude at the end of each semester. In addition to fall and spring administrations, there is a summer administration. ~~for each EOC assessment.~~

- **Concordant Scores Option**—A student can also graduate by receiving a score comparable to the FCAT or FCAT 2.0 passing score on either the ACT or SAT. FCAT concordant scores were set in 2003 and revised in 2009. FCAT 2.0 concordant scores for students entering grade 9 in 2010-11 and after were established in January 2013.

Table 3 shows the concordant scores students must achieve based on the year they entered grade 9. Even if they have achieved a concordant score before the grade 10 assessment, all students enrolled in grade 10 are required to participate in the statewide assessments in accordance with s. 1008.22, F.S.,. Additional guidance regarding FCAT concordant scores is posted at <http://www.fldoe.org/BII/StudentPro/resources.asp>.

Table 3: Concordant Scores by Year Student Entered Grade 9

Assessment	Reading		Mathematics
	2009-10	2010-11 and beyond	2009-10 and earlier
FCAT	N/A	N/A	1889 (scale score of 300)
FCAT 2.0	241*	245	N/A
SAT	420	430	340
ACT	18	19	15

*Students who participated in the Spring 2011 Grade 10 FCAT 2.0 Reading assessment received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is concordant (or comparable) to a score of 241 on the FCAT 2.0.

- **Community College**—Graduates with a Certificate of Completion may enroll in any public community college in Florida by taking the Postsecondary Education Readiness Test (P.E.R.T.) to determine if they qualify to register for college-credit courses or must take remedial courses to continue their college-preparatory studies.
- **Waiver of the FCAT and EOC Graduation Requirements for Students with Disabilities**—Students with disabilities who are working toward a standard high school diploma are expected to participate in the FCAT and FCAT 2.0; however, legislation provides for a waiver of the FCAT and FCAT 2.0 as a requirement for graduating with a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments after attempting each required assessment at least twice. The individual educational plan (IEP) team may request a waiver of the FCAT/FCAT 2.0 requirement for a standard high school diploma for those students with disabilities identified in the Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities Act (ENNOBLES) who also meet the requirements set forth in Sections 1003.43(11)(b) or 1003.428(8)(b), Florida Statutes. Students with disabilities with Section 504 plans are not eligible for a waiver.

Students with disabilities enrolled in courses for which a statewide EOC assessment is required are expected to participate in the Florida EOC Assessments. Waivers are available for an EOC requirement for students who have IEPs. The IEP team must determine that an EOC assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations. The student may have the EOC assessment results waived for the purpose of determining the student's course grade ~~and credit~~.

- **General Education Development (GED®) Tests**—GED tests are designed to provide an opportunity for adults who have not graduated from high school to earn a State of Florida diploma by measuring the major academic skills and knowledge associated with a high school program of study that graduating seniors should know and be able to do, with increased emphasis on workplace and higher education. Passing GED tests may require some preparation. Local adult education programs sponsored by school districts, colleges, and community organizations may assist students with determining how to best prepare for the tests. Additional information and resources regarding the GED may be accessed at <http://ged.fldoe.org/default.asp>.

Helpful Resources

- The **K-12 Student Progression** website, located at <http://www.fldoe.org/BII/StudentPro/>, contains helpful resources regarding graduation options and FCAT concordant scores.
- The **Florida Achieves!** website (<http://www.florida-achieves.com/>) provides access to **FCAT Explorer**, which features grade 10 skills practice for reading and mathematics public school students, and to **FOCUS**, which offers mini-assessments for reading (grades 3-10), mathematics (grades 3-9, Algebra 1, and Geometry), and science (grades 5, 7, 8, and 11).
- The **FCAT Homepage** (<http://fcat.fldoe.org/fcat/>), **FCAT 2.0 Homepage** (<http://fcat.fldoe.org/fcat2/>), and **Florida EOC Assessments Homepage** (<http://fcat.fldoe.org/eoc/>) provide a wealth of information about the assessments and serve as valuable resources to students, parents, and educators.
- **Schedules** for FCAT, FCAT 2.0, and EOC assessment administrations are accessible from <http://www.fldoe.org/asp/schedule.asp> on the Department of Education website.
- **Sample Questions and Answer Key Booklets**, located at <http://fcat.fldoe.org/fcatsmpl.asp>, are designed to help students become familiar with the test by providing helpful hints and offering practice answering questions in different formats. From this page, sample materials may be accessed for Grade 10 FCAT Mathematics and Grade 10 FCAT 2.0 Reading. Sample materials for EOC assessments are provided in the “Taking the Assessments” section of <http://fcat.fldoe.org/eoc/>.
- **Computer-based practice tests**, also called ePATs, may be downloaded at www.FLAssessments.com/ePAT. The practice test environment is identical to the actual testing platform that students will encounter on the day of testing, providing an opportunity for students to become familiar with the test format and online tools for all of the Florida EOC Assessments, as well as selected FCAT and FCAT 2.0 assessments.
- **Released Grade 10 FCAT Test Books and Answer Keys** are available at <http://fcat.fldoe.org/fcatrelease.asp>. The FCAT Released Tests are provided in PDF format.

Previous Scores Required for Graduation

- **Students Originally Scheduled to Graduate between 2004 and 2012**—Students who entered grade 9 in the 2008-09 school year or prior and were originally scheduled to graduate between 2004 and 2012 must earn passing scores on the Grade 10 FCAT Reading and Mathematics, or their equivalent. Beginning in 2012-13, students who have not achieved passing scores in reading must take the FCAT 2.0 Reading Retake. The required passing scores for these students are provided in Table 4.

Table 4: Passing Scores for Students Entering Grade 9 from 2000-01 to 2008-09

Assessment	Reading	Mathematics
FCAT	1926 (scale score of 300) or above (Last administered in 2011-12)	1889 (scale score of 300) or above*
FCAT 2.0	241 or above	N/A
SAT Concordant Score	410 (for those students who entered grade 9 in 2006-07 or earlier) 420 (for those students who entered grade 9 in 2007-08 or 2008-09)	370 (for those students who entered grade 9 in 2006-07 or earlier) 340 (for those students who entered grade 9 in 2007-08 or 2008-09)
ACT Concordant Score	15 (for those students who entered grade 9 in 2006-07 or earlier) 18 (for those students who entered grade 9 in 2007-08 or 2008-09)	15

* The last administration of the FCAT Mathematics Retake will occur in spring 2013. Students who still need to satisfy the Grade 10 FCAT Mathematics graduation requirement after spring 2013 must earn a concordant score on the ACT or SAT.

- **Class of 2003**—Students who were originally scheduled to graduate in 2003 are still eligible for a lower passing score of 1856 (scale score of 287) or higher on Grade 10 FCAT Reading and 1868 (scale score of 295) or higher on Grade 10 FCAT Mathematics assessments. Students eligible for this requirement may satisfy it by earning a Grade 10 FCAT 2.0 Reading score of 236 or higher.
- **High School Competency Test (HSCT)**—Passing scores on the FCAT Reading, FCAT Mathematics, and FCAT 2.0 Reading have been established for students who were previously required to pass the HSCT. The concordant scores are provided in Table 5.

Table 5: HSCT/FCAT Concordant Scores for Eligible Students

Assessment	Reading	Mathematics
FCAT 2.0	229	N/A
FCAT	1753 (scale score of 268)	1799 (scale score of 278)
HSCT	700	700

Note: The approved HSCT concordant score for the 2011 FCAT 2.0 Reading assessment is an FCAT Equivalent Score of 268.

STUDENT: _____
 EVALUATOR: _____ DATE: _____

Curricular Literacy Rubric

CRITERIA	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
Historical Content Literacy	<ul style="list-style-type: none"> Does not cite historical details or references to events, characters or movements. Does not demonstrate understanding or causes or effects of historical events. Does not demonstrate awareness of current political conditions and realities. Does not make correct references to chronology 0 ----- 1 ----- 3	<ul style="list-style-type: none"> Makes correct historical details or references to events, characters or movements. Demonstrates understanding or causes or effects of historical events. Demonstrates awareness of current political conditions and realities. Makes correct references to chronology. 4 ----- 5 ----- 6	<ul style="list-style-type: none"> Makes multiple, thoughtful corrections to historical details or insightful references to events, characters or movements. Demonstrates complex understanding or causes or effects of historical events. Demonstrates active awareness of current political conditions and realities. Makes correct references to chronology that further understanding of audience and/or reader. 8 ----- 9 ----- 10
English Content Literacy	<ul style="list-style-type: none"> Does not demonstrate an understanding of literary movements, symbols, styles, techniques or imagery. Does not demonstrate an understanding of genre or literacy concepts under study. Does not make reference to other texts, authors, movements or styles. Is not able to identify point of view, philosophy, or intended audience of author. Does not demonstrate knowledge of biographical, historical or cultural events that effected author's work. 0 ----- 1 ----- 3	<ul style="list-style-type: none"> Demonstrates an understanding of literary movements, symbols, styles, techniques or imagery. Demonstrates an understanding of genre or literacy concepts under study. Makes reference to other texts, authors, movements or styles. Is able to identify point of view, philosophy, or intended audience of author. Demonstrates knowledge of biographical, historical or cultural events that effected author's work. 4 ----- 5 ----- 6	<ul style="list-style-type: none"> Demonstrates a deep understanding of literary movements, symbols, styles, techniques or imagery. Demonstrates a deep understanding of genre or literacy concepts under study. Makes multiple reference to other texts, authors, movements or styles. Is able to identify and analyze point of view, philosophy, or intended audience of author. Demonstrates complex understanding of biographical, historical or cultural events that effected author's work. 8 ----- 9 ----- 10

INTERNATIONAL HIGH SCHOOL

PARENT/STUDENT HANDBOOK

ADDRESS
PHONE

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Introduction

International High School is a special place for students. You will develop important academic, work, social, emotional well-being, and self-sufficiency skills that will enable you to be successful in life, on the job, and with your continuing education.

You can graduate from International High School with a state-recognized High School Diploma, well prepared to live as a productive and responsible citizen in your community. You will leave feeling confident of your abilities and prepared to find a good job, enter a trade, an apprenticeship, or attend a post secondary educational program.

You will work hard and learn to give your best effort on your own behalf. Everyone at International High School is treated with respect. We require and demand a commitment from you, not just in following the school rules, but also in working to make you the best person you can be, and make this school the best one in the area.

Admission Information

A. Enrollment

Applications are accepted any time of the year at International High School.

1. Complete an International High School application and return it to the school.
2. In order to complete your enrollment application, you will also be required to submit copies of your Birth Certificate, a monthly utility bill, lease, or mortgage statement. A photo ID is also required.
3. Once you have submitted your enrollment application and required documentation, you will be scheduled for orientation.
4. During your orientation, you will be assigned to a session, lab, and teacher. The orientation process includes a confidential assessment test, introduction to your administrator(s), training on the computer programs you will be using, and a career orientation from the Vocational Specialist.
5. In the event that enrollment exceeds capacity, International High School will perform a blind, random lottery to determine which students are enrolled and which students are placed on a waiting list (in order of their selection). Any students that inquire about enrollment after the lottery is held will be placed on the waiting list on a first come, first-serve basis. Admission preferences may only be given to existing students, siblings of existing students, and re-enrolling students.

B. Fees

There is no tuition of any kind at International High School.

C. Non-Discrimination Policy

Enrollment will not be denied to any eligible applicant on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or

learning disability. International High School also will not discriminate in its pupil admissions policies or practices, whether on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be illegal if used by any public school.

D. Student Immunizations

All new students are required to submit a copy of their Immunization Records within the first 14 days that they are enrolled. Students attending school are in violation of Florida law if:

- A student's immunization record is not on file
- The student still needs their initial Measles, Mumps, or Rubella (MMR) vaccine
- The student still needs their initial dose of DTaP vaccine
- The student still needs their initial dose of Polio vaccine

If a student's Immunization Records have not been received by the school by the 15th day of enrollment, the student will be released from school and will not be able to attend until they can acquire their medical records from their last school of attendance or primary physician or until they can prove that they have begun the Immunization process and have received at least one dose of DTaP/DPT/DT, MMR, Polio and Hepatitis B. A student who has been released for not submitting a copy of their Immunization Records will be counted as an unexcused while the student is not attending school.

If a student has received at least one dose of DTaP/DPT/DT, MMR, Polio and Hepatitis B, s/he is may remain in school. However, s/he must finish the series as soon as the scheduled intervals between dose permits. Any student with partial immunizations has until the end of the school year to complete their immunization vaccines.

For a student, grades 9-12, required doses include:

- 4 DPT, DTaP, or DT (Pediatric)
- 3 Polio Vaccine
- 2 MMR Vaccine
- 3 Hepatitis B Vaccine

E. Re-Enrollment

Students who have withdrawn from International High School during a school year and want to enroll again will re-enroll according to the enrollment process as previously outlined. Any variation to this process requires the approval of administration.

F. Annually Required Documents

At the beginning of each school year (July 1st), the schools must distribute and collect the following forms and documents from all students who have rolled over from the previous school year:

- Current school year Board-approved Parent/Student Handbook (no collection necessary)
- Current school year Board-approved School Calendar (no collection necessary)
- Emergency Medical Authorization – must be completed, signed by the parent or student (if over 18) and collected
- Title One Compact – must be completed, signed by the parent or student (if over 18) and collected for both school wide and targeted schools (if applicable)
- Free and Reduced Lunch Form (if applicable)

G. Change of Address/Phone Number

It is the student's responsibility to inform International High School office of any change of address or phone numbers. Any other relevant information must also be updated in the office.

H. Non-Sectarian School

International High School is a public, non-sectarian school.

Student Responsibilities

A. Code of Conduct

International High School recognizes that a positive learning environment cannot occur without maintaining order and discipline conducive to learning. The Code of Conduct is intended to standardize procedures to guarantee the rights of every student at International High School.

Students at International High School are required to know the Code of Conduct. When students do not follow the rules, they are expected to accept the consequences. The student's attitude toward the rules of International High School is very important.

Corporal punishment is not permitted. No employee should threaten, inflict, or cause to inflict unreasonable, irrational, or inappropriate force upon a student. Good sense and judgment should always prevail.

The rules of the Code of Conduct apply to any conduct that occurs:

1. On school grounds during the school day or immediately before or after school hours;
2. On school grounds at any other time when the school is being used by a school group;
3. On or off school grounds at any school activity, function or event;
4. Traveling to and from school, including actions on any school or public conveyance.

Under this Code of Conduct, the following definitions will apply:

Student:

A person, adult or minor, enrolled in International High School

Parent:

- a) Official care-giver of a minor child, including but not limited to mother, father, stepparent, grandparent, or court-appointed guardian, including any and all State of Florida government case workers and/or group home employees as identified at the time of admission or amended in writing thereafter; or an emancipated minor (proof required)
- b) For dependant adult student, ages 18-20, parent, guardian, etc. with whom he/she lives
- c) For married and independent adult students ages 18-20 and for all students 21 years old or above, the student him/herself

Spouse:

The legal spouse of a student, as expressed in a marriage certificate of any state, the Commonwealth of Puerto Rico, or a sovereign nation

The following behaviors are considered **OFFENSES** at International High School and will result in corrective action, up to and including a suspension, expulsion, or withdrawal, at the discretion of the Administration of the school.

1. **Truancy** – Absent without permission from the school.
2. **Dress Code Violation** – Not dressed according to International High School dress code.
3. **Disruption** – Interfering with school policies or classroom routine.
4. **Cheating** – Copying someone else’s work or in any way trying to take credit for work not done by the student himself/herself.
5. **Profane Language** – Use of profane or unacceptable language.
6. **Sexual Misconduct** – Including, but not limited to improper public display of affection in the school building or at any school related activity including but not limited to kissing, note, etc. The prominent display of “hickies” or passion marks is prohibited.
7. **Smoking** – Smoking in the school building and on school grounds is strictly prohibited.
8. **Sleeping** – Activity which results in student non-performance.
9. **Disobedience to the lawful instructions of a teacher** – Disobeying the lawful instructions of an administrator, teacher, or other staff member of International High School.
10. **Out-of-Bounds** – Being in any part of the building or grounds including bathrooms, parking lot, classrooms, or offices unless specifically scheduled to be there or unless he/she has received permission from an appropriate authority.
11. **Misuse of Electronic Devices** – Cell phones are not permitted to be used during school. MP3, CD players, and radios are permitted but must not pose a distraction in class or to students and others.
12. **Non-completion of assigned activities** – Failure to finish academic work.
13. **Failure to provide name or identification to school employees** – Refusal to provide International High School staff with their name identification, or other necessary information including, but not limited to current phone number, address, etc.
14. **Theft** – Taking the property of another without right or permission
15. **Fighting or violence** – Participating in physical contact and/or verbal abuse with one or more students.
16. **Vandalism** – Purposeful destruction of school or student property.
17. **Gang Activities** – Participating in gang activities.
18. **False fire and/or bomb alarm** – Willful intent to cause panic by submitting false information.
19. **Arson or attempted arson** – Setting fire or attempting to set fire to any school or building property.
20. **Drug/Alcohol/Other Substances** – Use/possession/concealment/sale/transmission of any drug, alcoholic beverage, or other illegal, or controlled substance.
21. **Weapons** – Use/possession/concealment/sale/transmission of any dangerous or illegal instruments including but not limited to weapons, fireworks, etc.
22. **Wrongful conduct** – Actions that impede, obstruct, interfere with or violate International High School’s mission, philosophy, and regulations.
23. **Property** – Destruction and or intentional harm to person or property.
24. **Harassment** – Sexual harassment, misconduct, and or improper language or inappropriate touching.
25. **Disrespect of the rights of others or other’s property** – Willful destruction or rudeness towards others (staff or students).
26. **Conduct which endangers themselves or others** – Any form of physical contact which jeopardizes others including but not limited to horseplay and throwing objects.
27. **Harassment, Intimidation, or Bullying** – Any harassing, intimidating, or bullying behavior whether in the classroom, on school property, to and from school, or at school-sponsored events.

28. **Unauthorized websites and misuse of Internet** – Students misuse or actions related to the Internet (See Internet Safety Policy).
29. **Other Behaviors** – Any other behaviors that the Director deems as offenses that will result in corrective action.

B. Dress Code & General Guidelines

1. No sunglasses or bandanas are permitted. (The only exception is for religious purposes.)
2. Cell phones, MP3, CD players, and radios are permitted with restrictions. (See Offenses: Possession of prohibited items, page 7).
3. Each student must maintain a neat, clean, professional appearance at all times.
4. The Director may make exceptions to the dress code based on physical disability or other conditions.
5. All clothing, jewelry, or tattoos shall be free of the following: profanity; violent images, wording or suggestion; sexually suggestive phrases or images; gang related symbols; alcohol, tobacco, drugs or advertisements for such products.
6. Students not conforming to the Dress Code will be sent home and will be deemed absent. Phone calls will be made to the parents of student who are under 18. Students can enter school later that day if they return in appropriate dress.

For males: Shirt choices: International High School shirt or more conservative shirt, including button up oxfords, polo shirts, plain clean T-shirts, etc. All shirts must have sleeves – no tank tops are permitted. Pant choices: Slacks, shorts, or jeans. All pants must cover undergarments. Other items: Shoes must be worn at all times. Bedroom slippers and pajamas are not permitted to be worn at school.

For females: Shirt choices: International High School shirt or more conservative shirt, including button up oxfords, polo shirts, plain clean T-shirts, blouses, etc. All shirts must have sleeves – no tank tops are permitted. No excessive visible skin will be tolerated. Pant choices: Slacks, jeans, skirts, and shorts. Skirts and shorts must be mid-thigh or longer. Other items: Shoes must be worn at all times. Bedroom slippers and pajamas are not permitted to be worn at school.

All students who attend International High School must adhere to the dress code policy as stated.

C. Attendance Policy

All students should strive to maintain an 80% in seat attendance rate (at least four out of five days per week) while enrolled at International High School. Students at International High School are expected to attend their academic session and be on time.

Students must sign a daily attendance sheet at the beginning of their session. These sheets are kept as attendance records at the school.

If the student needs to miss school, a written excuse must be brought to school upon the student's return. Unexcused absences will reduce the student's overall attendance percentage. Excused Absences will also reduce the student's overall average attendance percentage but will be taken into account should the total attendance percentage drop below 80%.

EXCUSED ABSENCES

Excused absences require **written documentation** such as a doctor's note, verification from the court or employer, or any other documentation as stated below. All students are required to submit written

documentation regarding excused absences to International High School on the first day they return to school. An excused absence will be granted if the student is not in school for the following reasons:

1. Medical appointment with appropriate written documentation
2. Under a doctor's care with appropriate written documentation
3. Automotive with appropriate tow truck or repair shop receipt
4. Scheduled road test for a drivers license with appropriate written documentation
5. Employment (which cannot be conducted outside of school hours) with appropriate written documentation from employer (Hours must not conflict with school hours)
6. Death of an immediate family member with appropriate written documentation
7. Personal Illness with appropriate written documentation
8. Court appointment with appropriate written documentation
9. Other appointments which cannot be scheduled outside of school hours (case workers, probation officer, signing a lease) with appropriate written documentation
10. Other absences as deemed appropriate by the Director

Any prolonged absence due to illness or other documented reason will also be excused. Excused absences with documentation, such as a doctor's note or verification from the court, can still count against a student's average attendance percentage.

UNEXCUSED ABSENCES

Unexcused absences include the following:

1. Any absence that is not excused
2. Any absence where a student fails to provide appropriate written documentation of the absence (Students should have written documentation for absences in-hand on the first day that they return to school)
3. Attending school for less than 2 hours. Any exceptions to this need to go through administration.
4. Any other unexcused absence defined by the school Director.

Any student whose unexcused absences reach 11 consecutive days may be automatically withdrawn from school per International High School Policy. Students may be permitted to re-enter the school after attending a scheduled meeting with a school official.

D. Truancy Policy

International High School will act according to any federal, state, county and/or local laws or rules for any student who is deemed as truant.

E. Tardy Policy

1. Students will be counted tardy if they are at International High School less than the required 4 or 5 hours per day. If the student can make up the missed hours from a given day *during the same week*, the Tardy may be changed to a Present Day.
2. Students who are tardy more than three (3) times within two weeks warrant a conference with administration. The third of these tardies may be changed to an Unexcused Absence by the Director.
3. The administration will handle all special circumstances on a case-by-case basis.

F. Suspension & Expulsion Procedures

Rules of suspension and expulsion follow due process requirements as mandated by the District in which the school operates.

Suspension

1. The Director may suspend any student at International High School for violation of Code of Student Conduct.
2. No suspension shall exceed ten (10) school days.*
3. The Director must give written notice of the intention to suspend and the reason for the suspension to the student.
4. The student shall be given the right to appear at an informal hearing before the Director and has the right to challenge the reason for the intended suspension or otherwise explain. This informal hearing should take place within five (5) days, if practical, immediately following the infraction.
5. Before returning to school following a suspension, the student and/or the parent/guardian (required for students under 18) must have a conference with the Director or designee prior to returning to class in order to discuss expected behavior.
6. A written notice of suspension shall be sent or given within one calendar day of the anticipated suspension to the parent/guardian if the student is under the age of 18. The notice shall contain the reasons for the suspension and the right of the student to appeal to the Director or Board of Directors.
7. A parent/guardian or the student, if over 18, has the right to appeal the suspension, which must be submitted, in writing, to the Director within fourteen (14) school days of the written notice of suspension. The Director shall immediately forward this written appeal International High School's appeal hearing designee.

** Discipline for students with disabilities will comply with Rule 6A-6.03312, Florida Administrative Code, Discipline Procedures for Students with Disabilities.*

Expulsion

1. The Director of International High School may recommend expulsion to the school district.
2. Expulsion is the removal of a student from school for the remainder of the year plus one additional year.
3. The Director shall provide the student and the parent/guardian written notice of the recommendation for expulsion. The written notice shall include reasons for the intended expulsion.
4. The Director will abide by all of the school district policies regarding expulsion.
5. All expulsion proceedings will be handled by the school district.
6. The time frame for expulsion will be determined by the school district.

G. Student Search and Seizure

Source: s.1006.09(9), Florida Statutes

School personnel may search students reasonably suspected of being in possession of contraband or other prohibited items while on board-owned property or wherever students are under the official supervision of board employees, such as on field trips, at extracurricular activities, or while being transported to and from such places either by school bus, by approved drivers, or by other means of conveyance.

School personnel may conduct a search of a student, a student's possessions, a student's locker, or any other storage area on school property without a warrant when school personnel have reasonable suspicion that illegal, prohibited, harmful items or substances, or stolen property may be concealed on a student's person or in a storage area.

School personnel are encouraged to attempt to obtain consent from a student to search for illegal, prohibited, harmful items or substances, or stolen property, but may proceed with a search without a student's consent, upon reasonable suspicion of a prohibited or illegally-possessioned substance or object.

School personnel have the authority to search a student's backpack, purse, or wallet, upon reasonable suspicion, if the student refuses to reveal the contents inside.

For more information please refer to the Board of Director's Student Search and Seizure policy

H. Emergency Removal

The school Director may perform an emergency removal of a student from curricular or extra-curricular activities or from the grounds if the student's presence poses a threat and/or danger to any person or property, or if the student's presence poses an on-going disruption to the educational process. This removal may be done without immediate notice or hearing.

Any student so removed will be given written notice and provided with a hearing within five (5) school days after the removal as defined in the Suspension section of this Handbook. If it is probable that the student is going to be expelled, the procedures outlined in the Expulsion section of this Handbook will be followed.

I. Withdrawal Policies and Procedures

Mandatory Withdrawals – 11 Consecutive Days

Per International High School policy, students may be withdrawn if they are absent for 11 consecutive days and have not provided the school with documentation of approved excused absences. A student will be sent a warning letter if the student is unexcused absent for 25 consecutive hours (5 school days). If a student reaches 11 consecutive days, they may be withdrawn. Final withdrawal letters will be sent to the parents or student (if 18 or older) and the appropriate truancy procedures will begin as well as being reported to the Department of Motor Vehicles to suspend the student's driver's license when deemed appropriate.

Mandatory Withdrawals – Students Age 21/22

When a student reaches the age of 21 for regular education students, or age 22 for special education students, they will be withdrawn from International High School at the end of the school year. The appropriate withdrawal letters will be sent to the student at the time of withdrawal.

Voluntary Withdrawals

If a parent wishes to withdraw their student or an adult student wishes to withdraw from International High School, the parent must complete and sign a Withdrawal form.

Curricula Cut-Off

All curricula *in progress* at the time of withdrawal will be deleted from the system. Should a student choose to re-enroll, he/she will begin those classes again. The administration will handle all special circumstances on a case-by-case basis.

J. Parent & Student Surveys

By contract, parents and students are asked to complete a Parent & Student Satisfaction Survey as well as any other school surveys deemed appropriate by the school's Director.

Academics

A. The Curriculum

The curriculum is a combination of academics, life skills preparation and workplace instruction and experience. Each student works on an individualized computer program, participates in small group sessions and completes independent work in order to earn credits for graduation and pass any mandatory state testing. Students also have access to electronic educational software programs and the Internet for their academic lessons and vocational exploration. One-on-one tutoring is also available if needed.

Students receive an individual academic and career plan based upon their academic needs and vocational/employment plans. The Employability Specialist works with each student to assist with job placement, vocational opportunities, and career advancement.

B. Academic Sessions

Non-working/non-volunteering students are to attend one, five (5) hour academic session per day, Monday – Friday. Students who have obtained employment or who are currently volunteering are to attend one, four (4) hour academic session per day, Monday – Friday. A change of selected session times must go through the administration to verify there is availability in the requested session.

Working Students

Session 1	7:00 a.m. – 11:00 a.m.
Session 2	11:00 p.m. – 3:00 p.m.

Non- Working Students

Session 1	7:00 a.m. - 12:00 p.m.
Session 2	11:00 p.m. – 4:00 p.m.

Working/Volunteering students will earn credits towards graduation. Every 60 hours that are reported to and verified by the Vocational Specialist will earn the student one-half (.5) credit. These credits can be earned from employment, volunteering, vocational counseling or other activities deemed suitable. Students may earn a lifetime maximum of four (4) credits that are counted towards the elective credits needed for graduation. Exceptions to this requirement are only permitted after the School Administration performs an in-depth review of the student's individual circumstances, and approval is obtained from the Graduation Committee and administration.

Any student not participating in volunteer activities, vocational counseling, community organizations, or working will be required to attend a fifth (5th) hour of instruction at International High School. All activities, except working and verifiable volunteering, need to be approved by the administration and documented so the student can receive International High School credits.

C. Grading

Each student is required to complete weekly academic activities on the computer. In addition, workbooks, newspapers, magazines and resource materials are available for student use while completing off-line assignments. Students must receive 80% or better to receive credit for a class.

D. Progress Reports

International High School uses a Complete/Incomplete grading system. Progress Reports are issued to each student four (4) times per school year.

Grading periods will end on or about:

- Period 1: October 17, 2014
- Period 2: December 19, 2014
- Period 3: March 20, 2015
- Period 4: June 12, 2015

Or, as otherwise set forth in International High School Calendar provided to each student.

E. Grade Levels

Unlike traditional high schools, classrooms at International High School are not split by grade level. However, since we are part of the state education system, the student is assigned to a grade level. Student will progress each year to the following grade level until they are in 11th grade. In order to be promoted to 12th grade, the student must have 17 credits prior to the beginning of the school year or prior to the start of the second semester of the school year (mid to late January).

F. Conferences

Conferences are strongly encouraged throughout the year. Parents/legal guardians may be contacted to meet with instructors and the student at least once a trimester. The School encourages parents to request a conference at any time.

G. Transferring Credits

Student credits from former high schools do transfer to International High School.

Note: An official transcript has a raised seal. International High School **MUST** have an official transcript in order for the credits to appropriately transfer to this district if coming from another county or state.

H. Graduation Requirements

Students may work toward earning one of following: Standard Diploma, Special Diploma, or Certificate of Completion.

Requirements for a Standard Diploma - 24 credits (in the areas specified below), a cumulative GPA of 2.0 on a 4.0 scale, and pass (or earn a concordant score) the FCAT Reading and the Algebra I End of Course Assessment.

Course Category	Credits Needed	Requirements
English/Language Arts	4 credits	
Math	4 credits	1 credit in Algebra 1 or

Course Category	Credits Needed	Requirements
		its equivalent, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2
Social Studies	3 credits	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics
Science	3 credits	1 credit Biology 1 or an equivalent course or a series of courses 1 credit in chemistry or physics or a series of courses equivalent to chemistry or physics 1 credit in a science course equally rigorous to biology, chemistry and physics (two credits must have a laboratory component)
Visual and Performing Arts, Speech and Debate, or Practical Arts	1 credit	
Physical Education	1 credits	Must include the integration of Health
Electives	8 credits	

Requirements for Certificate of Completion:

Same as standard diploma, but not achieving a passing score on one or both of the FCAT required tests.

Requirements for Special Diploma:

Successful completion of all coursework and a cumulative GPA of 2.0 on a 4.0 scale and satisfaction of all applicable School Board and state requirements for students with disabilities. District policies and procedures are followed at the school.

Students earn credits by passing academic competencies through the computer-based courses and off-line assignments. Students may take pre and post-tests to show mastery of the competencies.

Other requirements for graduation include:

- Completion of one-half (.5) credit of Employability Skills coursework.
- Reporting 120 validated working or volunteering hours
- Taking an exit Scantron test or other school approved exit exam.

Exceptions to the graduation requirements are only permitted after the School Administration performs an in-depth review of the student's individual circumstances, and approval is obtained from the Graduation Committee, Director, and the School District liaison.

School Facilities

A. Hours of Operation and School Address

International High School hours of operation are **7:00 a.m. to 4:00 p.m. Monday – Friday**. If you need to contact the school after hours, voice mail is available. The address is _____, and the phone number is _____.

B. Smoking and Eating

Smoking by minors within 1,000 feet of a school is illegal. Also, if a student is caught smoking inside a school building s/he may receive a written citation from local law enforcement. The first time a student receives a citation the court may fine the student up to \$100. For any additional citations, the court may fine a student up to \$500.

Food and beverages are not allowed in the classroom or the computer labs. Students are in class a limited number of hours per day. They should make arrangements to eat before or after their respective academic sessions. Vending machines are available for student use during assigned break times. International High School also participates in the Free and Reduced Lunch Program.

C. Parking

If you drive, you may park only in the area designated for students.

D. Transportation

The school does not provide transportation. However, the school is easily accessible to various city public bus services. The school provides city bus passes to students who live two (2) or more miles from the school. In order to participate in the bus pass program, a student must be at school for a minimum of three (3) hours unless otherwise approved by the administration. Only one bus pass will be given per school day. In addition, if the student was previously issued a bus pass, s/he must return the used bus pass to get a new one for that day. This program is federally funded, and there are very specific rules that must be followed for International High School to be able to provide this service.

E. Visitors

International High School is a closed campus school. If an emergency arises the student will sign out and, if need be, the party picking up the student will also sign the student out with information as required by the school. All students must and will be accounted for while on campus.

Parents, graduates, and other visitors are always welcome with advanced notice and approval of International High School office. Exceptions to the advance notice and approval are made in the event of an emergency. No children are permitted in the classroom at any time. If children would like to visit the school, an appointment for a tour must be scheduled with the main office.

All visitors are required to report to the school office prior to their visit and may be escorted while in the building. All visitors must sign in upon arrival and sign out before leaving the building and must wear a visitor's pass while in the building. Visitors will need to have a valid picture ID or Driver's License upon signing in, and this information may be input into the national sexual predator database system for safety and security of our students based on the Jessica Lunsford Act.

Visitors must pre-arrange any meetings or visits with teachers or administration prior to entering the building. Visits should be limited to 1/2 hour unless other arrangements have been made for an extended period of time.

When parents are visiting, they are asked not to attempt a parent-teacher conference while students are in the classroom.

F. Emergency Phone Calls

Students may give the school's phone number to relatives for emergency purposes only. The main office will take a message and forward it to a student as soon as possible.

G. School Closure Policy

Should it be necessary to close International High School due to weather or other unforeseen emergencies, information will be given over radio and television stations. Students and parents are asked not to call the school.

Safety

A. Fire Alarm

When the fire bell rings, exit the building through the nearest exit in an orderly fashion according to instructions given by the attending adults. Instructions are also posted in each classroom.

B. Reporting Injuries

If a student is injured at International High School, he/she must immediately report the injury to a teacher or administration. The main office will complete a copy of the injury report.

C. Harassment

Any form of Harassment, Intimidation, or Bullying behavior whether in the classroom, on school property, to and from school, or at school-sponsored events is expressly forbidden. Students who are determined to have engaged in such behavior are subject to disciplinary action, in accordance with the Board of Director's Safe School Policy, which may include counseling, suspension or expulsion from school. The school's commitment to addressing Harassing, Intimidating, and Bullying behavior, however, involves a multi-faceted approach, which includes education and the promotion of a school atmosphere in which this behavior will not be tolerated by students, faculty or school personnel.

If a student believes that he/she is a victim of harassment, he/she should refer to the Board of Director's Safe School and Complaint Policies for further explanation and direction.

D. Drug-Free School

In accordance with Federal Law, International High School prohibits the use, possession, concealment, or distribution of drugs by a student on school grounds, or in the school building. Drugs include alcoholic beverages, steroids, dangerous controlled substances as defined by State statute, or any substance that could be considered a "look alike." Any student who violates this policy will be subject to disciplinary action, up to and including expulsion from International High School.

If a student comes to school under the influence of drugs, he/she shall be sent home for the day and the parent/guardian shall be notified if the student is under the age of 18.

The complaint process in effect ensures that all matters will be investigated and resolved in accordance with the steps outlined in the Board of Director's Complaint Policy and Procedure.

E. Weapon-Free School

International High School is a Weapon-Free School. No student at any time, for any reason, shall knowingly possess, handle, transmit, or use any object, which can be reasonably considered a weapon in or on the property of International High School or at any International High School sponsored activity held away from school property. Any student who violates this policy will be subject to disciplinary action, up to and including expulsion from International High School.

The complaint process in effect ensures that all matters will be investigated and resolved in accordance with the steps outlined in the Board of Director's Complaint Policy and Procedure.

F. Gang Activity

Students are prohibited from engaging in gang activities while at International High School, on school property, to or from school, or at a school related function or event.

G. Lost and Found

Any personal items that have been left at International High School will be taken to the main office. If students find personal items that belong to others, they should turn the items into the main office as soon as possible. International High School is not responsible for lost money, jewelry, or other personal items.

H. Backpacks, Desks, and Other Personal Storage Areas

Desks and other storage areas provided to students for their use remain the property of International High School. Students by State Statute have no expectation of privacy in any storage area assigned to them. No student shall lock or otherwise impede access to any storage area. Unapproved locks will be removed and destroyed.

Backpacks, desks, and other personal storage areas may be searched at any time for any reason. The Director may at any time, with reasonable suspicion, call upon the assistance of the local police authorities to conduct a search of backpacks, desks, and other personal storage areas, and the contents contained therein.

I. Medication Administration

No medication will be administered by the staff of International High School, including Asthma Inhalers. However, students are permitted to possess and use a metered dose or dry powder Asthma Inhaler to alleviate or prevent asthmatic symptoms. In addition, students may carry and use an epinephrine auto injector to treat anaphylaxis (an intense allergic reaction). Written approval must be obtained from the student's physician, with all International High School required information listed as detailed in the Medication Administration Policy. If a student is a minor, a parent's approval must also be obtained.

Confidentiality of Records

At International High School we take student records and their confidentiality very seriously and have a policy of not disclosing any student records to anyone outside of the school except in strict accordance with state and federal law. Records of students are only released to another school upon request from that school or from a signed release by the parent/guardian or as otherwise required by law.

Student Directory Information

It is the policy of International High School not to release any personal information such as names, home address, and phone numbers or any directory information, as that term is defined by Florida and Federal law, to outside agencies or requesting parties without the direct written consent of the parent or guardian or as otherwise required by law, such as military recruiters, etc. Unless a parent/guardian or adult student permits the distribution of any personal information, the School will not release the information.

Directory Information consists of:

- Student's Name
- Student's Address
- Student's Telephone Number
- Student's Date of Birth
- Dates of Attendance
- Date of Graduation
- Scholarships Received
- Awards and Honors Received
- Participation in Officially Recognized Activities and Sports

Audio-Visual Information

International High School recognizes the value of audio-visual and other types of electronic communication in providing our students with an effective education. In communicating our school-related activities, opportunities exist to photograph and /or videotape students and their work in a variety of activities. However, individual student records (academic, behavioral) will not be disclosed. Communications may include International High School newsletters, local newspapers, community access cable channel, school-sponsored web pages, marketing materials and other publications. Highlighting the achievements and celebrating student successes in our schools is an integral part of the reporting responsibility to the community.

However, we will respect your wish for privacy in this area. Please call the school if you have any questions or concerns. You may also notify the school in writing if you prefer that we do not use your student's name, picture and/or work product for presentations or other uses.

Release of Student Records

Access to records will be in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 as pertaining to release of records. In compliance with FERPA, parents have the right to inspect and/or request corrections to student records. Parents are required to submit their request to inspect student records in writing to the Director to allow her to schedule a reasonable and appropriate time and date for the parent to present their case. Records will be provided for parental inspection only under the

direct supervision of Director or a designee. International High School must comply with the parent's request for inspection within forty-five (45) days.

Parents have the right to a response to reasonable requests for explanations and interpretations of the records. Parents also have a right to obtain copies of the records or make other arrangements where circumstances would effectively prevent the parent or student from exercising the right to inspect.

Release or inspection of student records will be handled in accordance with the Board of Director's Student Records Policy.

Parents have the right to file a complaint with the Department of Education if they think the District is not complying with the federal laws or regulations regarding student records.

Non-Custodial Parent Records Access and Release

International High School will only give access to or release records to parents who have a legal right to the records of their child. If a parent has ever been to court for custody, those court documents must be on file with the school. Both custodial and non-custodial parents have equal access to the following unless there is a court order to the contrary:

- Cumulative file (including the Enrollment file, Academic file, Vocational file, Title One file, and Graduation file);
- Health records;
- Psychological records;
- Parent conferences and lab observations.

Only the custodial parent can have access to Due Process where the child is classified as being handicapped and only the custodial parent can make decisions about the child.

Students over the age of eighteen (18) may deny the disclosure of school records to parents or guardians.

The stepparent does not have access to the stepchild's records unless the stepparent has adopted the child, the natural parent has given power of attorney, or the natural parent shows the record to the stepparent.

International High School, Parent, and Non-Custodial parent must act in accordance with the Board of Director's Student Records Policy when addressing student records issues.

Child Find

International High School is participating in an effort to assist the State of Florida in identifying, locating, and evaluating all children who may have disabilities that may be hindering their ability to receive FAPE (Free and Appropriate Public Education).

School districts across the state of Florida are also participating in this effort to identify disabilities such as hearing impairments, visual impairments, speech or language impairments, specific learning disabilities, emotional disturbances, multiple disabilities, cognitive impairments, physical impairments, autism, traumatic brain injury, and other health impairments.

We are committed to affording all children their right to a free and appropriate education, regardless of any disability a child may have. However, in order to accomplish this, we must know that a need is present.

International High School is interested in meeting the needs of children with disabilities. If you know a child who may have disabilities, contact the school for more information.

Parent's Right to Know Teacher Qualifications

Parents have the right to request the following regarding their child's teacher(s):

- Licensure and certification information
- Emergency or provisional status
- Educational background
- Qualifications of Instructional Aides (if applicable)

Parent Involvement Policy

International High School is intended to foster and enhance parent-involvement in the school. The goal of International High School is to involve parents in their children's learning and to form an open line of communication between school and home. This will be accomplished through the following policies:

1. Information. Parents are informed about school activities and events through interim progress reports, notes sent/mailed home, parent newsletters, parent/teacher conferences, and informal personal/telephone conferences.
2. Open Door Policy. Parents are invited to come to the school to observe the education of their children on any day with prior notification.
3. Volunteer Program. All parents are invited to volunteer in the school on any given day of the week with prior notification.
4. Curriculum. We provide a high quality curriculum to enable our students to meet high standards, and prepare for the state graduation exam. We share these results with parents and provide an explanation of the results with parents during the course of the school year.

Complaint Policy

A student or parent may file a written complaint that should be submitted to a teacher or the school administration. If the teacher and/or school administration cannot resolve the matter informally, the steps in resolving the complaint should adhere to the Governing Board's Complaint Policy and Procedures.

Initially, complaints should be addressed formally or informally with the teacher in a civil/respectful manner in order to be considered by school personnel. To file a complaint with the Director, the complaint must be in writing on a form developed by the Director with the facts and specific outcome desired by the parent/guardian.

Complaints received directly by the Board, Sponsor, or Florida Department of Education shall be handled in accordance with the Board's Complaint Policy and Procedure.

Upon resolution of the Complaint, the Director will issue a letter to the Complainant of:

- **Compliance** – Findings were unsubstantiated and school has complied; or
- **Non-Compliance** – Noting the areas of non-compliance, recommending possible changes/technical assistance and statement that the school will respond to Complainant with a corrective action(s) plan letter within 10-15 business days.

All documentation of the Complaint, findings and any corrective action(s) plan will be placed in the appropriately marked complaint file for closure.

Internet Safety

The use of technology is a privilege and an important part of International High School's overall curriculum. The school will, from time to time, make determinations on whether specific uses of technology are consistent with school policies for students and employees of the school. The School always reserves the right to monitor and log technology use, to monitor file server space utilization by users, and examine specific network usage (as may be deemed necessary) for maintenance, safety or security of the technology resources or the safety of the user.

The Internet Safety Policy provides full guidance of the rights, permissions and restrictions of school Internet use.

It is the policy of International High School to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity and damage to school resources; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (CIPA) [Publ. L. No. 106-554 and 47 USC 254(h)].

Access to Inappropriate Material

To the extent practicable, technology protection measures (or "Internet filters") are used to block or filter Internet access to, or other forms of electronic communications containing, inappropriate information. Filtering, or blocking, is applied to visual depictions of material deemed obscene, child pornography, or to any material deemed harmful to minors, as defined by the Children's Internet Protection Act. The filter serves to block minors from accessing inappropriate matter on the Internet and the World Wide Web.

The technology protection measures may be disabled only for bona fide research or other lawful purposes. Disabling technology protection shall only be performed by a staff member of International High School or its designated representatives.

Additionally, it shall be the responsibility of all members of the staff to supervise and monitor usage of the online computer network and access to the Internet and ensure that the same is in accordance with this policy.

To the extent reasonable, steps are taken to promote the safety and security of users of the School online computer network. Other inappropriate network usage that the School intends to eliminate includes:

- Unauthorized access, including so-called 'hacking', and other unlawful activities; and
- Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

By signing the Parent/Student Contract Page at the end of this Handbook, the parent and student agree to abide by all rules in the Internet Safety policy.

As noted on International High School application, the student and parent/guardian acknowledged and agreed to abide by all policies and procedures as stated in International High School Parent/Student Handbook.

International High School
Parent/Student Contract

Student's Name: _____

Parent/Guardian's Name: _____
(If student is under 18 years of age)

I/We have read and understood all of the information contained in the Parent/Student Handbook. I/We agree to abide by and support the school's rules and regulations, **INCLUDING THE CODE OF CONDUCT AND ALL OTHER POLICIES**, as outlined in the Parent/Student Handbook.

Although this Parent/Student Handbook reflects the current policies of International High School, it may be necessary to make changes from time to time to best serve the needs of the school and its students.

Agreed by:

Student's Signature

Date

Parent/Guardian's Signature (if student is under 18 years of age)

Date

This agreement will be placed into the student's file.

*****Not returning this signed agreement will be cause for student dismissal. *****

**ARTICLES OF INCORPORATION
OF
THE MAGNOLIA SCHOOL FOR THE ARTS AND TECHNOLOGY, INC.**

The undersigned hereby forms a corporation not for profit under Chapter 617 of the Florida Statutes, and, for these purposes, do hereby adopt the following Articles of Incorporation.

ARTICLE I - NAME

The name of the Corporation shall be THE MAGNOLIA SCHOOL FOR THE ARTS AND TECHNOLOGY, INC.

ARTICLE II - PURPOSES

The purposes for which the Corporation is organized are:

In particular, to: establish and operate a charter school as defined in the laws of the State of Florida within the borders of Broward, Florida. The charter school shall be organized so that it presents a system of formal instruction of its curriculum to a regularly enrolled student body through its faculty for the benefit of the general public. In particular, the Corporation will establish programs prepare students to reach their maximum potential in all subject areas with special emphasis on providing students with the opportunity to become well versed in the areas of the arts and technology and awakening students sense of curiosity.

In general, to do any and all acts and things, and to exercise any and all powers which now or hereafter are lawful for the Corporation to do or exercise under and pursuant to the laws of the State of Florida for the purpose of accomplishing any of the purposes of the Corporation.

The purposes for which this Corporation is organized shall be limited to those which are strictly charitable and educational. In no event shall this Corporation engage in any activity which would be contrary to the purposes and activities: (1) permitted to be engaged in by any organization the activities of which are exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986; or (2) of a Corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, as hereafter amended, and the applicable rules and regulations thereunder.

The Corporation shall not engage, nor shall any of its funds, property, or income be used, in carrying on propaganda or otherwise attempting to influence legislation, nor shall the Corporation participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office, nor shall the Corporation engage in subversive activities.

The Corporation shall not be operated for the primary purpose of carrying on an unrelated trade or business as defined in Section 513 of the Internal Revenue Code of 1986, as hereafter amended, and the applicable rules and regulations thereunder.

No compensation shall be paid to any officer, director, trustee, creator or organizer of the Corporation or substantial contributor to it except as a reasonable allowance for services actually rendered to or for the Corporation.

The Corporation is organized to serve public interests. Accordingly, it shall not be operated for the benefit of private interests.

ARTICLE III - POWERS

The Corporation shall have all the powers granted to not for profit corporations under the laws of the State of Florida which are necessary or convenient to effect any and all purposes for which the Corporation is organized. In no event, however, shall the Corporation have or exercise any power which would cause it not to qualify as a tax-exempt organization under Section 501(c)(3) or Section 170 of the Internal Revenue Code of 1986, as hereafter amended, and the applicable rules and regulations thereunder; nor shall the Corporation engage directly or indirectly in any activity which would cause the loss of such qualification. No part of the assets or the net earnings, current or accumulated, of the Corporation shall inure to the benefit of any private individual.

ARTICLE IV - MEMBERS

This Corporation shall have no Members.

ARTICLE V - TERM OF EXISTENCE

The Corporation shall have perpetual existence.

ARTICLE VI - OFFICERS

The affairs of the Corporation in operating the charter school shall be managed on a day-to-day basis by the principal of the school. The Board of Directors shall set policy for the Corporation including but not limited to, the academic, financial and operation policies of the charter school, with the principal charged to implement these policies pursuant to the Bylaws. The Chairman of the Board of Directors shall serve for a term of two (2) years and the Vice Chairman and the Secretary/Treasurer shall serve for a term of one (1) year, beginning the 1st day of the month immediately following his

or her election by a majority of the Board of Directors at the annual meeting of the Board of Directors. Officers may be re-elected to serve subsequent terms. In the event of a vacancy in any office for any reason, the Board of Directors shall fill such vacancy for the unexpired term. An officer does not have to be a member of the Board of Directors and a member of the Board of Directors does not have to be an officer.

ARTICLE VII - NAMES OF OFFICERS

The names of the officers who are to serve until the first election under the Articles of Incorporation are as follows:

<u>Name</u>	<u>Office</u>
Glen Byron	President/Chairman
Cynthia Hazelwood	Vice-Chair
Tricia Cepeda	Secretary/Treasurer

The first election shall occur no later than the date the Board of Directors is selected and sworn in immediately before the execution of the Charter between the School Board of Broward County and the Corporation.

ARTICLE VIII - FIRST BOARD OF DIRECTORS

The number of persons constituting the first Board of Directors shall be three (3) but shall never be more than seven (7), and the names and addresses of the persons who are to serve as Directors until the first election under these Articles of Incorporation are as follows:

<u>Name</u>	<u>Address</u>
Glen Byron	7027 West Broward Blvd. #297 Plantation, FL 33317
Cynthia Hazelwood	7027 West Broward Blvd. #297 Plantation, FL 33317

Freda Merriman	7027 West Broward Blvd. #297 Plantation, FL 33317
Kema Neal	7027 West Broward Blvd. #297 Plantation, FL 33317
Tricia Cepeda	7027 West Broward Blvd. #297 Plantation, FL 33317
Felicia Rattray	7027 West Broward Blvd. #297 Plantation, FL 33317
Felicita Santiago	7027 West Broward Blvd. #297 Plantation, FL 33317

At the first election of Directors to be held no later than the date the Charter between the Broward County and the Corporation is executed no fewer than five (5) individuals shall be selected (which may include the members of the first Board of Directors as set forth herein) to serve as Directors.

The number of Directors shall be fixed in the Bylaws of this Corporation. Directors shall be elected and serve such terms as provided in the Bylaws of this Corporation.

ARTICLE IX - BYLAWS

The Bylaws of the Corporation shall be initially approved by a majority vote of the Board of Directors, and thereafter may be altered or rescinded by a majority vote of the Directors at the annual meeting of the Directors or at a duly called meeting of the Directors in accordance with the Bylaws.

ARTICLE X - AMENDMENTS TO THE ARTICLES OF INCORPORATION

These Articles of Incorporation may be amended in the manner provided by law.

ARTICLE XI - DISSOLUTION

Upon the liquidation or dissolution of the Corporation, its assets, if any, remaining after payment (or provision for payment) of all liabilities of the Corporation, shall be distributed to, and only to, any one or more organizations qualified as exempt under Section 501(c)(3) of the Internal Revenue Code of 1986, as hereafter amended, and the applicable rules and regulations thereunder. No part of the assets or the net earnings, current or accumulated, of the Corporation shall inure to the benefit of a private individual.

ARTICLE XII - INITIAL REGISTERED OFFICE AND AGENT

The street address of the initial registered office of this Corporation shall be:

7027 West Broward Boulevard #297
Plantation, Florida 33317

The name of the initial registered agent of this Corporation shall be:

Glen Byron

ARTICLE XIII - CORPORATION'S PRINCIPAL OFFICE AND/OR MAILING ADDRESS

The mailing address of this Corporation shall be:

c/o Glen Byron
7027 West Broward Boulevard
Plantation, FL 33317

The mailing address of this Corporation shall be:

c/o Glen Byron
7027 West Broward Boulevard
Plantation, FL 33317

ARTICLE XIV - INCORPORATOR

The following is the name and street address of the incorporator signing these
Articles:

Glen Byron
7027 West Broward Boulevard #297
Plantation, FL 33317

IN WITNESS WHEREOF, I have set my hand and seal this 20th day of July,
2012.


Glen Byron

CERTIFICATE OF ACCEPTANCE AS REGISTERED AGENT

Having been named as the Registered Agent in the Articles of Incorporation of, THE
MAGNOLIA SCHOOL FOR THE ARTS AND TECHNOLOGY, INC. I hereby accept and
agree to act in this capacity.

Dated: July 20, 2012.


Glen Byron



Sunbiz.org Payment Receipt
2 messages

<themagnoliaschoolfi@gmail.com>

donotreply@sunbiz.org <donotreply@sunbiz.org>
To: themagnoliaschoolfi@gmail.com

Sun, Jul 22, 2012 at 1:45 PM

Thank you for submitting your payment to **Florida Department of State, Division of Corporations**. Your filing will be posted on our website <http://www.sunbiz.org/> within 1-3 business days.

The transaction information is listed below:

Receipt Number:	3570964672
Transaction Date/Time:	7/22/2012 12:45:33 PM
Card Number:	XXXX XXXX XXXX 1563
Card Type:	MasterCard
Approval Code:	T7316Z
Payment Amount:	\$87.50
Document Number:	NEW

**Electronic Articles of Incorporation
For**

N12000007137
FILED
July 23, 2012
Sec. Of State
jshivers

THE MAGNOLIA SCHOOL FOR THE ARTS AND TECHNOLOGY, INC.

The undersigned incorporator, for the purpose of forming a Florida not-for-profit corporation, hereby adopts the following Articles of Incorporation:

Article I

The name of the corporation is:

THE MAGNOLIA SCHOOL FOR THE ARTS AND TECHNOLOGY, INC.

Article II

The principal place of business address:

7027 WEST BROWARD BOULEVARD
NO. 297
PLANTATION, FL. 33317

The mailing address of the corporation is:

7027 WEST BROWARD BOULEVARD
NO. 297
PLANTATION, FL. 33317

Article III

The specific purpose for which this corporation is organized is:

THE MAGNOLIA SCHOOL FOR THE ARTS AND TECHNOLOGY, INC., A
CHAPTER SCHOOL, ORGANIZED EXCLUSIVELY FOR CHARITABLE,
SCIENTIFIC, AND EDUCATIONAL PURPOSES, MORE SPECIFICALLY TO
BENEFIT THE GENERAL PUBLIC.

Article IV

The manner in which directors are elected or appointed is:

AS PROVIDED FOR IN THE BYLAWS.

Article V

The name and Florida street address of the registered agent is:

GLEN M BYRON
7027 WEST BROWARD BOULEVARD
NO. 297
PLANTATION, FL. 33317

I certify that I am familiar with and accept the responsibilities of
registered agent.

Registered Agent Signature: GLEN M.BYRON

Article VI

The name and address of the incorporator is:

GLEN BYRON
7027 WEST BROWARD BOULEVARD
NO. 297
PLANTATION, FL 33317

Electronic Signature of Incorporator: GLEN M. BYRON

I am the incorporator submitting these Articles of Incorporation and affirm that the facts stated herein are true. I am aware that false information submitted in a document to the Department of State constitutes a third degree felony as provided for in s.817.155, F.S. I understand the requirement to file an annual report between January 1st and May 1st in the calendar year following formation of this corporation and every year thereafter to maintain "active" status.

Article VII

The initial officer(s) and/or director(s) of the corporation is/are:

Title: P
GLEN M BYRON
7027 WEST BROWARD BLVD NO. 297
PLANTATION, FL. 33317 US

Title: VP
CYNTHIA HAZLEWOOD
7027 WEST BROWARD BLVD NO. 297
PLANTATION, FL. 33317 US

Title: S/TR
TRICIA CEPEDA
7027 WEST BROWARD BLVD. NO. 297
PLANTATION, FL. 33317 US

Article VIII

The effective date for this corporation shall be:

07/20/2012

Certified Copy

I certify the attached is a true and correct copy of the Articles of Incorporation of THE MAGNOLIA SCHOOL FOR THE ARTS AND TECHNOLOGY, INC., a Florida corporation, filed electronically on July 23, 2012 effective July 20, 2012, as shown by the records of this office.

I further certify that this is an electronically transmitted certificate authorized by section 15.16, Florida Statutes, and authenticated by the code noted below.

The document number of this corporation is N12000007137.

Authentication Code: 120724134122-900237707969#1

Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capital, this the
Twenty Fourth day of July, 2012



Ken Detzner
Ken Detzner
Secretary of State

Certificate of Status

I certify from the records of this office that THE MAGNOLIA SCHOOL FOR THE ARTS AND TECHNOLOGY, INC. is a corporation organized under the laws of the State of Florida, filed electronically on July 23, 2012, effective July 20, 2012.

The document number of this corporation is N12000007137.

I further certify that said corporation has paid all fees due this office through December 31, 2012, and its status is active.

I further certify that said corporation has not filed Articles of Dissolution.

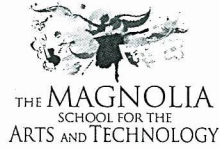
I further certify that this is an electronically transmitted certificate authorized by section 15.16, Florida Statutes, and authenticated by the code noted below.

Authentication Code: 120724134122-900237707969#1

Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capital, this the
Twenty Fourth day of July, 2012



Ken Detzner
Ken Detzner
Secretary of State



BYLAWS OF THE MAGNOLIA SCHOOL FOR THE ARTS AND TECHNOLOGY, INC.

ARTICLE I THE CORPORATION

Section 1. Identity. These are the Bylaws of The Magnolia School for the Arts, Inc., a corporation not-for-profit ("Corporation"), which was formed under the Florida Not For Profit Corporation Act, Chapter 617 of the Florida Statutes ("Act") by filing the Articles of Incorporation of the Corporation ("Articles") with the Office of the Florida Secretary of State on October 30, 2007. The purposes for which the Corporation has been organized are set forth in the Articles.

Section 2. Principal Office. The principal office of the Corporation in the State of Florida shall be located in Broward County, with a street address of 7027 West Broward Boulevard #297, Plantation, FL 33317. The Corporation may have such other offices, either within or without the State of Florida, as the Board of Directors ("Board") may designate or as the business of the Corporation may require from time-to-time.

Section 3. Registered Office. The registered office of the Corporation, required by the Act to be maintained in the State of Florida, may be, but need not be, identical with the principal office in the State of Florida, and the address of the registered office may be changed from time-to-time by the Board.

ARTICLE II NO MEMBERS

Section 1. No Members. The Corporation hereby elects to have no members. Any action which would otherwise require a vote of members shall require only a vote of the members of the Board, and no meeting or vote of members shall be required for this Corporation, any provision of the Articles of this Corporation or the Bylaws to the contrary notwithstanding. All rights which otherwise would vest in the members shall vest in the Directors.

ARTICLE III BOARD OF DIRECTORS

Section 1. General Powers. The business and affairs of the Corporation shall be conducted and all corporate powers shall be exercised by or under the direction of its Board.

Section 2. Number, Tenure and Qualifications. The number of Directors of the Corporation shall consist of no more than seven (7) Directors. Directors must be natural persons who are

eighteen years or older. Directors shall be elected or appointed by a majority of the remaining Directors or by the sole remaining Director. Subject to Sections 11, 13 and 14 of this Article, and except for those initial directors who are appointed for shorter terms in order to allow for staggered terms within the Board, each Director shall serve for a three year term. At least one Director's term shall expire at the end of each fiscal year. A board member may serve a maximum of 3 consecutive 3-year terms.

Section 3. Regular Meetings. A regular meeting of the Board shall be held on November 1 of each year at 10:00 a.m., or, if such date is not a business day, on the next business day. The Board may provide, by resolution enacted by or delivered to all members, the time and place, within or without the State of Florida, for the holding of additional regular meetings without other notice than such resolution.

Section 4. Special Meetings. Special meetings of the Board may be called by or at the request of the Chairman or any two Directors.

Section 5. Notice. Notice of any special meeting shall be given at least forty-eight (48) hours previously thereto by written notice delivered personally or by overnight courier or mailed to and received by each Director at his business address, or by telefax. If notice be given by telefax, such notice shall be deemed to be delivered when the telefax is sent and acknowledged. Any Director may waive notice of any meeting. The attendance of a Director at a meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting.

Section 6. Quorum. A majority of the number of Directors shall constitute a quorum for the transaction of business at any meeting of the Board, but if less than such majority is present at a meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice.

Section 7. Manner of Acting. The act of a majority of the Directors present at a meeting at which a quorum is present is necessary to constitute the act of the Board unless a greater number is required under the Act.

Section 8. Action Without a Meeting. Any action that may be taken by the Board at a meeting may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the Directors.

Section 9. Compensation. By resolution of the Board, the Directors may be paid their expenses, if any, of attendance at each meeting of the Board. Directors shall not receive any compensation, other than reimbursement of expenses, for serving as Directors.

Section 10. Committees. The Board may, by resolution or resolutions, passed by a majority of the whole Board, designate one or more committees, each of which shall consist of two or more Directors and which to the extent provided in said resolution or resolutions or in the Bylaws of the Corporation shall have and may exercise all of the powers of the Board in the management of the activities and affairs of the Corporation, fill vacancies on the Board or any committee thereto; or

adopt, amend or repeal these Bylaws. The designation of such committee or committees or the delegation thereto of authority shall not operate to relieve the Board or any individual Director of any responsibility imposed by law.

Section 11. Resignations. Any Director of the Corporation may resign at any time by giving written notice thereof to the Board or the Corporation. Such resignation shall take effect at the time of delivery unless a later date is specified therefor. The acceptance of such resignation shall not be necessary to make it effective.

Section 12. [Reserved]

Section 13. Removal of Director. A Director of the Corporation may be removed, with or without cause, at any time, by a majority of the other members of the Board.

Section 14. Vacancies. Any vacancy occurring in the Board, for whatever reason, shall be filled by a majority of the remaining Directors or by the sole remaining Director. A Director elected or appointed, as the case may be, shall be elected or appointed for the unexpired term of his or her predecessor in office.]

ARTICLE IV OFFICERS

Section 1. Number. The officers of the Corporation shall be a Chairman, a Vice Chairman, a Secretary and a Treasurer, each of whom shall be elected by the Board, and each of whom may be a member of the Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board. Any two or more offices may be held by the same person. The failure of the Board to elect any officer other than a Chairman and a Secretary shall not constitute a violation of these Bylaws.

Section 2. Election and Term of Office. The officers of the Corporation to be elected shall be elected annually at the regular meeting of the Board. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Each officer shall hold office until his successor shall have been duly elected and shall have qualified or until his death or until he shall have resigned or shall have been removed in the manner hereinafter provided; provided however, that each officer who is a Director shall hold office until the end of his term as a Director; and further provided, that the Board may, in their sole discretion, set fixed terms for any officer.

Section 3. Removal. Any officer or agent elected or appointed by the Board may be removed at any time, with or without cause, by the affirmative vote of the Board. Any such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of any officer shall not of itself create any contract rights in favor of such officer.

Section 4. Vacancies. A vacancy in any office elected or appointed by the Board because of death, resignation, removal, disqualification or otherwise may be filled by the Board for the

unexpired portion of the term.

Section 5.. The Chairman shall be the chief executive officer of the Corporation and, subject to the direction of the Board, shall in general supervise and control all of the business and affairs of the Corporation. He shall preside at all meetings of the Board. The Chairman may sign, with the Secretary or an Assistant Secretary, any deeds, mortgages, bonds, contracts or other instruments which the Board has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general shall perform all duties incident to the office of Chairman and such other duties as may be prescribed by the Board from time-to-time.

Section 6. Vice Chairman. In the absence of the Chairman or in the event of the Chairman's death, inability or refusal to act, the Vice Chairman shall perform the duties of the Chairman, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chairman. The Vice Chairman shall perform such other duties as from time-to-time may be assigned to the Vice Chairman by the Chairman or by the Board.

Section 7. Secretary. The Secretary shall: (a) keep the minutes of the proceedings of the Board in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents the execution of which on behalf of the Corporation under its seal is duly authorized; and (d) in general perform all duties incident to the office of Secretary and such other duties as from time-to-time may be assigned to him by the Chairman or by the Board.

Section 8. Treasurer. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the Corporation; (b) receive and give receipts for monies due and payable to the Corporation from any source whatsoever and deposit all such monies in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article V of these Bylaws; and (c) in general perform all of the duties as from time-to-time may be assigned to the Treasurer by the Chairman or by the Board. If required by the Board, the Treasurer shall give a bond for the faithful discharge of his duties in such sum and with such surety or sureties as the Board shall determine.

Section 9. Assistant Secretaries and Assistant Treasurers. The Assistant Secretaries and Assistant Treasurers, in general, shall perform such duties as shall be assigned to them by the Secretary or the Treasurer, respectively, or by the Chairman or the Board. The Assistant Treasurers shall respectively, if required by the Board, give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board shall determine.

Section 10. Salaries. Officers shall not receive any compensation, other than reimbursement of expenses, for serving as officers.

ARTICLE V CONTRACTS, LOANS, CHECK AND DEPOSITS

Section 1. Contracts. The Board may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 2. Loans.

(a) No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances.

(b) No loans shall be made by the Corporation to any of its Directors, officers or employees, nor to any corporation, firm or other entity in which one or more Director, officer or employee is a Director, officer or employee or holds a substantial financial interest. Any Director or officer who assents to or participates in the making of such loan shall be deemed to be in violation of his duty to the Corporation, but the obligation of the borrower for the amount of such loan shall not be affected thereby.

Section 3. Checks, Drafts, Etc. All checks, drafts, or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time-to-time be determined by resolution of the Board.

Section 4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time-to-time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 5. Proxies. Unless otherwise provided by resolution of the Board, the Chairman may from time-to-time appoint an attorney or agent of the Corporation, in the name and on behalf of the Corporation, to cast the votes which the Corporation may be entitled to cast as the holder of stock or other securities in any other corporation any of whose stock or other securities may be held by the Corporation, at meetings of the holders of the stock or other securities of such other corporation, or to consent in writing, in the name and on behalf of the Corporation, as such holder, to any action by such other corporation, and may instruct the person or persons so appointed as to the manner of casting such votes or giving such consent, and may execute or cause to be executed, in the name and on behalf of the Corporation and under its corporate seal or otherwise, all such written proxies or other instruments as he may deem necessary or proper in the premises.

ARTICLE VI BOOKS AND RECORDS

Section 1. Accounting. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of the Board and committees thereof and shall

keep at its registered or principal office in Florida, a copy of the Article and the Bylaws of the Corporation, as each has been amended, and a record of the names and addresses of Board entitled to vote in alphabetical order. The accounting records shall be maintained in written form or in another form capable of conversation to written form within a reasonable time. All books and records of the Corporation shall be open to inspection by the Board or their authorized representatives for any proper purpose at any reasonable time.

Section 2. Budget. The Board shall adopt a budget for each calendar year that shall include the estimated funds required to defray expenses, according to good accounting practices.

ARTICLE VII SEAL

The Board may provide a corporate seal which shall be circular in form and shall have inscribed thereon the name of the Corporation and the state of incorporation and such other words as the Board may prescribe.

ARTICLE VIII WAIVER OF NOTICE

Whenever any notice is required to be given to any Director of the Corporation under the provisions of these Bylaws, the Articles, the provisions of the Act, and any act amendatory thereof, supplementary thereto or substituted therefor, or the Florida Constitution, a waiver thereof in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE IX FISCAL YEAR

The fiscal year of the Corporation shall be July 1 through June 30.

ARTICLE X INDEMNIFICATION

Section 1. Indemnification for Claims. The Corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, and whether formal or informal (other than an action by or in the right of the Corporation), by reason of the fact that he or she is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation, as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred in connection with such action, suit or proceeding if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct

was unlawful. The termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea of *nolo contendere* or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the Corporation, and, with respect to any criminal action or proceeding, had reasonable cause to believe that his or her conduct was unlawful.

Section 2. Indemnification for Expenses. The Corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that he or she is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation, as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against expenses (including attorneys' fees), judgments, fines and amounts paid in settlement not exceeding, in the judgment of the Board, the estimated expense of litigating the proceeding to conclusion, actually and reasonably incurred in connection with the defense or settlement of such action or suit if he or she acted in good faith and in a manner reasonably believed to be in or not opposed to the best interests of the Corporation, except that no indemnification shall be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable unless and only to the extent that the court in which such action or suit was brought shall determine upon application that, despite the adjudication or liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses that the court shall deem proper.

Section 3. Method of Indemnification.

(a) To the extent that a Director, officer, employee or agent of the Corporation has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in Sections 1 and 2, or in defense of any claim, issue or matter therein, he or she shall be indemnified against expenses (including attorneys' fees) actually and reasonably incurred by him or her in connection therewith.

(b) Any indemnification under Sections 1 and 2 (unless ordered by a court) shall be made by the Corporation only as authorized in the specific case upon a determination that indemnification of the Director, officer, employee or agent is proper in the circumstances because he or she has met the applicable standard of conduct set forth in Sections 1 and 2. Such determination shall be made (i) by the Board by a majority vote of a quorum consisting of Directors who were not parties to such action, suit or proceeding, or (ii) by a majority vote of a committee duly designated by the Board (in which Directors who are parties may participate) consisting of two or more Directors not at the time parties to the proceeding; or (iii) by independent legal counsel selected by the Board as prescribed in (i) above or by the committee as prescribed in (ii) above, or if a quorum of the Board cannot be obtained for (i) and the committee cannot be designated under (ii), then selected by a majority of the Board (in which Directors who are parties may participate).

(c) Expenses incurred by an officer or Director in defending a civil or criminal action, suit or proceeding may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board in the specific case upon

receipt of an undertaking by or on behalf of the Director, officer, employee or agent to repay such amount unless it shall ultimately be determined that he is entitled to be indemnified by the Corporation as authorized in this section. Expenses of other employees and agents may be paid in advance upon such terms and conditions as the Board deems appropriate.

(d) The indemnification provided by this section shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under any by-law, agreement, vote of disinterested Director or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a Director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person.

(e) Notwithstanding the foregoing, no indemnification or advancement of expense shall be made to or on behalf of any officer, Director, employee or agent if a judgment or other final adjudication establishes that his actions, or omissions to actions, were material to the cause of action so adjudicated and constitute:

(i) a violation of the criminal law, unless the Director, officer, employee or agent had reasonable cause to believe his or her conduct was lawful or had no reasonable cause to believe his conduct was unlawful;

(ii) a transaction from which the Director, officer, employee or agent derived an improper personal benefit; or

(iii) willful misconduct or a conscious disregard for the best interests of the corporation in a proceeding by or in the right of the Corporation to procure a judgment in its favor.

ARTICLE XI AMENDMENT

The Bylaws may be amended, altered or repealed by the Board at any regular or special meeting upon the affirmative vote of not less than two-thirds (2/3) of the total members of the Board.

DATED this 20th day of July, 2012

THE MAGNOLIA SCHOOL FOR THE ARTS AND TECHNOLOGY, INC., a Florida not-for-profit corporation


Chairman

Conflict of Interest Policy

Article I **Purpose**

The purpose of the conflict of interest policy is to protect the School's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the School or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable Schools.

Article II **Definitions**

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- A. An ownership or investment interest in any entity with which the School has a transaction or arrangement,
- B. A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or
- C. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

Article III **Procedures**

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the

proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

4. Violations of the Conflicts of Interest Policy

- A. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- B. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV
Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- 1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- 2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V
Compensation and Employment

- 1. No member of the governing board will receive compensation, directly or indirectly, from the School for services.
- 2. No voting member of any committee whose jurisdiction includes compensation matters will receive compensation, directly or indirectly, from the School for services.
- 3. No relatives of a school owner, president, governing board member, principal or assistant principal with hiring or promotion authority may be appointed, employed, promoted, or

advanced. Recusal from the hiring or promotion decision or the delegation of hiring or promotion authority to another individual is not sufficient to avoid a violation of this conflict provision.

4. No governing board member may accept anything of value based upon any understanding that any vote or official board action would be influenced. Governing board members and any business entity in which they or their immediate family have a material interest, are prohibited from contracting with the School for the purchase, rent or leasing of any realty, goods or services.
5. No governing board members may vote on any matter that would benefit any relative, business associate, or entity for whom that individual has been retained. In addition to recusing him/herself from any such vote, the board member must publicly disclose the interest prior to the vote being taken and must provide a written memorandum within 15 days after the vote explaining the nature of the interest which must be included in the minutes of the governing board meeting.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

1. Has received a copy of the conflicts of interest policy,
2. Has read and understands the policy,
3. Has agreed to comply with the policy, and
4. Understands the School is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure the School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
2. Whether partnerships, joint ventures, and arrangements with management Schools conform to the School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the School may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

1. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
2. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
3. After exercising due diligence, the governing board or committee shall determine whether the School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
4. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

TRICIA M. WILLIAMS CEPEDA

5944 NW 54th Lane Tamarac, FL 33319
Home: 954-718-7650
Mobile: 954-695-0687
Email: triciamcepeda@bellsouth.net

CAREER PROFILE

Passionate to bring secondary students into the twenty- first century using a unique combination of my educational experience and over ten years of interpersonal skills. I am committed to the enthusiasm and dynamics of teaching as a mean of creating nurturing knowledge, and engage students in active learning. A self-motivated team member who effectively collaborates with all levels of staff members and establishes quality relationship with students.

EDUCATION AND CERTIFICATION

Masters of Science, Major: Reading Education-Nova Southeastern University, Davie, Florida
Bachelors of Arts, Major: English Literature-Florida Atlantic University, Boca Raton, Florida
Associate of Arts, Major: Hospitality Management- Art Institute of Fort Lauderdale, Florida

Computer Skills: Microsoft Word, Excel, PowerPoint, Delphi, Meeting Matrix, LMS, SPSS, and Internet (research & navigation)

PROFESSIONAL DEVELOPMENT IN EDUCATION

Florida Educator's Certification English (6-12) & Reading Certification (K-12)

Practicum (K-12), Oriole Elementary School, 120 practicum hours, Nova Southeastern University, Davie, FL

Florida Treasures Training (K-3) Development Center, Fort Lauderdale, Florida

9 High Yield Strategies Training Development Center, Fort Lauderdale, FL

Secondary School Effective Instruction (6-12), South Plantation High School, 90 practicum hours, Florida Atlantic University, Boca Raton, FL

TESOL I & II (K-12), South Plantation High School and Hallandale Elementary, 16 practicum hours, Florida Atlantic University, Boca Raton, FL

Reading in Content Areas (6-12), Plantation High School, 8 observational hours, Florida Atlantic University Boca Raton

Introduction to Education (6-12), Piper High School, 15 observational hours, Florida Atlantic Hours, Boca Raton

Teaching Diverse Population (6-12), Piper High School, 15 observational hours, Florida Atlantic Hours, Boca Raton

EMPLOYMENT

FLITE Center

3521 West Broward Blvd
Fort Lauderdale, FL 33312
Tel-954-530-4686

Educational Coordinator

Create and update lesson plans as needed for the success of the program. Plan and coordinate education program activities, including scheduling, hire teachers and educators to administer program. Develop budgets, teaching classes and lead tours; schedule volunteers to provide tutoring services. Administer assessments to include TABE and Pre-GED test. Measure the success of the program on a regular basis, making changes when necessary to improve its quality.

Atlantic Community High School

2455 West Atlantic Blvd
Delray Beach, FL 33445
Tel- 561-243-1500

English Teacher (August 2010-June 2011)

Write and execute lesson plans that appeal to all learning styles based on state educational reading standards Effective written and verbal communication skills, interpersonal relations skills, time management and organizational skills, as well as excellent teaching skills. Initiate, facilitate, and moderate classroom discussions. Evaluate and grade students' class work, assignments, and

papers. Prepare course materials such as syllabi, homework assignments, and handouts. Prepare and deliver lectures to students on topics such as grammar, poetry, novel and novel structure, translation and adaptation.

Reading Teacher (August 2010-June 2011)

Help students improve reading skills through vocabulary and fluency, comprehension strategies, observing and addressing specific needs of the student; working with other teachers to help those with reading problems; designing interventions based on a child's learning style or needs; conducting assessments to determine a student's reading levels; guiding students through reading and writing activities; consulting with parents and recommending at-home reading activities; and coordinating school-wide reading and literacy programs, among others.

Arthur Ashe Middle School-Interim Teacher (April 2010-June 2010)

1701 NW 23rd Ave Fort Lauderdale, FL 33311

Tel- 754-322-2800

Oriole Elementary School-Interim Teacher (August 2008-March 2009)

3081 NW 39th St, Lauderdale Lakes, FL, 33309

Tel-754-322-7550

Kerzner International Resort, Inc.

Atlantis Paradise Island, Bahamas

1000 South Pine Island Road

Plantation, FL 33319

Tel-954-809-2000

Conference Planning Coordinator (March 2000-May 2007)

Facilitate and complete corporate and leisure group ranging from 200-1500 people. Responsibility entails event and meeting planning, menu design, food and beverage service, set-up procedures for banquet operations and negotiation of contract.

Quality Assurance Representative (June 1998-March 2000)

Address all post travel related feedback. Investigate and seek proactive resolution to guests' travel experience. Respond to client via telephone and/or mail. Acquired extensive customer service training to ensure customer satisfaction.

Reservation Agent (January 1997-June 1998)

Convert highest number of calls into actual sales while following standard operating procedures. Presenting travel agents and direct customer with highest level of customer service.

References upon request

CYNTHIA HAZLEWOOD

▪ Phone: 954-591-0580 ▪ cruzancyn@aol.com

EXPERIENCED ADMINISTRATOR AND EDUCATOR

Passionate, innovative secondary educator and administrator with experience teaching in a variety of educational environments. Expert in creating and implementing differentiated curriculum that addresses individual learning styles. Proven ability to motivate students and instill a love of learning within a well-managed classroom setting. Experienced in collaborating with other educators in an effort to encourage writing and reading across the curriculum. Strong believer in the importance of educating the “whole child”, socially, mentally, and academically. Experienced in initiating and strengthening the home-school connection in order to maximize students’ potential. Demonstrated ability in providing compassionate, proactive methods as a secondary administrator.

Education

UNIVERSITY OF PHOENIX—FT. LAUDERDALE, FL

- M.A., Education (Summa Cum Laude)

UNIVERSITY OF THE VIRGIN ISLANDS—ST. CROIX, VI

- B.A., English (Cum Laude)

Endorsements and Certifications

FLORIDA

- Professional certification in English 6-12

Professional Experience

LIFE SKILLS SCHOOL— FT. LAUDERDALE, FL

2011 to Present

Assistant Principal

Highlights:

- Maintain a safe learning environment through proactive methods
- Oversee curriculum and student progression
- Serve as Testing Coordinator
- Assist classroom teachers in applying effective elements of instruction, including planning, modeling, coaching, and the use of feedback
- Maintain alignment with NCLB and implementation of FCIM
- Serve as Team Leader for Response to Intervention (RtI) and Student Advisory Committee

LIFE SKILLS SCHOOL – FT. LAUDERDALE, FL

2007-2011

Reading Coach

Highlights:

- Implemented blended instructional model, including traditional direct instruction and online (APEX) curriculum
- Taught Intensive Reading courses to Level 1 and 2 students designed to increase self-monitoring and reading comprehension
- Provided resources and training to staff using evidence-based reading research and best practices
- Counseled senior students regarding post-graduation options and served as a liaison between students and representatives from various post-secondary institutions
- Established and monitored peer mentoring support network for teachers
- Provided vocational, intrapersonal, and interpersonal skills training for non-traditional high school students
- Gathered and assessed student academic data in order to create Reading and ESOL lessons tailored to individual needs
- Administered progress monitoring, diagnostic and outcomes measurement assessments to students according to district guidelines

LIFE SKILLS SCHOOL-FT. LAUDERDALE, FL

2005-2007

Instructor/Language Arts Chair

- Monitored student computer activity using APEX, A+ and Sparks programs
- Updated databases and provided written log entries with regard to all student information and records
- Conferenced with parents and other teachers as necessary regarding student performance and individual issues
- Provided direct instruction in secondary English using CRISS and other best-practices
- Successfully implemented new FCAT training techniques with senior re-take students
- Launched a writing club to increase student motivation and inspire creativity

THE WOMEN'S BUSINESS CENTER-ST. CROIX, VI

2000-2004

Instructor

- Created programs focused on skill development for women, including teenage mothers and emotionally/physically abused women
- Assisted parents with questions and concerns
- Provided after-school assistance to women preparing to take standardized tests
- Collaborated with administrator to determine which English courses would be provided

ST. CROIX SDA PRIVATE ACADEMY

1999-2000

Teacher Assistant

- Helped children to develop fine motor, comprehension, and vocabulary skills
- Individualized instruction for students according to learning needs and styles
- Gauged student progress through the examination of portfolios and projects
- Planned lessons and activities according to appropriate curricular guidelines
- Provided evening remedial writing and reading classes for adults

Related Skills and Abilities

- Excellent interpersonal, oral, and written communication skills
- Ability to use following applications extensively: Microsoft Office Suite (Outlook, Powerpoint, Excel, Word), Macintosh programs, Blackboard, Gradequick, Edline, TERMS, APEX, Powerschool, E2020 and FLVS
- Ability to type 85+ wpm

****REFERENCES AVAILABLE UPON REQUEST****

Freda A. Merriman, MSHRM

2572 Garden Court ♦ Cooper City, FL 33026 ♦ (954) 559-6170 ♦ fredamerriman@hotmail.com

PROFESSIONAL EXPERIENCE

SAPOZNIK INSURANCE — N. Miami Beach, FL

Senior Benefit Administrator, 04/2011 to Present

- ❖ Manage employee benefits for more than 20 companies and governmental agencies
- ❖ Assist clients with Open Enrollment Coordination and group implementation with carriers
- ❖ Oversee two junior benefit administrators and two benefit enrollers
- ❖ Assisted in the revision of current job descriptions and training program
- ❖ Assisted with the implementation of uniformed policy and procedures, employee expectations, and skills required for each position

UNITED HEALTHCARE — Miramar, FL

Cost Management Analyst 11/2007 to 04/2011

- ❖ Analyzed healthcare claims
- ❖ Tracked billing errors and overpayments
- ❖ Identified trends of complex claims analysis and audit activities

UNITED HEALTHCARE — Sunrise, FL

Supervisor 05/2006 to 11/2007

- ❖ Recruited, interviewed and hired for call center employees
- ❖ Developed and implemented processes and procedures for a new team due to a company acquisition
- ❖ Conducted employee training & development
- ❖ Resolved employee relations issues
- ❖ Payroll processing
- ❖ Performance management using MAP 360 evaluations
- ❖ Managed employee leaves of absence through PeopleSoft HRMS System

Provider Specialist & Customer Service 8/2001 to 5/2006

- ❖ Inbound and outbound calls
- ❖ Researched and resolved escalated benefits and claims issues
- ❖ Training & development coach

EDUCATION

Nova Southeastern University, Ft. Lauderdale, FL
Masters of Science, Human Resources Management

Graduation Date: June, 2012

North Carolina A&T State University, Greensboro, NC
Bachelor of Arts, Speech and Language Pathology

Graduation Date: May, 1999

AREAS OF EXPERTISE

- Benefits Administration including Short Term and Long Term Disability
- HIPAA Compliance
- Interviewing & Hiring
- Orientation & On-Boarding
- Training & Development
- Performance Management
- HR Policies & Procedures
- HR Laws & Regulation
- Claims Analysis & Auditing

SKILLS

- Proficient in Word, Excel, Power Point and Access
- Lotus Notes & Outlook
- PeopleSoft HR Application

PROFESSIONAL MEMBERSHIPS

- Society for Human Resource Management (SHRM), member since January 2009
- Human Resources Association of Broward County, member since October 2009

VOLUNTEER WORK

- Nova Southeastern University Student SHRM Group, Current Chapter President
- Graduate Assistant

Objective: Team Leader/Manager

Professional Summary

Highly skilled in multiple areas of World Services. Strong leadership and motivational skills. Proven ability to quickly build rapport and establish trust. Progressive change agent and creative problem solver. Respected for a wide range of industry knowledge and demonstrated passion to serve. Recognized for professionalism, positive attitude, commitment to excellence and demonstrated ability to communicate and interact effectively with senior management. Master of Science Degree in Management, with a focus on leadership. Successful completion of the Leadership Readiness Program (LRP). Certified, by Dr. Paul Hersey's Center for Leadership Studies, in Situational Leadership.

Education

NOVA SOUTHEASTERN UNIVERSITY – Davie, FL
M.S., Business Management

FLORIDA METROPOLITAN UNIVERSITY- Fort Lauderdale, FL
B.S., Business Administration

Certifications

- American Society for Training and Development (ASTD)
- Center for Leadership Studies - Situational Leadership
- Human Resource Management Program
- Center of Business Solution Call and Collect Model

Professional Experience and Achievements

American Express – Plantation, FL

Learning Specialist/Training Team Leader, World Service Learning Network
2007-2008-Present

Duties:

- Delivered training programs for the Global Dispute Network, Telephone Service Center and the Risk Customer Service Network, which included e-learning through the Learning Management System.
- Utilized appropriate training techniques, such as the Adult Learning Theory, training aids and media.
- Supervised, monitored and coached teams of up to 15 Customer Care Professionals.
- Observed, evaluated and measured trainees' performance.

Highlights:

- Exceeded annual training targets by producing learners for RCSN within the top 25th percentile.
- Spearheaded workshops to drive leadership development within WSLN.
- Created and implemented step by step procedures for user id password reset. Partnered with BUSA to receive approval for steps to be published in PORT/ECCO.
- Identified areas of concern in regulatory compliance and partnered with RCSN Compliance Team to discover solutions to reduce compliance opportunities.
- Reduced uncollectible accounts by retraining the credit department on the new Call and Collect Model.

Acting Team Leader, Telephone Service Center

2007-2008

Duties:

- Managed up to 17 Customer Care Professionals.
- Monitored productivity and TBASS results.

- Prepared and delivered performance appraisals.
- Provided coaching and feedback to increase performance.
- Improved customer retention by recovering on escalated calls.

Highlights:

- Increased TBASS disputes survey results by 9.7%.
- Improved performance from G4 to G2, 2 months after taken over the team.
- Maintain high retention rate among staff by ensuring constructive work environment, resulting in positive productivity impact.

Customer Care Professional, Global Dispute Network

1996-2001

Duties:

- Reviewed, analyzed, researched and resolved cardmembers' billing inquiries.
- Communicated, both written and verbally, with the cardmembers and the merchants.
- Interacted with merchants and cardmembers, providing technical information on the company's products and services.
- Performed on-line financial adjustments to the cardmembers' and merchants' accounts, whenever necessary.

Highlights:

- Ranked in the top five customer care professionals among a team of fifteen within a month of being crossed-trained to a new industry.
- Crossed-trained into another industry and was able to work independently in a week, rather than two weeks, due to quick learning capacity.

Certified Tours- Fort Lauderdale, FL

Reservation/Sales Agent, Delta Dream Vacations Project

1995-1996

Duties:

- Scheduled Air/Ground Transportation and Hotel Accommodations for Delta Airlines.
- Customized vacation packages based on individual customer desires.
- Collected payments to confirm tour packages via credits cards and miscellaneous charge order forms.

Highlight:

- Promoted from the Orlando Vacation Project to the Delta Dream Vacation Project one month after certification.

"When the customer comes first, the customer will last." – Robert Half

Felicia Rattray
7001 NW 16th Street A319, Plantation, FL 33313
Telephone: (954) 804-2432
Email: Felicia.rattray@als-education.com

Curriculum Vitae

Education

Nova Southeastern University Doctor of Education- Special Education	Currently Enrolled
Nova Southeastern University Master of Science-School Guidance Counseling	April 2011 4.0 GPA
Nova Southeastern University Bachelor of Science-Psychology	March 2006 3.2 GPA

Education Experience

Ben Gamla Charter School- Elementary, Middle and High School
Professional School Counselor **2012-Present**

- Provide classroom/ small group developmental guidance activities
- Provide personal-social, behavioral, and academic counseling
- Provide information and counseling in the areas of career exploration and selection, further education, college entrance exams, financial aid, and employment opportunities
- Identify and counsel potential school dropouts
- Assist in the registration and scheduling of students
- Provide assistance in the screening, referral, identification, and placement of students with special needs
- Serve as testing coordinator for all grade levels
- Assist and counsel students with low attendance
- Assist students in developing peer relationships and decision making skills
- Advise school administration and faculty on the matter of student discipline
- Serve as mediator and/or advisor in parent-teacher-student conferences
- Provide input in the development of curriculum
- Provide appropriate consultation and staff development to school personnel and/or parents/ community as requested
- Plan school-wide guidance program for all grade levels
- Review, evaluate and input student transcripts
- As case manager, create a course of action to promote academic achievements
- Coordinate dual enrollment, advance placement, and early admission programs

ALS-North University High School **2010-2012**
Executive Assistant

- Provide administrative assistance and general office support to the Principal

- Establish, update and maintain the filing system for the Principal while actively retrieving information from those files when necessary
- Schedule and organize complex activities such as FTE activities, management staff meetings, travel itineraries, professional conferences, and school departmental initiatives
- Order, receive, stock and distribute office supplies
- Research any problems or complaints employees may have about Kronos or their payroll checks
- Maintain cordial and professional relationship with the corporate Payroll Department
- Organize and prioritize large volumes of information while displaying professionalism in writing and oral communication skills when interfacing with employees, students, family members and community leaders
- Meet with new employees and go over their hire packet, explaining the company's medical, dental, vision, short and long-term disability, life insurance, tuition reimbursement program, and other benefits the company provides
- Collect all necessary paperwork, signed by the employee and forward to People Services in a timely manner
- Request funds from the ALS controller to maintain the petty cash account adequately
- Coordinates and completes clerical related duties such as photocopying, faxing, filing and collating
- Maintains awareness of the physical control of entry into the receptionist area and notify security when necessary
- Answers telephones and all other communications in a professional manner and direct the caller to the appropriate extension
- Appropriately greet and direct visitors

ALS-North University High School

2008-2010

Social Science Teacher

- Created Individual Graduation Plan for each student which is used as a tool to track each student's academic performance
- Served as a mentor, facilitator, advocate and coach to support, mentor and guide students through their Individual Graduation Plan using the technology and other resources available
- Provided positive support for all the students within the classroom in conjunction with overseeing and monitoring individual student progress and the use of resources and equipment
- Used only forms and recording records approved by the company
- Provided direction and leadership within the classroom by displaying an effective working knowledge of the subject matter and by demonstrating best practices relating to teaching/instructional techniques
- Maintained progress monitoring reports, attendance and behavioral records, academic grades and other student records as required by state regulatory guidelines and company policy and procedures
- Effectively facilitated positive interaction between students and their peers as well as with the instructional staff
- Collaborated with peers to develop, plan and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals
- Employed excellent customer service principles when working with school staff members, parents and students
- Participated in professional development courses or activities to maintain appropriate certification or credentials based on position
- Assisted FCAT Test Administrator
- Administered FCAT to students
- Conducted Teacher Advisement sessions with students to review progress
- Performed all other instructional and academic duties as deemed necessary

- Worked collaboratively with professional social/educational services and agencies to obtain health, financial, vocational and social services to help students and their families work through the barriers to education
- Maintained related student records and prepared clear, concise, and complete reports to fulfill contractual accountability and day to day management for ALS
- Collaborated with school's community partners, community colleges and universities, vocational and technical schools, local unions and employers to coordinate and develop support systems to meet students' social, medical, financial, vocational, and educational needs
- Evaluated student risk and assess need for immediate intervention
- Assisted teachers and other staff with non-disciplinary behavioral interventions
- Established and maintained positive working relationships with co-workers, ALS employees, School District personnel, community partners, various cultural and ethnic groups, and the public using principles of excellent customer service
- Planned and lead professional development trainings
- Developed, prepared and presented training and educational/workshops

Life Skills Center-Opa Locka
Senior Lab Teacher

11/07-08/08

- Evaluated student transcripts from ISIS to determine course selection to meet graduation requirements
- Developed an action plan for each Senior
- Advised students of courses needed to complete program according to Florida's Sunshine Standards
- Served as motivator and mentor
- Advised students on various subjects such as college admission, military opportunities, technical and vocational options
- Kept accurate records on students in grade book, report cards, lesson plans, attendance records, and behavior/discipline records
- Maintained positive learning environment
- Assisted FCAT Test Administrator
- Established best practices for senior lab

Management Experience

Nova Southeastern University
Supervisor, Data Entry & Degree Conferral

03/07-11/07

- Served as Hiring Committee Chair
- Conducted staff evaluations and development
- Conducted audits of data input of admission applications and degree conferral application
- Responsible for the document retention policy
- Conducted meetings with individual staff members to discuss job performance
- Provided excellent communication with staff concerning issues and/or brainstorming opportunities to improve the department
- Assisted the Director with creating departmental policies and procedures and calendars
- Conducted professional development trainings

Florida Department of Health-Broward Co. Health Dept. **09/05-03/07**
Assistant Purchasing Director/PA III

- Provided administrative, customer service and technical support for the Broward/Monroe County purchasing consortium
- Organized data analysis of purchasing consortium
- Processed orders requested by Monroe County staff
- Recommended policy for Monroe County consortium
- Used and monitored appropriate budget and organization codes as they pertained to procurement
- Created purchase requisitions for consortium regarding commodities and services using appropriate purchasing methods in accordance with laws, rules, policies and procedures contained in the State of Florida Purchasing Policy Procedures Manual
- Coordinated all incoming invoices for payables
- Planned and developed best practices for Purchasing and Payables Department concerning Broward/Monroe County consortium
- Assigned purchasing requisitions to staff to begin gatekeeper functions
- Audited workflow and data input of requisitions as end gatekeeper
- Trained staff via powerpoint presentations, telephone conferences and webinars
- Conducted staff evaluations and development
- Conducted meetings with individual staff members to discuss job performance
- Facilitated bid openings with vendors and other health officials

Entrepreneurial Experience

The Self Development Institute of Florida

02/2008-Present

President & CEO

- A personal and professional development company for young adults
- Co-author of : The Woman's Handbook for Self-Confidence
- Co-author of : Living Your Vision & Purpose
- E-Mentoring program for at-risk students
- Life Skills mentoring
- College admission & financial aid preparation
- Cultural diversity training

Military Experience

United States Army

1990-1995

Persian Gulf War Veteran

Certifications

- ❖ Professional Certification- School Counselor PK-12
- ❖ Professional Certification -ESE Specialist PK-12
- ❖ Certified Diversity Trainer
- ❖ Certified Entrepreneur Coach

Memberships

- ❖ American School Counselor Association
- ❖ Florida School Counselor Association
- ❖ Professional Woman Network

FELICITA SANTIAGO, RN, CLNC

7520 Black Olive Way · Tamarac, FL 33321 · Cell Phone: 954.249.2941

OBJECTIVE

A dedicated Registered Nurse with over 12 years of experience in maternity nursing, searching for a clinical opportunity to make positive impact here at Plantation General Hospital

EDUCATION

Vicki Milazzo Institute – Houston, TX 12/2011 – 2/2012
Certification – Legal Nurse Consultant

University of Phoenix - Plantation, FL 3/2004 – 9/2005
Bachelor of Science in Nursing

University of the Virgin Islands – St. Croix, USVI 9/1997 – 5/1999
Associate of Science in Nursing

WORK EXPERIENCE

Plantation General Hospital – Plantation, FL 9/2003 - Present
Staff Registered Nurse (Clinical Ladder III)

- **Relief Charge Nurse** – Unit staffing, assignment, and supervision of staff on the night shift
- **Newborn Nursery Nurse** – Transitioning of the well newborn, monitoring infants experiencing hypothermia and/or transient tachypnea of the newborn (TTN)
- **OB/GYN Nurse** – Nursing care of the: **1)** Postpartum patient; **2)** Post surgical gynecologic patient recuperating from procedures such as laparoscopic/vaginal/total abdominal/robotic assist hysterectomies, salpingoopherectomies, uterine embolizations, myomectomies; **3)** Antepartum patient suffering from hyperemesis gravidarum, uncontrolled diabetes, PIH, preeclampsia, HELLP syndrome

All About Staffing (a/d/a Paralon) 2002-2003
Traveling/Agency Nurse

- Staff relief at Plantation General Hospital (PNU/Women's Pavilion)

Gov. Juan F. Luis Hospital 2000 - 2002
Staff Registered Post Partum/Newborn Nursery

- Relief Charge Nurse
- Newborn Nursery Nurse
- OB/GYN Nurse

RELEVANT SKILLS

Foreign Language(s): Fluent in Spanish (verbal and written)

Certifications: NRP, Stable, BLS

Sample Job Descriptions

School Director

Reports To: Board of Directors

Job Purpose:

The School Director is responsible for providing, contractual accountability, and day-to-day leadership of educational and operational activities of the school. This includes the recruiting, hiring, supervision, evaluation, and development of staff; maintenance of a safe environment conducive to teaching and learning; assurance of effective delivery and improvement of instruction; enforcement of the school's policies and procedures; safety of students; and implementation of student disciplinary measures when necessary.

Responsibilities:

Executing and administering the policies of the school, as set by the board of trustees

- Supervising any administrators, teachers, or other staff whose job descriptions designate that they report directly to the Director
- Hiring, evaluating, and terminating as necessary and appropriate, of all other employees of the school
- Supervising the preparation and administration of the annual budget as approved by the board
- Monthly reporting to the board
- Overseeing the external operations of the school, such as enrollment, fundraising, marketing, relations with the charter authorizer, and communication with the school's constituencies
- Overseeing the curricular and co-curricular programs of the school, including focused effort on improving student achievement
- Overseeing the academic and social progress of the students and responding to students' needs and transgressions consistent with the school's philosophy and with applicable laws
- Modeling the mission and philosophy of the school
- Other duties as assigned

Qualifications:

- Bachelor's Degree in Education or related area. Masters Degree is preferred
- Educational leadership experience
- Experience setting and managing budgets
- Experience in communicating with diverse populations

Accountability: Annual evaluation by the Board of Directors

Assistant Director

Reports To: School Director

Job Purpose:

The Assistant Director is responsible for managing the academic progress of students; maintaining a climate conducive to teaching and learning; assuring effective delivery and improvement of instruction; supervising, mentoring, and developing instructional staff; and ensuring that the school meets its defined goals. The Assistant Director will model and enforce the policies and procedures of the School. The Assistant Director reports to the Director and assists the Director with all of the educational and operational aspects of the school.

Responsibilities:

Supports the school Director and serves as Acting Director in their absence

- Assistant Director is responsible for the oversight and evaluation of all teaching faculty, curriculum design and improvement, coordination of classroom activities with internship activities, teacher professional development, and teacher assignment in close cooperation with the Director.
- The position includes support of extracurricular activities, and the fulfillment of administrative duties as assigned by the Director. The Assistant Director is a twelve-month position.
- Other duties as assigned

Qualifications:

- Bachelor's Degree in Education or related area. Masters Degree is preferred
- Educational leadership experience or program management experience
- Experience setting and managing budgets
- Experience in communicating with diverse populations

Accountability: Annual evaluation by the School Director

ESE Teacher

Reports To: School Director or designee

Job Purpose:

The Exceptional Student Education (ESE) Teacher position is responsible for coaching, motivating, and instructing students with disabilities within the school's model with attention given to each student's Individual Education Plan (IEP). The ESE Teacher will collaborate with general education teachers and support staff to ensure that each student's needs outlined in their IGP are being met and that the student is progressing. All lessons are aligned to state standards and are taught by student's teacher with the ESE Teacher acting in a support role. The ESE Teacher will work directly with the School's Administrators to ensure that all ESE paperwork and reporting requirements are in compliance with Federal, State, and local school district regulations.

Responsibilities:

- Provides a learning environment that is team-oriented, student-centered, and aligned with the school's academic goals and specified objectives.
- Creates and or updates Individual Education Plans (IEP) for each of his/her students and uses this as the basis to track each student's academic performance.
- Acts as a mentor, facilitator, advocate, and coach to support, mentor, and guide students through their IEP using the technology and other resources available.
- Provides positive support for all students with disabilities within the school in conjunction with overseeing and monitoring individual student progress and the use of resources and equipment.
- Uses only forms or reporting records approved and /or adopted by the school.
- Maintains progress monitoring reports, IEP compliance, attendance and behavioral records, academic grades, and other student records as required by state regulatory guidelines and school policies and procedures.
- Collaborates with peers to develop, plan and implement best educational practices based upon the individual academic needs of the students and aligned with the goals of the school.
- Performs all other instructional and academic duties as deemed necessary, which are aligned in accordance with the school's policies and procedures that ensure educational goals are achieved.
- Maintains all ESE records and works collaboratively with school staff to ensure all records are in compliance.
- Serves as a member of the school's Student Study Team (SST).
- Other duties as assigned.

Qualifications:

- Bachelor's Degree in Special Education or similar
- Appropriate Certifications and endorsements
- Positive work history

Accountability: Annual evaluation by the School Director or designee

Teacher

Reports To: School Director or designee

Job Purpose:

The Teacher position is responsible for coaching, motivating, and instructing high school students within the school's model with attention given to each student's Individual Graduation Plan. All for-credit courses are aligned to state standards and are delivered in such a way to engage student learning, and accelerate the accumulation of credits through a mastery-based educational model. In many respects, the teacher acts more like a coach and mentor in this environment and is specifically focused on ensuring the success of his/her students.

Responsibilities:

- Provides a learning environment that is team-oriented, student-centered, and aligned with school academic goals and specified objectives.
- Creates Individual Pacing Guides for each of his/her students and uses this as the basis to track each student's academic performance.
- Provides positive support for all the students within the classroom in conjunction with overseeing and monitoring individual student progress and the use of resources and equipment.
- Appropriately enforces the School's Code of Conduct
- Provides direction and leadership within the classroom by displaying an effective working knowledge of the subject matter and by demonstrating best practices relating to teaching/instructional techniques.
- Maintains progress monitoring reports, attendance and behavioral records, academic grades, and other student records as required by state regulatory guidelines and school policies and procedures.
- Collaborates with colleagues to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with the goals of the school.
- Participates in professional development courses or activities to maintain appropriate certification or credentials based on position.
- Other duties as assigned

Qualifications

- Bachelor's Degree in Elementary Education or similar
- Appropriate Certifications and endorsements
- Positive work history

Accountability: Annual evaluation by the School Director or designee

Office Manager

Reports To: School Director or designee

Job Purpose:

The Administrative Assistant is responsible for modeling the appropriate image for the school; creating a welcoming environment for students, staff, parents, and visitors; and providing administrative assistance and general office support to the Director.

Responsibilities:

- Answers telephones and all other communications in a professional manner, and directs the caller to the appropriate extension.
- Appropriately greets and directs visitors to the school campus in a manner that is respectful and professional.
- Establishes, updates, and maintains the filing system for the Director while also being actively involved in retrieving information from those files when necessary.
- Sets up all new employee files in the time and attendance system, noting information that is pertinent to the employees' position. Enrolls all employees digitally in the time and attendance system.
- Maintains spreadsheet, recording checks received and expenditures. Submits a monthly report of deposits and expenditures to the management company
- Assists in the ordering, receiving, stocking, and distribution of office supplies.
- Adheres to school policies and procedures relating to visitors to the campus (i.e. visitor sign-in log and visitor ID badges).
- Maintains awareness of the physical control of entry into the reception area and notifies security of suspect unauthorized visitors to the school campus.
- Follows school policies and procedures regarding authorized/unauthorized removal of students from the campus.
- Effectively performs all other duties as assigned and necessary in order for the school to achieve the educational and behavioral goals and objectives.
- Other duties as assigned

Qualifications:

- Associate's Degree. Bachelor's Degree preferred
- Experience with managing complex tasks involving a variety of resources
- Human resources and benefits administration experience
- Demonstrated competence with bookkeeping and related tasks
- Demonstrated ability to manage the details of multiple tasks

Accountability: Annual evaluation by the School Director or designee

Employability Specialist

Reports To: School Director or designee

Job Purpose:

The Employability Specialist's role involves a multifaceted process that will lead to an individual student's success. To determine what is necessary to establish an appropriate plan of action, a Employability Specialist must (a) establish with his or her student a Employment objective, (b) determine appropriate actions necessary to meet this objective, and (c) assist the student through the various developmental stages of his or her Employability plan.

Responsibilities:

In this role, an Employability Specialist has several primary responsibilities including:

- *Job development* - acts on behalf of students to assist them in becoming knowledgeable about community, education, and employment resources and strives to create employment opportunities through a network of informed employers and business leaders
- *Vocational guidance* - helps students explore issues regarding past behaviors and experiences while developing student interest in Employability development by helping students develop a more constructive thought process about the world of work

Duties:

- Employability Assessment
 - a. Identifies student type, student needs, barriers to employment, and services to meet student needs
- Employability Educational Services
 - a. Counsels and instructs students in matters such as Employability choices, job readiness, job seeking, development of appropriate work attitude and ethics, satisfactory job performance and job retention skills and behaviors
 - b. Counsels individuals and provides group educational and Employability guidance services
- Job Development
 - a. Promotes and develops paid, employment, volunteer and on-the-job training opportunities for students with employers
 - b. Confers with potential employers to communicate objectives of program and to solicit cooperation in adapting work situations to special needs of students
- Job Placement
 - a. Represents student's skills to potential employers
 - b. Assists students in applying for jobs and may accompany and transport students to employment interviews
 - c. Places students in appropriate work situation.
- Public Relations/Networking
 - a. Informs businesses, laborers, and public about training programs by networking with community business groups and related associations to develop quality job placement opportunities for the students

- b. Confers with community groups to impart information about program and to coordinate program functions with related activities
 - c. Demonstrates to employers the effectiveness and profitability of employing Life Skills Center students by identifying jobs students could perform
- Miscellaneous
 - a. Sets an example for students by modeling appropriate work behaviors
 - b. Understands, accepts, and abides by the School's philosophy in all of his/her work activities
 - c. Maintains discipline and the School Code of Conduct in all applicable situations
- Other duties as assigned by supervisor.

Qualifications:

- Graduate degree in Vocational Education or a related discipline
- Knowledge of vocational/career education and guidance techniques and methods
- Knowledge of the social and cultural factors impacting employment success
- Familiarity with community resources and local labor market

Accountability: Annual evaluation by the School Director or designee

CHARTER SCHOOL MANAGEMENT AGREEMENT

THIS MANAGEMENT AGREEMENT ("Agreement") is entered into effective as of this ____ day of _____, 20__, by and between Newpoint Education Partners, LLC, a Florida limited liability company (the "Company") and Magnolia School for the Arts and Technology, dba International High School, a Florida not-for-profit corporation (the "School").

W I T N E S S E T H:

WHEREAS, the School is a not-for-profit corporation which continuously strives to improve its community and the lives of its residents;

WHEREAS, the School has become aware of the increasing need for greater alternatives for High School aged children in its community desiring to receive an engaging and relevant education, which is vital to their success in life;

WHEREAS, the School has become aware of a unique school model which strives to prepare High School aged students for post-secondary education through the use of technology and project-based learning opportunities

WHEREAS, the Newpoint Educational model utilizes the proprietary Newpoint Educational Plan which has been developed by the Company (the "Plan" or "Model"), and the Company has researched, developed and provides the requisite educational, managerial, financial and other consulting services necessary for the implementation of the Plan, which would not normally be available to the School from other sources;

WHEREAS, the School desires to form a school organized and conducted in accordance with the Newpoint Educational Model and Plan and utilizing the Program;

WHEREAS, the School does not currently possess all of the requisite knowledge, skills and experience to form and operate a charter school;

WHEREAS, the School desires the Company to provide such requisite management, educational, financial and other consulting services necessary to form and operate a school all in accordance with the community school contract it will enter into with its Authorizer (the "Contract"); and

WHEREAS, the Company desires to provide the aforementioned services and other expertise referenced above with respect to the Plan.

NOW, THEREFORE, in consideration of their mutual promises and covenants, and intending to be legally bound hereby, the parties hereto agree as follows:

1. Statement of Mission and Purpose; Services and Deliverables.

a. Mission and Purpose. The parties acknowledge and agree that the following statement (herein referred to as the "Statement of Mission and Purpose") reflects the overall principles and philosophy upon which the School is being developed and that all services to be provided and all obligations of the parties hereunder are to be in accordance with these overriding principles:

i. The School has developed a philosophy of recognizing each student as an individual, each with unique interests, aspirations, and passions. The educational program and methods utilized must be meaningful and relevant, and may differ according to the situation of each individual student.

ii. The School has selected a project-based, technology infused, charter school as the model to implement this philosophy. The goal of the charter school is to provide a school program and educational opportunities for students that might not be best suited for larger, traditional schools and to maximize development and learning for students leading to a successful transition to high school. The characteristics of these students and their parents include, but are not necessarily limited to:

A. Students who, regardless of being high performing or low performing, have parents who want a different option that is not the traditional school environment.;

B. Parents who desire a more relevant learn-by-doing educational environment not generally available within traditional school environments;

C. Parents who desire a more challenging, individualized and hands-on program which cannot be obtained in a traditional school environment; and

D. Parents who desire a project-based, technology infused learning environment which cannot be obtained in a traditional school.

iii. The Educational Model must offer students the ability to be challenged, and it must support remediation efforts that might be applicable. Students should not be limited in development in one subject area due to performance limits in other subject areas.

iv. Objectives for academic progress for each school calendar period must be defined, and progress toward these objectives must be demonstrated and communicated to the student in each calendar period.

v. Students must accomplish progress towards grade promotion and toward all other School requirements in its Contract on an annual basis.

vi. Enrollment of each student must be reviewed, documented, and controlled to be able to justify that: (i) the student meets recommendations supporting admission to the School; and (ii) academic progress is being met according to the student's objectives.

vii. Recognizing that student learning is often related to a teacher's ability to assist the learning process, the School requires a teacher development program to define teacher qualifications and performance requirements, to regularly document and communicate perceived performance, and to implement a professional development program aimed at improving the effectiveness of each teacher's ability to help students' learning, in general.

viii. The School must demonstrate curriculum alignment with the Sponsor's standards applicable to the School and must identify any specific instances of non-compliance with the standards. Further, the School must define and implement a program that will lead to compliance in a reasonable time frame.

ix. In particular, the School should provide development of communication skills, writing and speaking, and should offer a mechanism for development of teamwork skills.

x. All requirements of local, state and federal laws relating to charter schools must be met, and all audits relating to the demonstration of these requirements must be successfully completed, given allowance for appropriate time for documentation, reporting, analysis, and rectification of any non-compliance and complaints.

b. In accordance with the foregoing, and subject to the other terms of this Agreement, the Company shall provide the School with the goods and services set forth on Schedule A hereto, subject to the approval of the School Board as indicated, and upon the fee and reimbursement basis set forth in such Schedule, the terms of which are hereby incorporated herein by reference.

c. In accordance with the foregoing, and subject to the other terms of this Agreement, the School shall be solely responsible for providing the goods and services, and making the payments, relating to the formation and operation of the School, set forth on Schedule A hereto, the terms of which are hereby incorporated herein by reference.

d. The Company shall perform such other services and provide such other goods as are from time to time requested by the School Board and mutually agreed upon.

2. Term. The initial term of this Agreement shall commence on the date of full execution of this Agreement, and shall continue for a term of five (5) academic years, unless terminated sooner pursuant to the terms herein. Thereafter, this Agreement will automatically renew for additional successive five (5) year terms unless one party notifies the other party at least six (6) months prior to the expiration of the then-current term of its intention not to renew this Agreement.

3. Contract. The School's board of trustees/directors (the "Board") shall govern the School and be responsible for its operation in accordance with the Contract. In order to assist the Board and the School in carrying out the terms of the Contract, the School hereby contracts with the Company to provide the School and the Board the Educational Model and the functions, equipment, supplies, facilities, services and labor relating to the provision of education, management and day-to-day operation of the School as set forth in Schedule A hereto, all in strict accordance with the terms and conditions of the Contract and in keeping with the Statement of Mission and Purpose. Except as otherwise specifically set forth herein, the Company will assume the financial risk associated with the day-to-day operation of the School to the extent set forth in Schedule A hereto. Subject to Section 4 below, the School will be responsible, at its sole cost and expense, for all remaining expenses of the School (the "School Expenses"), including those expenses and duties set forth on Schedule A hereto and allocated to the School.

4. School Expense Accommodation by the Company. During the time this Agreement is in effect, the Company shall pay, which payment shall be treated as an advance against future revenues by the Company to the School and which shall be evidenced by a loan, any properly incurred School Expense under the following terms and conditions: (a) a reasonable estimate of the expense is submitted to the Company by the School and is approved by the Company, in writing, prior to the expense being incurred; (b) the School has not received funding from any source for the operation of the School sufficient to pay the School Expense; and (c) such School Expenses advanced by the Company as set forth above, shall be payable by the School, in whole or in part, at such time as the School receives revenue to pay the same and carry a cash surplus in its accounts to cover reasonably anticipated operating expenses. Such advance shall be evidenced by a Promissory Note acceptable to the Company and the School. In no event shall any such promissory note provide for recourse against any member of the Board, the individual managers of the School or any other third party.

5. General Responsibility of the Company. The Company shall be responsible and accountable to the School Board for the administration, operation and performance of the School in accordance with the School's Contract, the Statement of Mission and Purpose and the laws of the State of Florida.

6. Educational Program. The Educational Model and program developed and provided by the Company to the School has been approved by the School and may be materially adapted and modified by the Company from time to time only upon obtaining prior written approval of the School Board. The School and the Company agree to work together to effectuate any necessary change in the educational program, recognizing that an essential principle of this educational program is its flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency, provided that any such changes shall be consistent with the Statement of Mission and Purpose.

7. Subcontracts. The Company reserves the right to subcontract any and all aspects of services it agrees to provide to the School, but may only do so upon the prior approval of the School Board. The Company shall be solely responsible for all costs, expenses and fees associated with such subcontractors.

8. Rules and Procedures. The Company shall propose and the School Board shall adopt reasonable rules, regulations and procedures applicable to the School and the Company shall be required by the School to enforce such rules, regulations and procedures at all times.

9. Authority. The Company shall have the authority and power necessary to undertake its responsibilities described in this Agreement, subject at all times to the direction of the School Board.

10. Obligation of the School Board. The School Board shall work with the Company to develop policies, rules, regulations, procedures and budgets which the Company shall implement and follow in providing the Educational Model.

11. Fees.

a. Educational Model Development Fee. The School shall reimburse the Company for any start-up expenses advanced by the Company in furtherance of this agreement, and to the extent permitted by the terms of the grant.

b. Continuing Fee. The School shall also pay a monthly continuing fee to the Company of eighteen percent (18 %) of the School's Qualified Gross Revenues, less the amount of any outstanding Default Costs and Expenses. "Qualified Gross Revenues" shall mean revenues and income received by the School from the following sources: Basic State Funding, FEFP Funding, Special Education Funding, Class Size Funding, Safety Funding, and income sources provided by state, federal and local law and/or obtained through the Company's efforts, which are not specifically excluded herein and/or which are not otherwise provided for below. Qualified Gross Revenue does not include student clubs income or PTA/PTO income, which shall be retained 100% by the School. Qualified Gross Revenue also does not include any state or federal funding that is meant to be a dollar for dollar reimbursement for expenditures made by the School/Company, such as Lunch Program Revenues, which funding shall be paid 100%

to the party incurring such expenditures for expenditures previously made. Notwithstanding the foregoing, the School will pay the Company 100% of all contributions and grants not specifically referenced above received by the School as a result of the Company's efforts, which are to assist in the implementation of the educational program, model and/or the day-to-day operations of the School. For Company fees and expenses incurred pursuant to this Agreement, the School may advance such fees and expenses provided that documentation for the fees and expenses are provided to the School for ratification. All distributions by the School to the Company not contemplated by this Section 12 shall require the prior written approval of a designated member of the School Board.

c. Payment of Costs and Fees.

(i) Except as otherwise explicitly provided in this Agreement, the costs allocated to the Company set forth on Schedule A and incurred in providing the Educational Model in consideration of the fee provided for above shall be borne by the Company, whether or not the fees to be paid to the company by the School in Section 12 (a) and (b) are sufficient to satisfy the same. The School shall make all such fee payments to the Company within ten (10) calendar days of the delivery by the Company to the School of an invoice therefore.

(ii) Except as otherwise explicitly provided in this Agreement, the School shall be liable for and shall reimburse the Company for, all payments to be made by the Company subject to reimbursement as set forth on Schedule A hereto. The School shall make all such reimbursement payments to the Company within ten/fifteen/twenty/thirty (10) calendar days of the delivery by the Company to the School of an invoice therefore. Late payments shall accrue interest at the lesser of the maximum allowed by law and 2% above the prime rate as published from time to time in the *Wall Street Journal*.

(iii) All amounts payable by the School hereunder shall, at the Company's option, shall be made via electronic funds transfer. The School shall cooperate with the Company to set up and establish necessary accounts and procedures.

d. Survival of Obligations. This Section 12 shall survive any expiration or termination of this Agreement until all payments earned prior to the date of such expiration or termination shall have been paid in full.

12. [Reserved]

13. [Reserved]

14. Additional Programs. The Company shall not be obligated to provide any goods or services under the Agreement that are not explicitly agreed to on Schedule A hereto. The School Board and the Company may decide that the Company may provide

additional programs which are not inconsistent with the Contract or state or federal law. Any revenues collected from such programs will go directly to the Company and Schedule A hereto may be modified as needed to reflect the allocation of responsibility for the costs thereof.

15. Termination

a. Termination by the School. The School may terminate this Agreement in the event (i) the Contract is not awarded, or (ii) the Company materially breaches this Agreement or the Contract and (A) the Company does not cure said material breach within 60 days of its receipt of written notice from the School, or (B) if the breach cannot be reasonably cured within 60 days, the Company does not promptly undertake and continue efforts to cure said material breach within a reasonable time. Notwithstanding the foregoing, in the event that a material breach shall be such that it creates an imminent danger to the life of students, parents or others, said breach must be cured immediately upon written notice from the School.

b. Termination by the Company. The Company may, at its option, terminate this Agreement upon the occurrence of any of the following events: (i) excluding the first year of operation, if any academic year results in operating deficits, provided that any notice of termination delivered to the School after school opens for education of students for any school year shall not be effective until the next succeeding academic year; (ii) the School fails to pay any fees due to the Company within fourteen (14) days of receiving written notice that such fees are due; (iii) the School is in material default under any other condition, term or provisions of this Agreement or the Contract, and (A) the School does not cure said material breach within 30 days of its receipt of written notice from the Company, or (B) if the breach cannot be reasonably cured within 30 days, the School does not promptly undertake and continue efforts to cure said material breach within a reasonable time; (iv) any decrease in state or federal funding for the School's students provided that any notice of termination delivered to the School after school opens for education of students for any school year shall not be effective until the next succeeding academic year; or (v) any Company facility that is instrumental to the implementation of the Educational Model or the day-to-day operations of the school is damaged so that, in the Company's reasonable discretion, providing, maintenance or continuing of School operations would be unfeasible, uneconomical or impractical, provided that notice of termination is delivered by the Company to the School within sixty (60) days after the occurrence of the event(s) giving rise to such right of termination.

c. Obligation to Continue Performance. In the event that the School or the Company elects to terminate this Agreement for any of the aforementioned reasons, except for failure to pay, and the School continues to pay the Company the fees due the Company pursuant to Section 12, then the Company shall continue to perform its obligations hereunder, notwithstanding such notice of termination, until the end of the then current academic year. In the event that the School fails to continue to pay the fees owed to the Company pursuant to Section 12, the Company may terminate the Agreement after the expiration of the 14-day period for notice and cure of non-payment.

d.

16. [Reserved]

17. Duties Upon Termination.

a. Upon termination of this Agreement for any reason whatsoever, the School shall (i) immediately pay to the Company and/or any of the Company's affiliates any monies owing to such person or entity, and (ii) promptly return to the Company any materials containing the Educational Model, the Company's methods of instruction or operation and, subject to paragraph (b) below, all Company real and personal property, the parties acknowledging that, subject to paragraph (b) below, all such material purchased by the Company in furtherance of this Agreement shall be property of the Company. The Company shall assist the School in any transition of management and operations, including, but not limited to, (i) the orderly transition of all student records and other School property, equipment and material (if any), (ii) sending notices to students as reasonably requested by the School, and (iii) at the School's option, delivering student records directly to the students. This Section 17(a) shall survive any expiration or termination of this Agreement.

b. Upon termination of this Agreement for any reason, the School shall have the right at its sole option, exercisable by written notice to the Company delivered within 30 days of the final date of termination, to (i) have all personal property leases relating to operation of the School assigned to and assumed by the School, to the extent permitted by the terms thereof and to the extent that such a right can be negotiated into any leases, and (ii) purchase all personal property owned by the Company and used exclusively or primarily in connection with the operation of the School. The purchase price for any such owned assets acquired under clause (ii) above shall be the "remaining costs basis" of such assets (as that term is defined below) at the time of purchase. This Section 17(b) shall survive any expiration or termination of this Agreement. For purposes of this Agreement, The "remaining cost basis" of such personal property shall be calculated based upon the straight line method of depreciation over the life of such property, as established by the following property classifications: computers and software, three (3) years; furniture, fixtures and textbooks, five (5) years; buildings or leasehold improvements, twenty (20) years. Depreciation will begin on the date that each item of personal property was acquired by the Company. In the event that School purchases the personal property it must purchase all of said personal property, except any proprietary materials, and must also exercise the school's option to assume the lease of the School Facility and vice versa.

c. All financial, educational and student records of the School are School property and such records are subject to the Freedom of Information Act. In addition, all School financial records shall be made available to the School's independent auditor.

18 License. As was delineated earlier, the Company developed and owns proprietary rights to the Newpoint Educational Model. The Company hereby grants the School a limited license to use the Educational in regards to its operation of the School. At such time as this Agreement is terminated or otherwise expires, the license granted herein shall automatically terminate and the School shall (a) immediately cease use of the educational Model or Plan, including any software associated therewith and (b) notify the sponsor of the Contract, the Department of Education and any other oversight entity of a change in any regulatory or educational component of the School and its operations. This Section 18 shall survive any expiration or termination of this Agreement.

19. Relationship of the Parties. The parties hereto acknowledge that their relationship is that of independent contractors. No employee of either party shall be deemed an employee of the other party. Nothing contained herein shall be construed to create a partnership or joint venture between the parties.

20. No Third Party Beneficiaries. This Agreement and the provisions hereof are for the exclusive benefit of the parties hereto and their affiliates and not for the benefit of any third person, nor shall this Agreement be deemed to confer or have conferred any rights, express or implied, upon any other third person.

21. Notices. Any notices to be provided hereunder shall be in writing and given by personal service, mailing the same by United States certified mail, return receipt requested, and postage prepaid, facsimile (provided a copy is sent by one of the other permitted methods of notice), or a nationally recognized overnight carrier, addressed as follows:

If to the Company, to:

Newpoint Education Partners, LLC
21810 US Highway 19 North
Clearwater, FL 33764
Attention: Legal Dept.

If to the School, to:

International High School, Inc
Attn: Board Chairman

Facsimile:

With a copy to:

John Hearn, Board Counsel
East Pasadena Educational Organization
1917 NW 81st Street
Coral Springs, FL 33071

22. Severability. The invalidity or unenforceability of any provision or clause hereof shall in no way effect the validity or enforceability of any other clause or provision hereof.

23. Waiver and Delay. No waiver or delay of any provision of this Agreement at any time will be deemed a waiver of any other provision of this Agreement at such time or will be deemed a waiver of such provision at any other time.

24. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Florida without regard to any jurisdiction's conflict of laws provisions.

25. Assignment; Binding Agreement. Neither party shall assign this Agreement without the written consent of the other party, which consent shall not be unreasonably withheld or delayed. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and permitted assigns.

26. Independent Activity. All of the parties to this Agreement understand that Newpoint Education Partners LLC's business is to operate and manage community schools throughout the State. As such, the parties agree that Newpoint Education Partners LLC, and its affiliates, may operate other community schools in the State of Florida or anywhere else, whether the same may be considered competitive with the School or not.

27. Representations and Warranties of the Company. The Company hereby represents and warrants to the School as follows:

a. The Company is duly organized, validly existing, and in good standing under the laws of the State of Florida and has the authority to carry on its business as now being conducted and the authority to execute, deliver, and perform this Agreement.

b. The Company has taken all actions necessary to authorize the execution, delivery, and performance of this Agreement, and this Agreement is a valid and binding obligation of the Company enforceable against it in accordance with its terms, except as may be limited by federal and state laws affecting the rights of creditors generally, and except as may be limited by legal or equitable remedies.

c. The Company has made, obtained, and performed all registrations, filings, approvals, authorizations, consents, licenses, or examinations required by any government or governmental authority, domestic or foreign, in order to execute, deliver and perform its obligations under this Agreement.

d. The Company has the financial ability to perform all of its duties and obligations under this Agreement.

28. Representations and Warranties of the School. The School hereby represents and warrants to the Company as follows:

a. The School is duly organized, validly existing, and in good standing under the laws of the State of Florida and has the authority to carry on its business as now being conducted and the authority to execute, deliver, and perform this Agreement.

b. The School has taken all actions necessary to authorize the execution, delivery, and performance of this Agreement, and this Agreement is a valid and binding obligation of the School enforceable against it in accordance with its terms, except as may be limited by federal and state laws affecting the rights of creditors generally, and except as may be limited by legal or equitable remedies.

c. The School has made, obtained, and performed all registrations, filings, approvals, authorizations, consents, licenses, or examinations required by any government or governmental authority, domestic or foreign, in order to execute, deliver and perform its obligations under this Agreement.

d. The School has the financial ability to perform all of its duties and obligations under this Agreement.

29. Arbitration.

a. In the event of any dispute between the parties hereto, the parties shall settle said dispute through arbitration (unless otherwise required by any applicable insurance policy or contract). In the event arbitration is the applicable form of dispute resolution, each party shall appoint one arbitrator and then the two previously selected arbitrators shall agree upon a third. The arbitration shall take place utilizing the then-current rules of the American Arbitration Association ("AAA") and shall take place in the State of Florida, County of Sarasota.

b. The parties shall have the right of limited pre-hearing discovery, in accordance with the U.S. Federal Rules of Civil Procedure, as then in effect, for a period not to exceed sixty (60) days.

c. As soon as the discovery is concluded, but in any event within thirty (30) days thereafter, the arbitrators shall hold a hearing in accordance with the aforesaid AAA rules. Thereafter, the arbitrators shall promptly render a written decision, together with a written opinion setting forth in reasonable detail the grounds for such decision. Any award by the arbitrators in connection with such decision may also provide that the prevailing party shall recover its reasonable attorneys' fees and other costs incurred in the proceedings, in addition to any other relief which may be granted.

d. Judgment may be entered in any court of competent jurisdiction to enforce the award entered by the arbitrators.

30. Amendment. This Agreement may not be modified or amended except by a writing signed by each party hereto against which any relevant term hereof is being enforced.

IN WITNESS WHEREOF, the parties hereto have set their hands by and through their duly authorized officers as of the date first above written.

SCHOOL:

Magnolia School for the Arts and Technology, Inc. dba International High School

_____ ,

Its: _____ ,

COMPANY:

Newpoint Education Partners, LLC

_____ .

Its: _____ .

CHARTER SCHOOL

Your Financial Services

Handbook

By

School Financial Services

Introduction

This handbook is to serve as a guide for various financial processes from your perspective.

Current technology is utilized so that completion of the processes can be expedited. As technology changes, procedures will be enhanced to continually advance our level of service.

The mission of SFS is to provide quality business and financial services to your school. This mission shall be accomplished using sound managerial and stewardship principles in an environment that stresses teamwork and cooperation at all levels.

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Charter School Employee Responsibilities

This section focuses primarily on activities involving charter school employees. There are also responsibilities of School Financial Services employees detailed in this section as well as they relate to the topics covered.

Deposits

Local Bank Account

- A local bank account has been or will be established to which all operating revenue, capital funding, and state and federal grants received by school will be deposited immediately upon receipt.
- Funds are deposited by the administrative assistant or designated school employee per Charter School Board policy. One employee will prepare the deposit slip and another will make the deposit, thus ensuring 2 employees are involved in cash receipts and deposits.
- Depending on the district, funds are deposited by the use of these methods:
 - Direct Deposit – Money from the district is transferred to the school's bank account. The validated deposit slip is then mailed to the school. In this instance, no one at the school is involved in making a deposit.
 - Remote Deposit – Money from the district is mailed or picked up by the school. After it is received by the administrative assistant or designated school employee approved by the Charter School Board, this employee will scan all checks or money orders into the remote deposit machine provided by the bank. Daily deposit limits are set by bank but can be overridden by bank if necessary. Original checks and money orders are kept in a locked, fireproofed cabinet for 90 days then destroyed by designated school employee such as administrative assistant per Charter School Board requirements.
 - Mailed or taken directly to bank – Money from the district is mailed or picked up by the school. The administrative assistant or designated school employee approved by the Charter School Board stamps checks or money orders "for deposit only" with school stamp noting the schools account number, fills out a deposit slip, makes a copy for record purposes and then mails or takes money for deposit to the bank.

- After administrative assistant completes the deposit, they will fax or email a copy of the checks received, the validated deposit slips and backup documentation to the banking specialist at SFS. The SFS banking specialist is responsible for reconciling the bank account and is not an authorized check signer.
- All fundraising activities, parent groups, or school support groups which do not use the school's Federal Employer Identification Number (FEIN) but have their own FEIN may establish a separate bank account for their use. The receipt and disbursement of these funds will not be accounted for by SFS or included in any financial reports prepared by SFS. Any group that uses the school's FEIN must be included in the school's General Ledger and Financial Statements.

Purchasing

(If applicable)

Purchase Requests

- To purchase goods and services, a Purchase Request (Appendix A) will require 2 or more people to approve. A Purchase Request will be initiated by the school employee or Charter School Board member making the request. The request will be approved by the site administrator or the designated Charter School Board member such as treasurer or similarly positioned member if one is delegated with this authority depending on Charter School Board policy. Typically RFP's over \$10,000 need to be approved by the Charter School Board but Charter School Board can adjust this limit as per their policy. Purchase request is emailed or faxed to SFS for processing. The Charter School Board sets the amounts that the site director may approve for purchase and the amounts the Charter School Board must approve.
- CSP purchases over \$750 will require approval of 2 or more employees or Board Members.
- The Purchase Request must be verified for transaction and budget authority. After the Purchase Request is processed, a Purchase Order (Appendix B) will be generated by SFS. Three copies of the Purchase Order will be generated. Two copies will be sent to the school, one copy to the originator of the Purchase Request and the receiving copy to the designated person to receive the goods. The third copy is the vendor copy used for order confirmation.

Travel

Reimbursement Requests

- Travel Reimbursement will be completed by submitting a Reimbursement of Travel Expense form (Appendix C). Only travel and related expenses approved by the site administrator or the delegated Charter School Board member will be reimbursed, according to Charter School Board policy.
 1. The mileage rate is set by Charter School Board.
 2. Meal reimbursement usually follows federal guidelines depending on Charter School Board policy.
 3. Lodging expenses are reimbursed fully unless Charter School Board policy states otherwise.
 4. Reimbursements for toll fees incurred are paid fully unless Charter School Board policy states otherwise.

Grant Travel (Effective During the Project Duration)

- Travel Reimbursement for CSP reimbursed travel: mileage and per diem are set to match the published guidelines by the Florida Department of Education.

Prepaid Credit Card Purchases

Uses and Limits of the Prepaid Credit Card

- The site administrator or administrative assistant may be issued a prepaid credit card upon Charter School Board request. The Prepaid Credit Card is primarily for low cost or urgent / emergency purchases. A monthly limit is established by Charter School Board not to exceed \$2,500.

Reconciliation Requirements

- Each purchase must be listed on the Prepaid Credit Card Log (Appendix D). On each Tuesday (providing the card has been used), this log and matching receipts will be sent by administrative assistant or card holder to SFS for reconciliation of purchases and restoration of the allotment if needed. The card will be restored to the account balance when it drops to or below 25% of the card limit. The designated ESP representative must approve expenses before any card is restored. It is recommended that the cardholder retain a copy of the log and receipts for their records.
- Each cardholder will receive a monthly printout of their individual Prepaid Credit Card Register. In the event a charge is incorrect, the cardholder can contact SFS to dispute the charge **within 60 days** of the transaction date.

Petty Cash Purchases

Uses and Limits of the Petty Cash Fund

- The site administrator or administrative assistant may be issued a petty cash fund upon Charter School Board request. The Petty Cash Fund is primarily for low cost or urgent / emergency purchases. A monthly limit is established by Charter School Board not to exceed \$500.

Reconciliation Requirements

- Each purchase must be listed on the Petty Cash Log (Appendix E). When requesting the fund be replenished, this log and matching receipts will be sent by administrative assistant or administrator to SFS for reconciliation of purchases and restoration of the allotment. The fund will be restored to the account balance when it drops to or below 25% of the limit. The designated ESP representative must approve expenses before any fund is restored. It is recommended that the school retain a copy of the log and receipts for their records.

Mail Received

Incoming Mail

- The site administrator or administrative assistant will be responsible to receiving and distributing incoming mail as needed.

Incoming Checks

- Checks received by the school are given immediately to the designated school employee approved by the Charter School Board. Designated employee stamps checks or money orders “for deposit only” with school stamp noting the schools account number, fills out a deposit slip, makes a copy for record purposes and then mails or takes money for deposit to the bank.

Invoice

Payment Process

- In order to process an invoice, the invoice must be approved by the site administrator via bill transmittal. After approval, the administrative assistant emails or faxes the bills to SFS. Due to auditing purposes, original invoices must be kept. If bills are emailed or faxed, originals can be mailed to SFS or housed at school depending on Charter School Board policy. Note on invoice or transmittal if previously submitted. The Accounts Payable Specialist then confirms the bill transmittal with invoice amount, verifying mathematical accuracy of the invoice and extensions. Accounts Payable Specialist must pay from an invoice rather than a statement or quote. This will help avoid duplicate payments or paying sales tax. Prior to payment, the bank register balance must be confirmed to have sufficient funds for invoice batch. The Accounts Payable Specialist, using Cougar Mountain Software, will process the checks. Once checks are printed, Accounts Payable Specialist will enter into bank register noting any special routing instructions.
- In order to meet the deadline of check processing, SFS must receive the bill transmittal no later than on Tuesday at noon of each week, unless it is urgent. The accounts payable specialist is required to generate a spreadsheet detailing invoices due before check processing begins on Thursday of each week. This is sent to and approved by designated ESP representative.
- Any Accounts Payable Specialist, who did not process the check batch, may review the batch. This includes checking that the amount has been approved and has supporting documentation, the check amount is correct, the remittance address has been verified, and initials check copy.

- SFS president will confirm the Accounts Payable Specialist's initials, spot checks for documentation at random, signs checks, and gives to mail clerk for distribution. The SFS president is not responsible for maintaining the general ledger. The mail clerk then checks for signature, makes copy of remittance to send with payment, and mails check by selected carrier, being UPS, Priority Mail, Express Mail, or regular mail.

Contracts

- The school will only enter into contracts supporting the mission of the school. All contracts will be written, signed and dated by the Board Designee, and approved by the Charter School Board.

Other Reimbursements and Payments

Reimbursement Requests

- In most cases, school related purchases will be handled by a Purchase Request, Prepaid Credit Card, or Travel Reimbursement. However, if a faculty member incurs a school-related expense that could not have been purchased by normal procedures he / she can submit the receipt to the site administrator for approval and submission for reimbursement to SFS. This request will be in writing with the original receipts attached.

Property

Property Requirements

- The State of Florida defines equipment as accountable property if the following criteria is met:
 1. It can last more than one year.
 2. It is nonexpendable; that is if damaged or worn out, it can be repaired without replaced.
 3. It does not lose its identity through fabrication or incorporation into a different or more complex unit.
 4. It exceeds \$750 per unit cost in value (see Grant Property below).
- When a school purchases equipment that meets the criteria above, SFS will send the site administrator a property number to attach to the property.

Annual Inventory

- An annual inventory, by each school, will be required of all property. SFS will send the site administrator an inventory list to verify the equipment's location.

Disposal Requests

- Property that has been assigned an inventory number and is listed on the annual inventory **cannot** be disposed of until approved. The site administrator will complete a Property Disposal Form (Appendix F) and send it to SFS.
- After SFS completes the request, approval and instructions for disposition will be sent back to the school.

Grant Property (Effective During the Project Duration)

- Property purchased with CSP Grant funds will meet all requirements as above, with the exception of it exceeds \$500 per unit cost in value

Budget

Annual Budget Requests

- SFS will prepare a proposed budget which combines input from the site administrator, Charter School Board, and ESP. Discretionary fund amounts will be budgeted by the site administrator and / or Charter School Board. SFS will send budget request information to the site administrator and / or Charter School Board for completion and will assist with projections and determining historical costs as needed.

Budget Amendment Requests

- The site administrator and / or Charter School Board may adjust and amended the school's discretionary budgeted funds as needed during the year. This will be done by submitting the request to SFS for approval and posting.

Investments, Loans, & Contributions

Investments

- The school will invest only in money market funds or certificates of deposit.

Loans

- All funds borrowed will be approved by the Charter School Board.

Contributions

- Donor Restricted
 - All funds accepted which are donor restricted shall be used only according to the terms of the donor
- Non-Restricted
 - All funds accepted which are non-restricted can be used for school operations or special projects as determined by the Principal and Charter School Board.

Insurance

The School will, at its own expense, provide evidence of insurance consistent with the Sponsor's requirements for insurance and in accordance with the time frame for providing that insurance as stated in the charter. The School will only acquire insurance from an insurer (carrier) that is authorized by the Department of Insurance of the State of Florida, or an eligible surplus line insurer under Florida Statutes. The insurer will have an AM Best rating of "A-" or better and financial size category of "IV" or better according to the latest edition of Best's key rating guide published by AM Best Company.

Insurance coverage will be in procurer and maintain coverage consistent with the Sponsor's requirements for insurance and expected to be as follows.

1. Health

The school will provide health and other group insurances to employees in amounts competitive with other employers.

2. Worker's Compensation Insurance

Part 1 as required in Florida Statute and Part II shall have the following limits: \$500,000 each accident; \$500,000 Disease - each employee; and \$500,000 disease – policy limit.

3. Commercial General Liability Insurance

One million per occurrence/3 million annual aggregate. The coverage for property damage may be subject to a maximum deductible of \$1,000 per occurrence.

4. Property Coverage

Property coverage insurance will be carried on all real and tangible property with a value greater than \$500.

5. School Leaders Errors and Omissions Insurance

One million dollars per claim/annual aggregate, maximum \$25,000 deductible.

Additionally, as needed, the school will establish the following coverages:

1. Fidelity Bonds

The School will carry fidelity bonds (limits as per charter agreement) on all employees whose duties include receiving or disbursing cash.

2. Automobile Liability Insurance

One million per occurrence/3 million annual aggregate including all owned, hired, and non-owned automobiles.

3. Builder's Risk Insurance

Insurance equal to the actual replacement cost for construction work.

SFS Employee Responsibilities

This section focuses primarily on activities involving employees of School Financial Services. These responsibilities are in addition to those of SFS Employees detailed above.

Company Overview

The school will contract with School Financial Services of Bonifay, Florida to provide assistance in the design, development, planning, financing, staffing, maintenance, operations, and fiscal oversight of the school.

School Financial Services provides back office accounting services to over 50 charter schools in Florida. The firm limits its practice to charter schools, thereby providing access to knowledgeable professionals who are focused on charter schools. The school will be working directly with Gary Scott, President of School Financial Services, and Keith Spence, Chief Operating Officer.

School Financial Services is SSAE 16 certified. SFS has undergone an attestation engagement performed by an independent certified public accounting firm under the guidelines of Statement on Standards for Attestation Engagements (SSAE) No. 16, Reporting on Controls at a Service Organization. The resulting report indicated a positive opinion of management's description of SFS's internal control system and suitability of the design and operational effectiveness of internal controls. This report provides two benefits to client schools of School Financial Services: (1) The school's independent auditor can reduce testing of transactions, thus reducing the cost of the school's audit, and (2) The school can have confidence in the services provided by School Financial Services.

Accounting System

School Financial Services uses Cougar Mountain Fund Accounting software, which is specifically designed for not-for-profits. Cougar Mountain has integrated general ledger, accounts payable, payroll, and bank reconciliation functions. The comprehensive nature of this software coupled with the internal controls in place facilitates the recording of transactions by fund, function, and object. This allows for transactions to be recorded accurately and appropriately, including properly identifying purchases of property. Property records are maintained in accordance with state requirements. Source documents supporting transactions are preserved, facilitating the audit process. General ledgers and books of original entry are kept so as to allow the preparation of financial statements in accordance with generally accepted accounting principles and in compliance with Redbook.

Having appropriate financial statements will allow the preparation of projections of budget performance and cash balances through the fiscal year, thus allowing the school to adjust activity as necessary to maintain fiscal integrity.

The system as described has undergone numerous audits of dozens of schools by at least 7 different auditors in three states without any finding relating to the accounting system, demonstrating the effectiveness of the process of fiscal management.

In order to provide financial information that is comparable to that reported for other public schools, the school will maintain all financial records in an accounting system that is in accordance with the accounts and codes prescribed in the most recent issue of the publication titled, "Financial and Program Cost Accounting and Reporting for Florida Schools" (Redbook), pursuant to § 1002.33(9)(i)1 of the Charter School Law. Thus, the School's accounting will be consistent with accounting conducted for Florida school districts and will contain a uniform chart of accounts for budgeting and financial reporting. The uniform chart of accounts addresses topics that include governmental accounting standards, program cost accounting, and reporting.

The documents comprising the accounting records will be kept in accordance with the General Records Schedule for Local Government Agencies GS1-L, as authorized by 119 and 257, FS.

Financial Statements

SFS, on behalf of the School, shall prepare monthly financial statements, which shall include a balance sheet and a statement of revenues, expenditures and changes in fund balance. The monthly financial statements shall be prepared in accordance with the function/object dimensions prescribed in the Florida DOE publication, Financial and Program Cost Accounting and Reporting for Florida Schools (the “Red Book”).

The School shall also prepare and maintain all reports required to be filed with the Government of the United States and the State of Florida. Such reports shall include, but are not limited to, all payroll tax returns and any required filing relating to the School’s non-profit status.

Detailed financial statements will be prepared on a monthly basis for analysis by the Charter School Board. These financial statements will be reviewed by the Charter School Board at monthly meetings and will be submitted to the Sponsoring District for monitoring/review.

The monthly financial statements will be in compliance with Rule 6A-1.0081, F.A.C and include:

- ❖ Balance Sheet
- ❖ Revenue and Expense Report
- ❖ Year-to-date comparison of budgeted vs. actual revenues and expenditures
- ❖ Notes to Accompany Financials, to include:
 - Actual enrollment at the time the statement is submitted
 - Projected enrollment for the current school year
 - Notes to the monthly financial statement to include other material information

Internal Controls

Internal controls are based on sound practice, such as segregation of duties or compensating controls, use of pre-numbered forms, limited access to cash, and monthly reporting to the Charter School Board and Sponsoring District. The business process also emphasizes the seamless and convenient delivery of service so that school staff can easily comply with internal controls and are able to concentrate on the educational process.

School Financial Services is SSAE 16 certified. SFS has undergone an attestation engagement performed by an independent certified public accounting firm under the guidelines of Statement on Standards for Attestation Engagements (SSAE) No. 16, Reporting on Controls at a Service Organization. The resulting report indicated a positive opinion of management's description of SFS's internal control system and suitability of the design and operational effectiveness of internal controls. This report provides two benefits to client schools of School Financial Services: (1) The school's independent auditor can reduce testing of transactions, thus reducing the cost of the school's audit, and (2) The school can have confidence in the services provided by School Financial Services.

The internal control policy of the School shall be guided by the following broad principles:

- ❖ Responsibility will be clearly established.
- ❖ Adequate records will be maintained.
- ❖ Assets will be insured & inventoried and appropriate employees bonded.
- ❖ Adequate procedures for cash receipts, cash disbursements, and record keeping will be in place.
- ❖ The School will undergo regular and independent audits.

Specific internal controls include, but are not limited to:

- ❖ Only one primary operating bank account will be maintained by the school (others may be maintained for internal funds)
- ❖ The bank statement will be opened intact by the reconciler
- ❖ The bank statement will be reconciled by an employee who has access to neither the general ledger nor check-writing system
- ❖ Items outstanding for 180 days will be investigated

- ❖ All funds will be deposited to the bank account on a daily basis intact or whenever practical. At a minimum, no receipts will go longer than three days without being deposited
- ❖ All checks received will be immediately stamped “For Deposit Only”
- ❖ Printed, pre-numbered receipts will be issued for all cash received whenever possible
- ❖ All disbursements will be made by check (except for minor petty cash disbursements). Printed, pre-numbered checks will be used and voided checks will be maintained to complete the number sequence. (School personnel may be permitted use of a pre-paid debit card for emergency purchases or to facilitate local transactions where a card is required. This account is only resupplied after reconciliation of prior use with a complete and full accounting of expenditures supported by receipts)
- ❖ Checks require two signatures
- ❖ Checks will not be pre-signed under any circumstances
- ❖ Checks for expenses other than payroll will be issued only upon verification by the Principal of receipt of the good or services ordered in good condition and correct quantity. The School may authorize SFS to make disbursements for contracted services, leases, notes payable, ongoing commitments, etc., payables for goods/services that are confirmed as rendered/received by the School and within the limits of the approved budget
- ❖ Appropriate documentation will be maintained for disbursements (invoice, contract, etc). All invoices will be reviewed and initialed for approval before a check is issued
- ❖ Employees will be paid only upon verification of employment by Charter School Board action
- ❖ Appropriate legal forms (W-4, I-9, etc) must be completed prior to employees being paid
- ❖ Investment activity will comply with 112.661, FS
- ❖ Property will be tagged
- ❖ Property will be inventoried at least annually
- ❖ Discrepancies in the property inventory will be investigated and reconciled
- ❖ Financial statements (see below) will be reviewed by Charter School Board monthly, evidenced by action

- ❖ The budget will be approved by the Charter School Board prior to the beginning of each fiscal year, evidenced by action
- ❖ Budget amendments will be approved as necessary
- ❖ Financial reports will be submitted to the sponsor as required by Charter and Rule
- ❖ School financial records, including files for receipts, invoices, bank statements, and cancelled checks will be kept up-to-date and fully accessible at all times
- ❖ An annual audit will be conducted by an independent CPA (see below)
- ❖ Under no circumstances are school funds to be used for personal benefit or gain or administration or staff

Additionally, Bank Reconciliation and Bank Registers will be submitted to the Charter School Board along with the financial statements.

Providing further transparency, the Principal and Charter School Board will have access to the bank register and images of paid invoices and checks at any time through an on-line document storage facility.

Annual Financial Audit

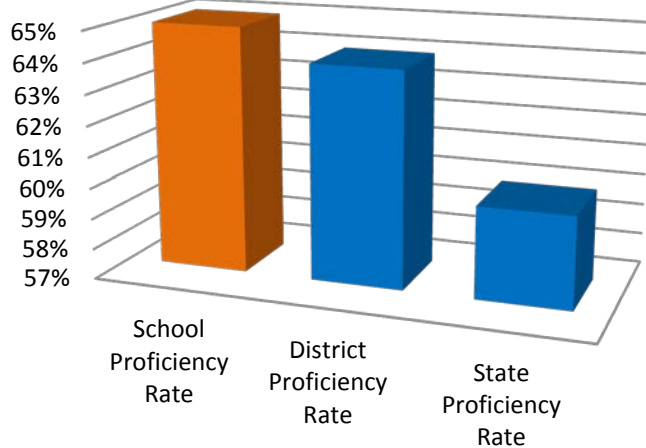
The School will adhere to the audit selection requirements per Florida Statutes and the Auditor General Requirements and ensure that the Audit Report checklist (§11.45(3)(a), Florida Statutes accompany the audit in a timely manner according to the dates agreed upon for audited and unaudited reports between the Sponsor and the Board in the Charter. The auditing firm shall be selected by request for proposal (RFP) process and only those firms experienced in audits of charter schools will be considered. The audit will be of assistance to the School's Governing Board in carrying out its responsibility to assure that its financial resources are properly managed.



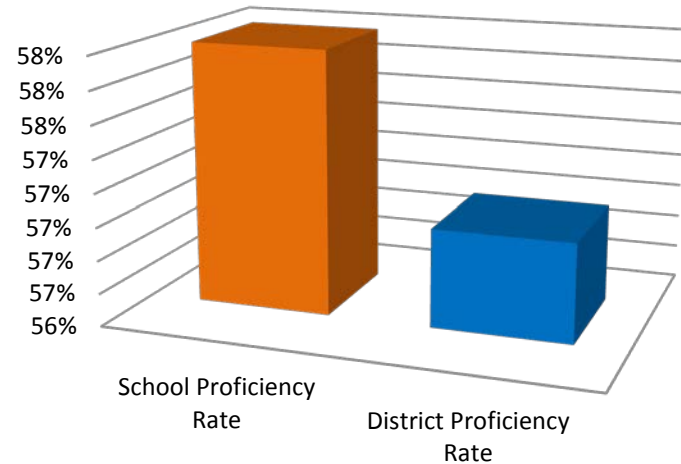
2012-13 Academic Performance

Newpoint Bay High School

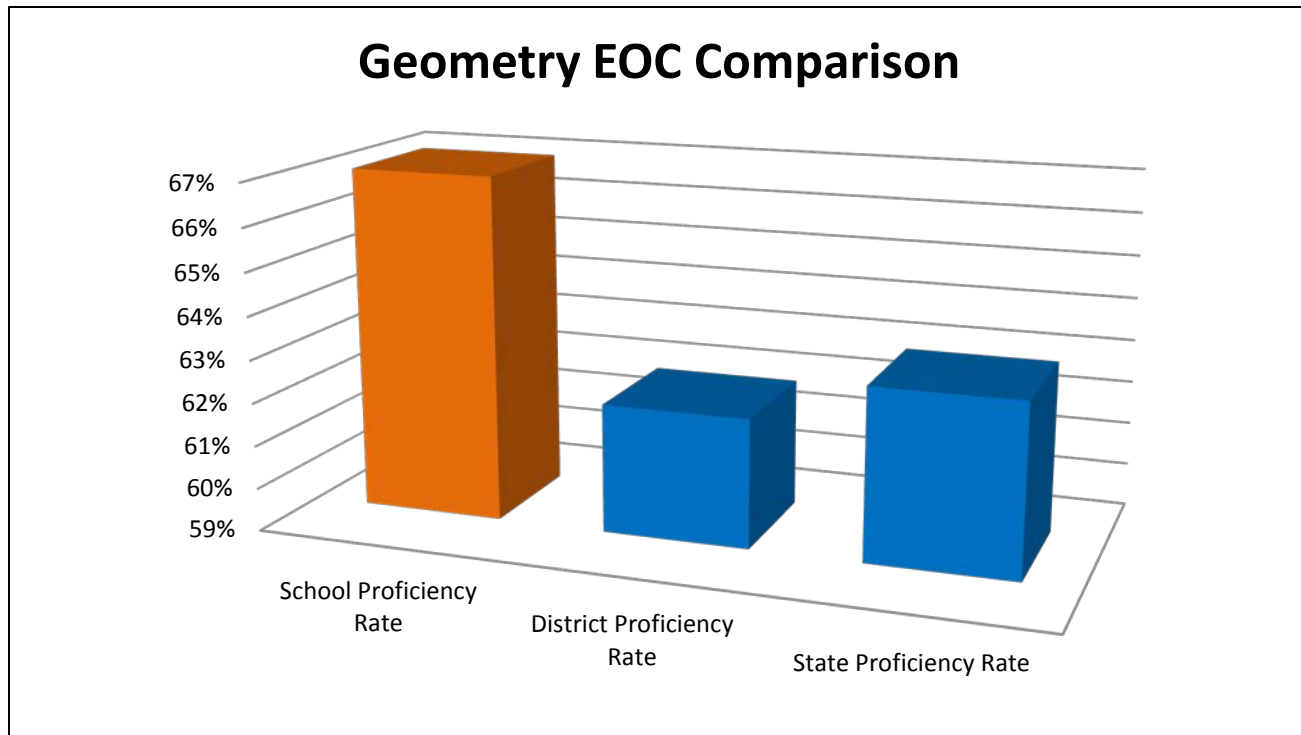
**10th Grade Biology EOC
Comparison**



**9th Grade Algebra EOC
Comparison**

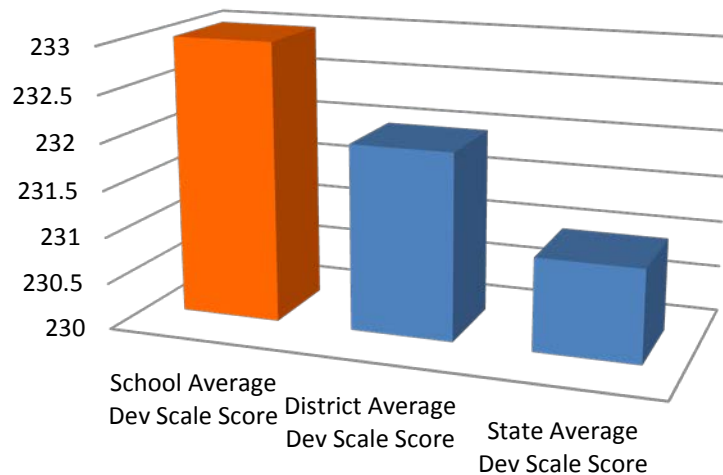


Newpoint Bay High School

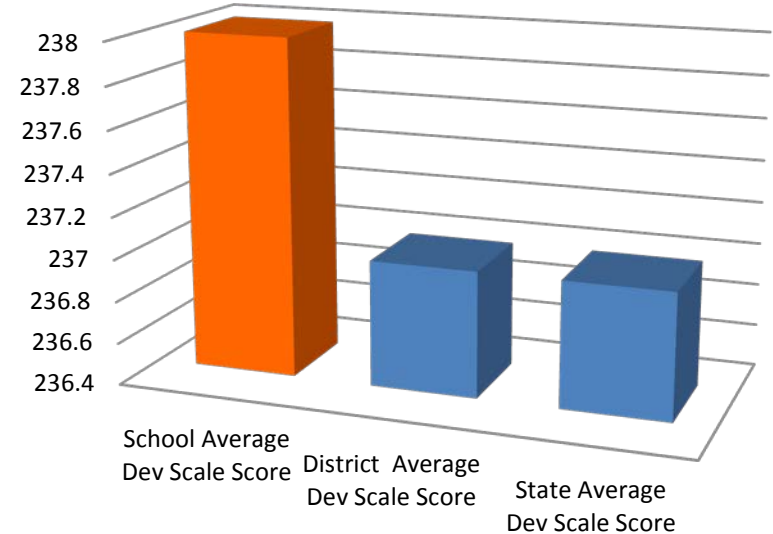


Newpoint Bay Middle Academy

7th Grade FCAT Reading Comparison

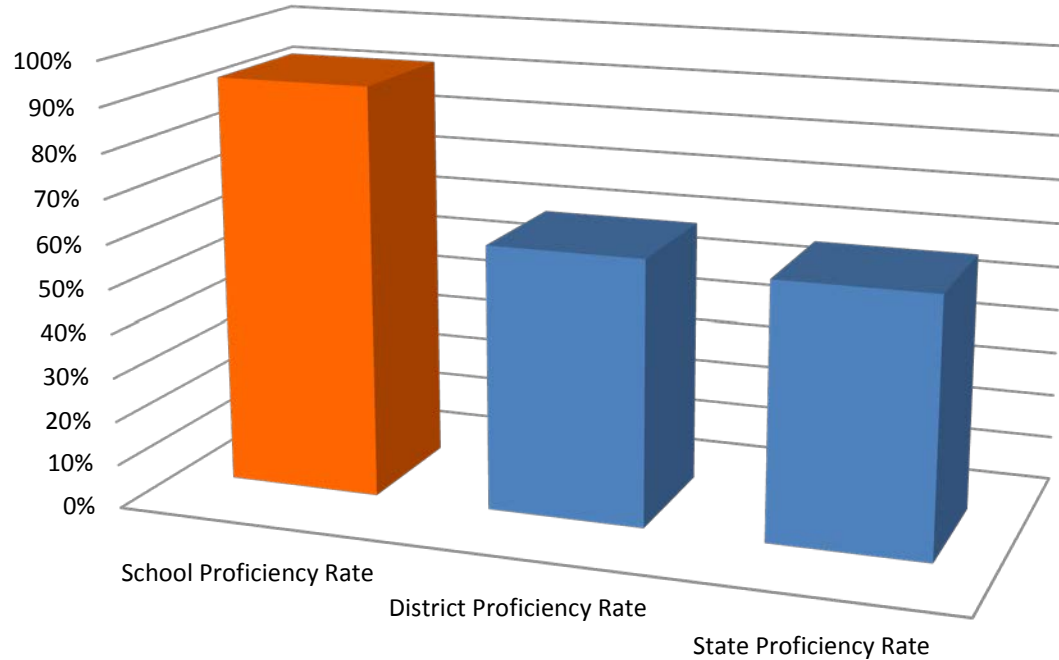


8th Grade FCAT Reading Comparison



Newpoint Bay Middle Academy

Algebra EOC Comparison

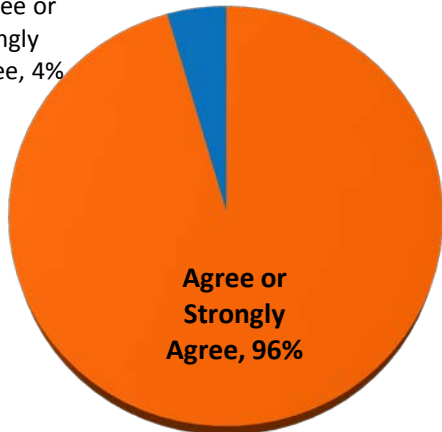


Newpoint Bay

Parent Satisfaction Surveys, Spring 2013

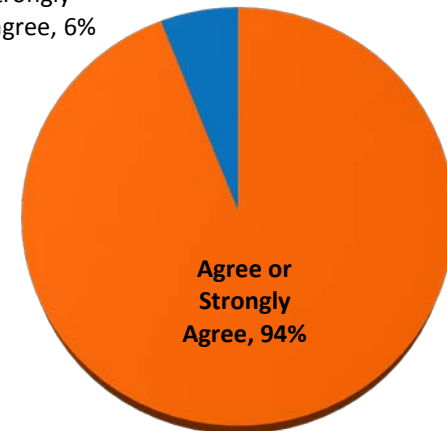
Overall, I am very satisfied with Newpoint Bay

Disagree or
Strongly
Disagree, 4%



Overall, my child seems very satisfied with Newpoint Bay

Disagree or
Strongly
Disagree, 6%

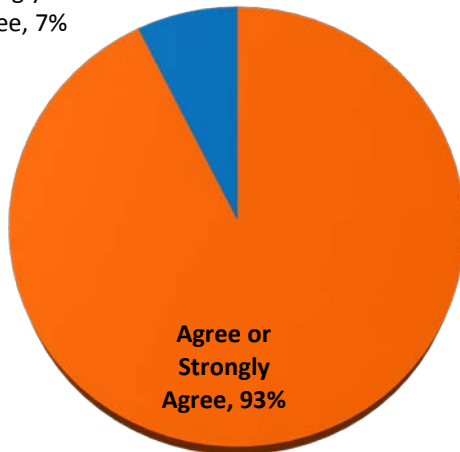


Newpoint Bay

Student Satisfaction Surveys, Spring 2013

Overall, my teachers know the material they are teaching.

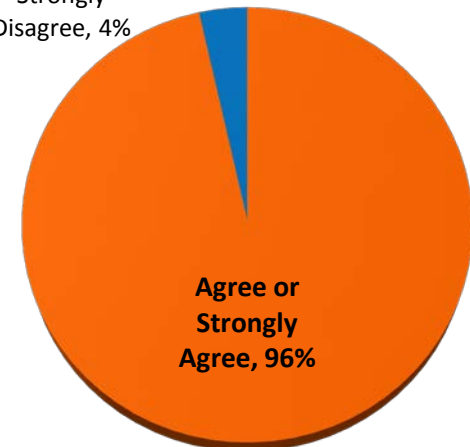
Disagree or
Strongly
Disagree, 7%



Agree or
Strongly
Agree, 93%

Overall, my teachers care about me and my education.

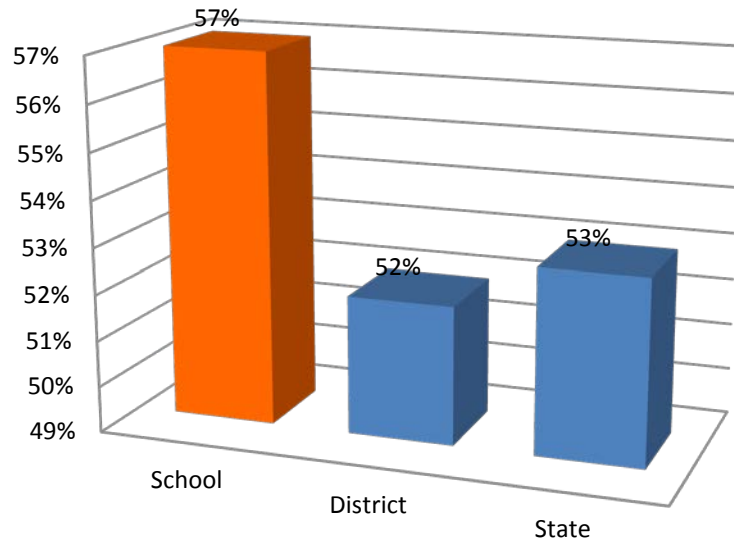
Disagree or
Strongly
Disagree, 4%



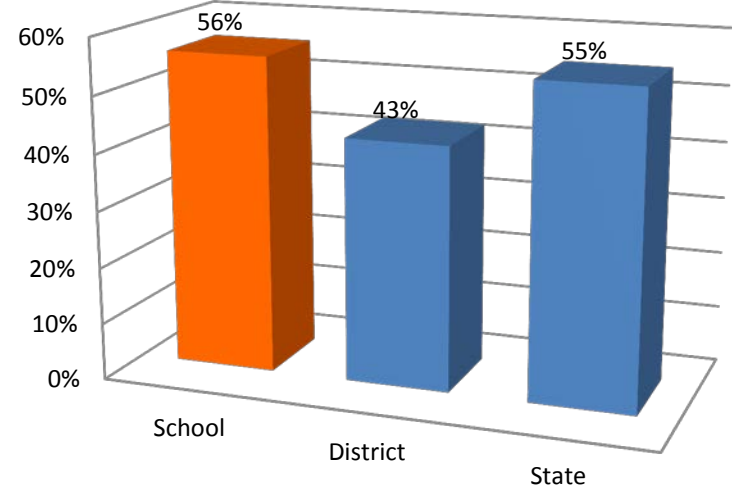
Agree or
Strongly
Agree, 96%

Newpoint Pinellas High School

9th Grade Reading FCAT Comparison

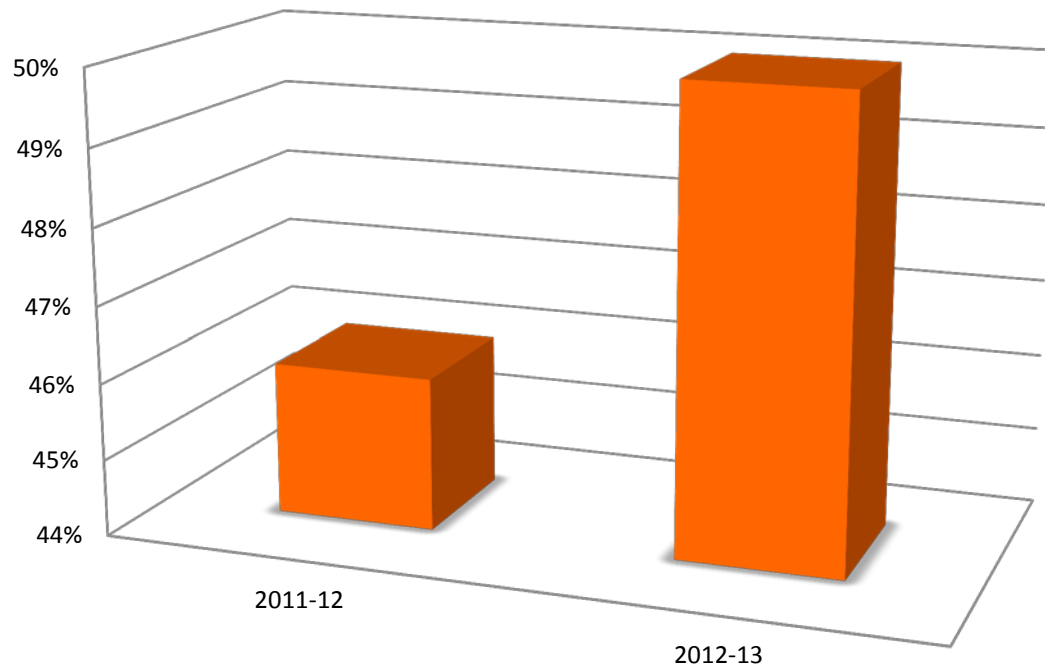


10th Grade Biology EOC Comparison



Newpoint Pinellas High School

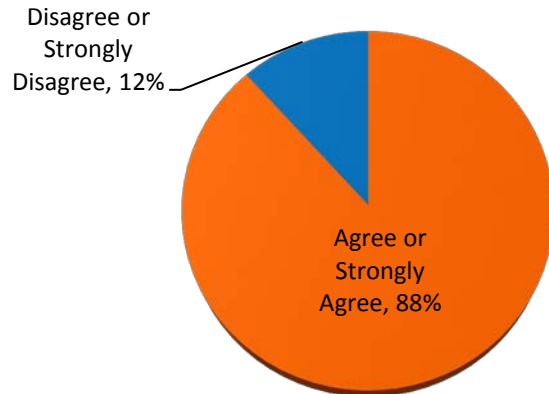
Year-to-Year Growth Algebra EOC



Newpoint Pinellas High School

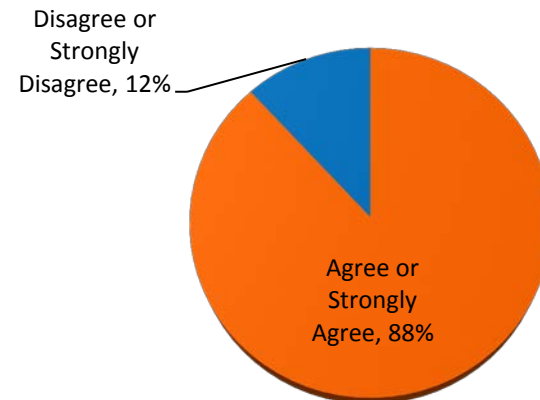
Student Survey 2012-13

**I believe that my education at Newpoint
will prepare me for college or post-
secondary education.**



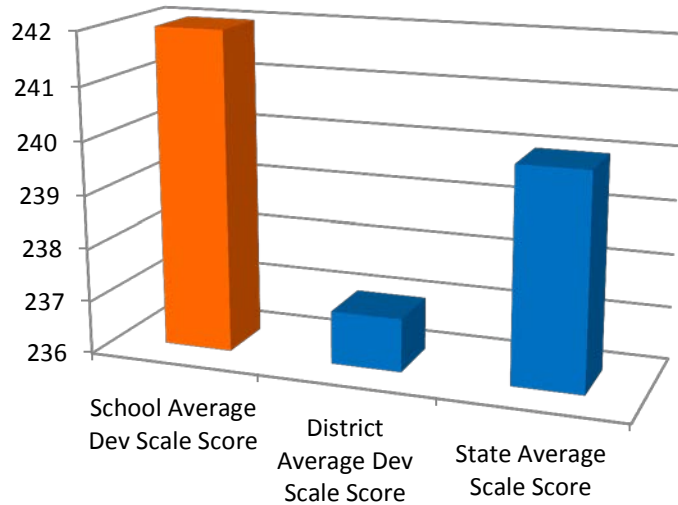
Student Survey 2012-13

**Overall, my teachers know the material
they are teaching.**

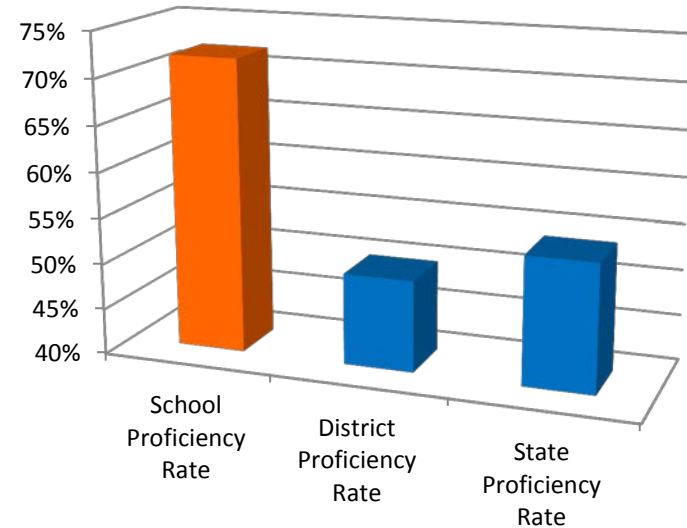


Newpoint Pensacola High School

9th Grade FCAT, Spring 2013

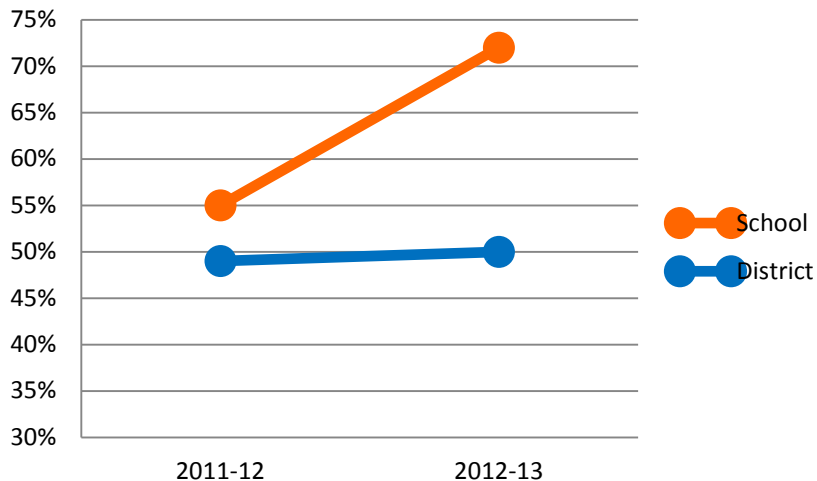


10th Grade FCAT, Spring 2013

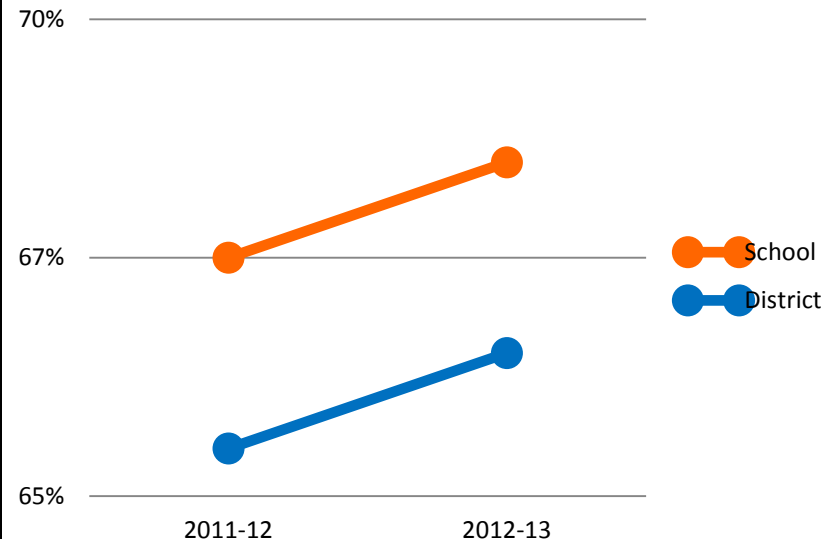


Newpoint Pensacola High School

10th Grade FCAT Growth Comparison

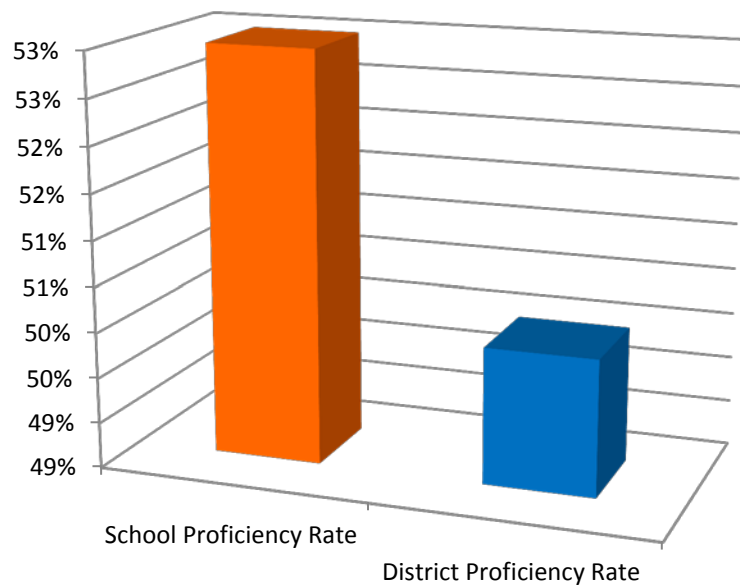


Algebra EOC Growth Comparison

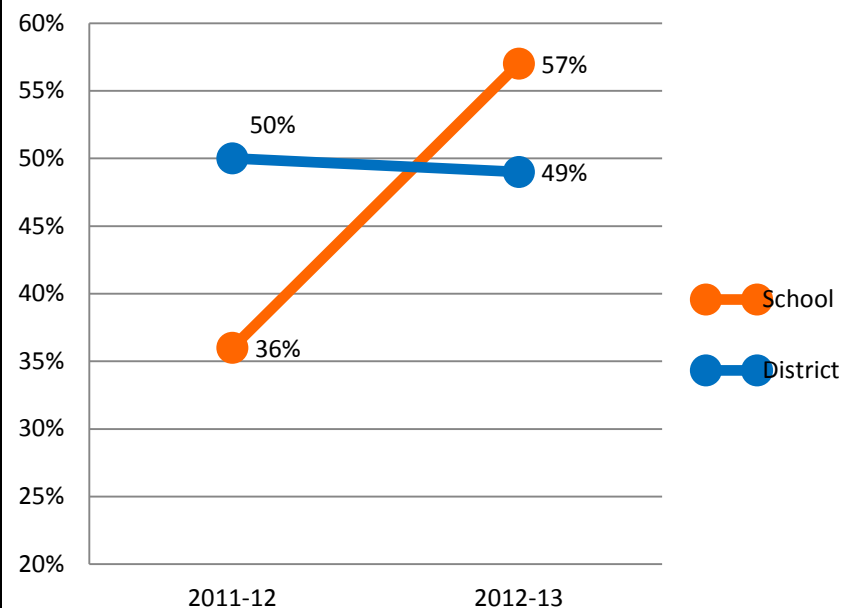


Newpoint Pensacola Middle Academy

6th Grade FCAT, 2012-13

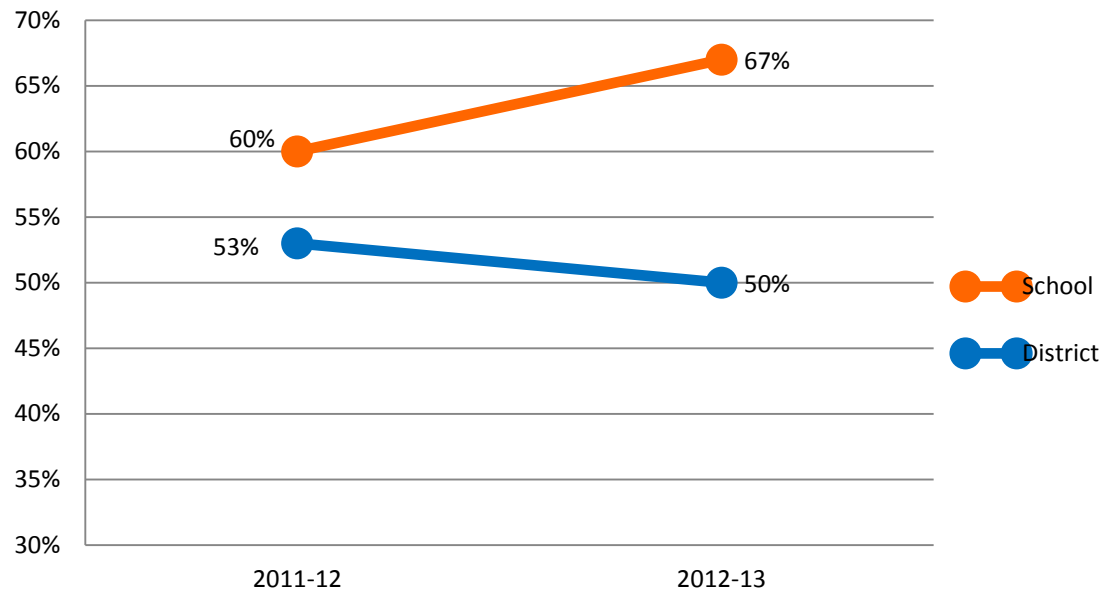


6th Grade FCAT Growth



Newpoint Pensacola Middle Academy

7th Grade FCAT Growth

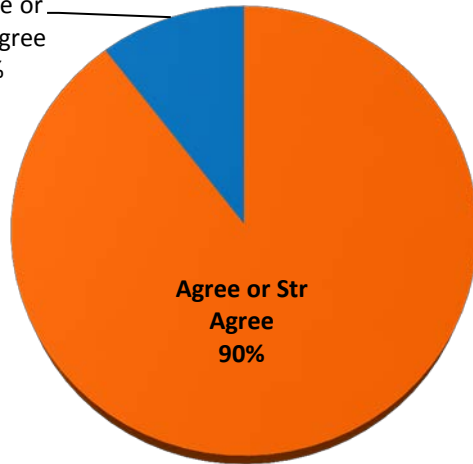


Newpoint Pensacola

Student Satisfaction Surveys 2012-13

Overall, my teachers care about me and my education.

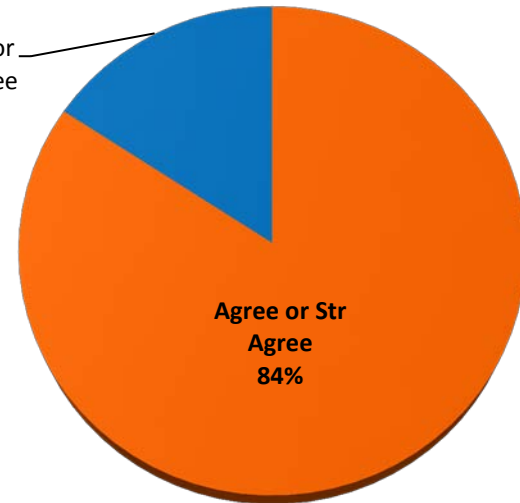
Disagree or
Str Disagree
10%



**Agree or Str
Agree
90%**

Overall, I am glad that I attend Newpoint

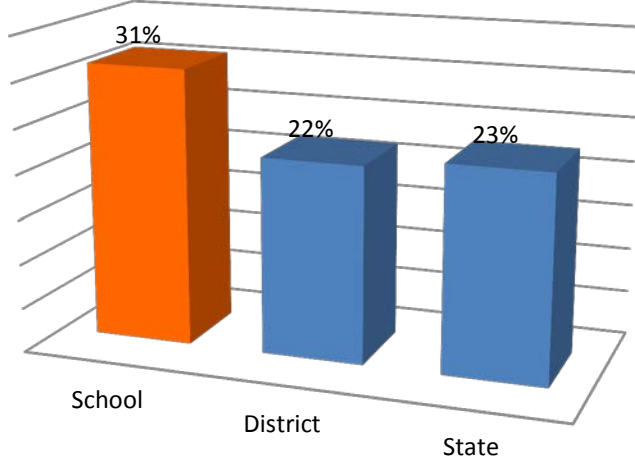
Disagree or
Str Disagree
16%



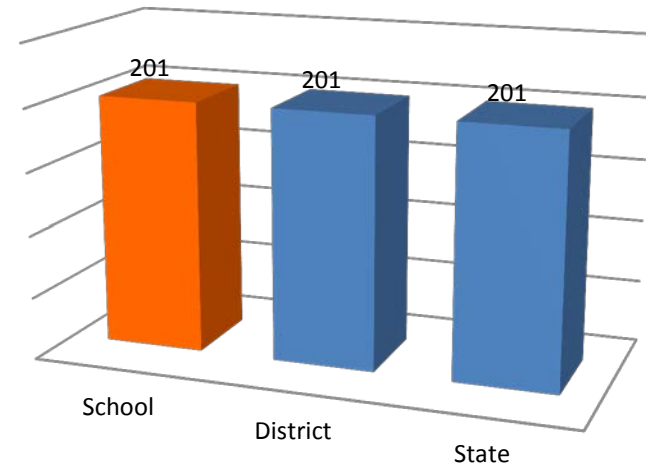
**Agree or Str
Agree
84%**

Windsor Preparatory Academy

**3rd Grade FCAT Level 4 Percentage
Comparison
(First year of operation)**



**3rd Grade FCAT Developmental
Scale Score
(First year of operation)**

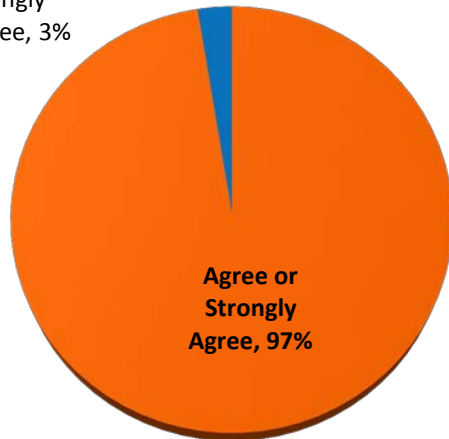


Windsor Preparatory Academy

Parent Satisfaction Surveys 2012-13

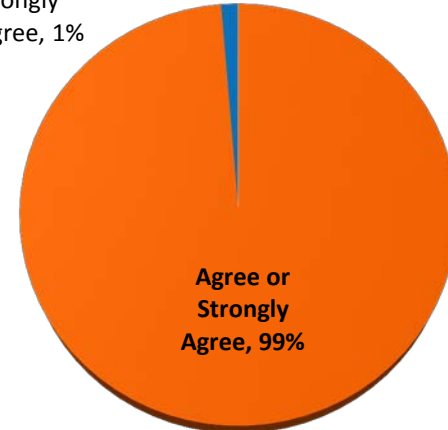
**Overall, I am very satisfied with
Windsor Preparatory Academy**

Disagree or
Strongly
Disagree, 3%



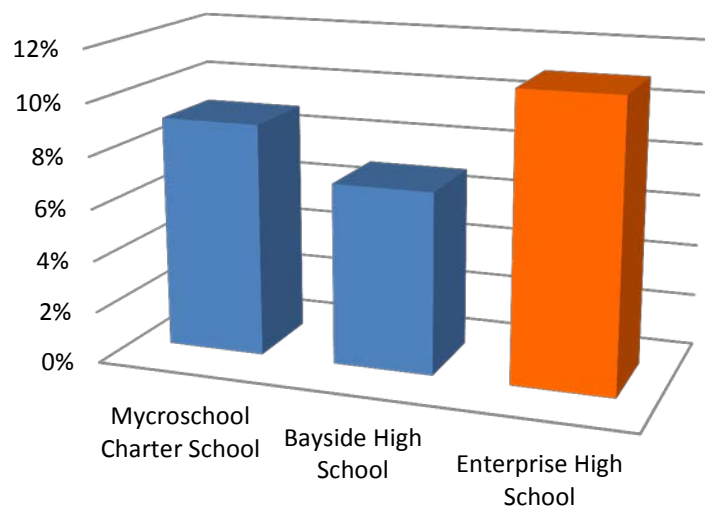
**I am satisfied with the frequency of
communications from the school**

Disagree or
Strongly
Disagree, 1%

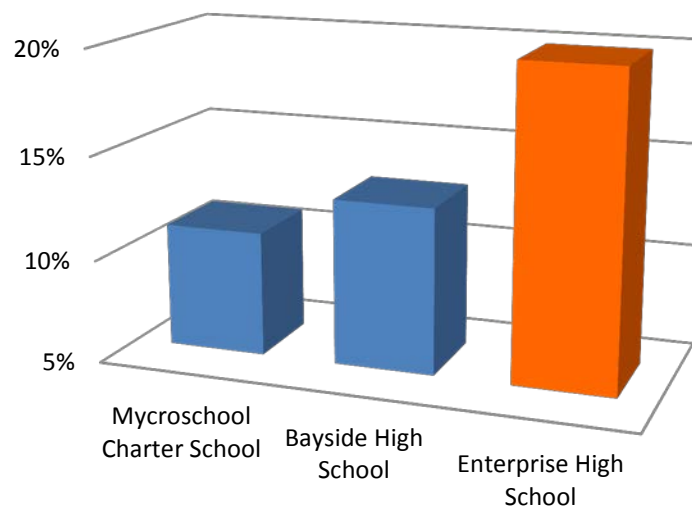


Enterprise High School

**12th Grade FCAT, Reading Retake
Comparison, 2012-13**



**12th grade FCAT, Math Retake
Comparison, 2012-13**

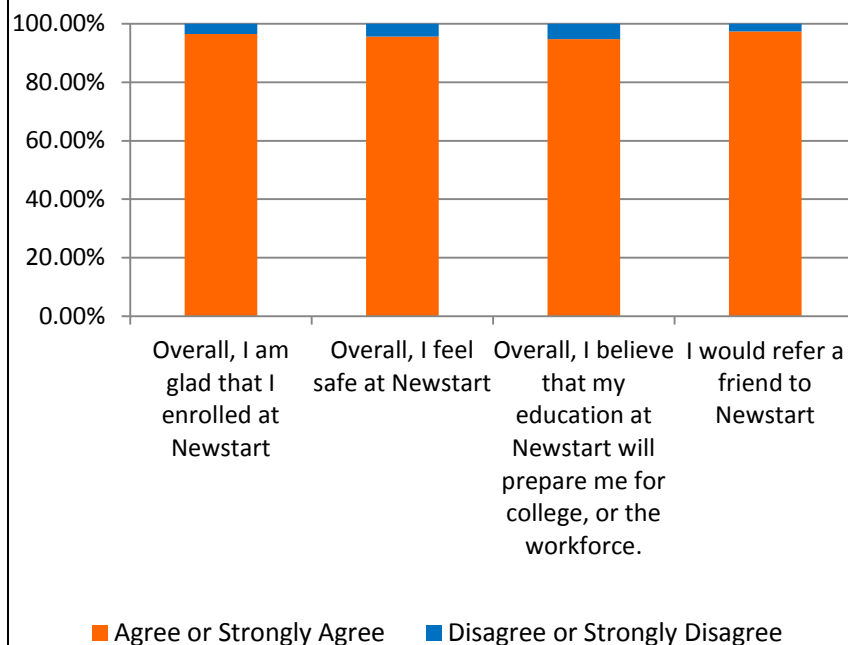
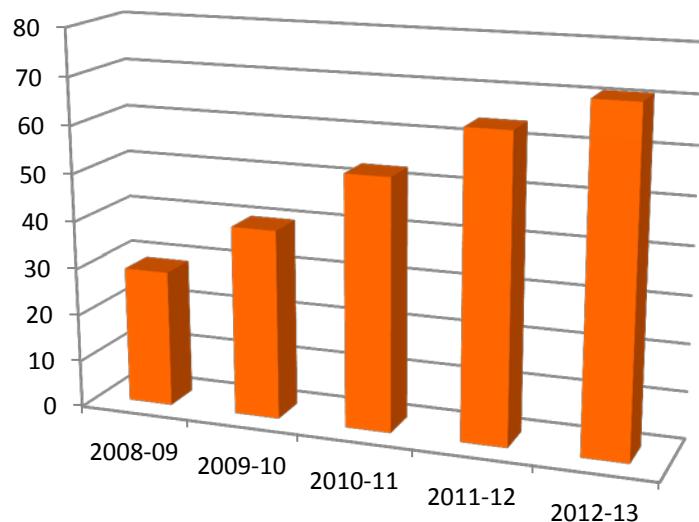


Enterprise High School is an alternative charter high school that serves students who have dropped out or are at-risk of dropping out of high school

Enterprise High School

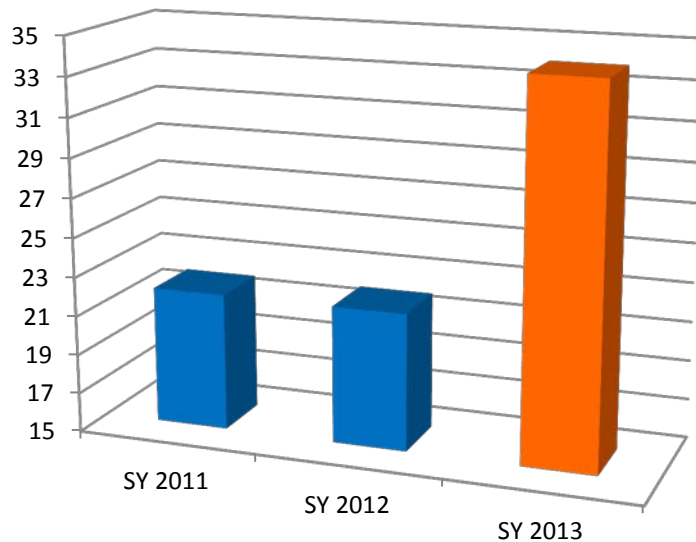
Student Satisfaction Surveys 2012-13

Number of Graduates

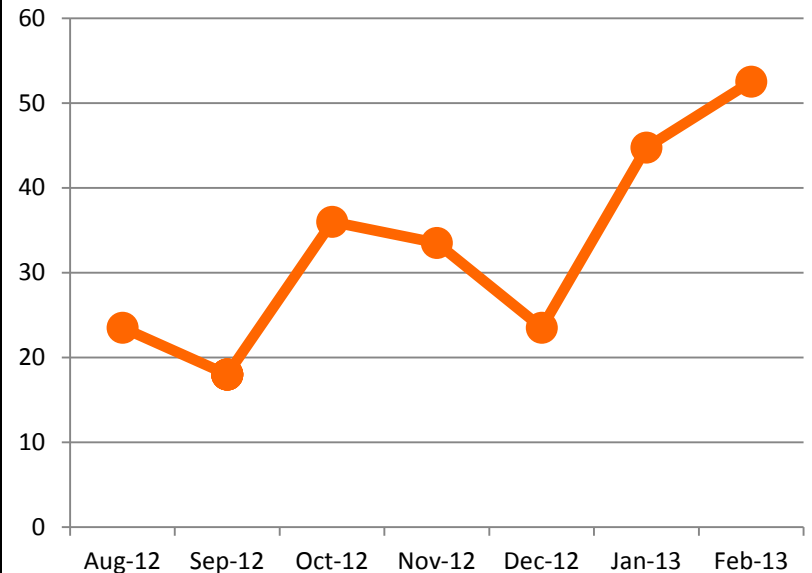


Towpath Trail High School

Graduates per Year



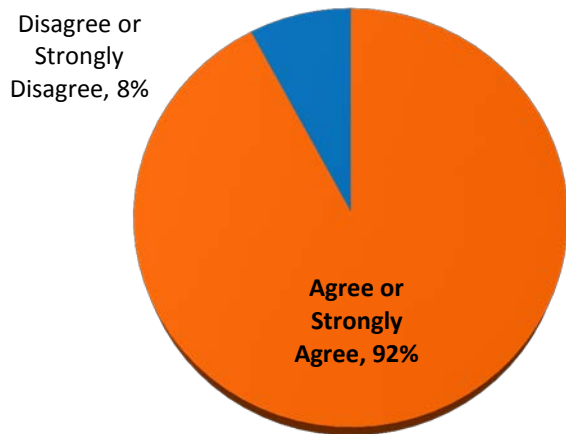
Credits Earned Per Month



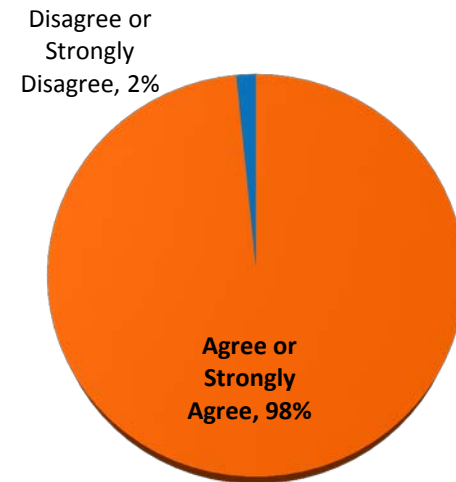
Towpath Trail High School

Student Satisfaction Surveys 2012-13

**Overall, I believe that my education at
Towpath Trail will prepare me for
college or the workforce**

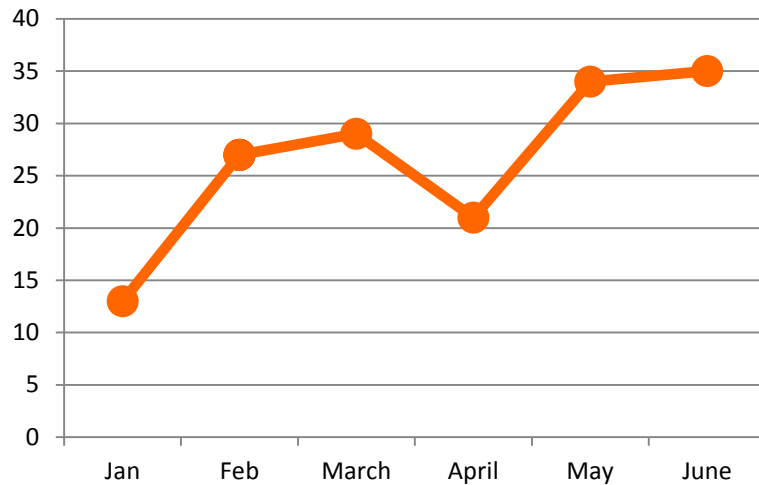


**Overall, I am glad that I enrolled at
Towpath Trail High School**

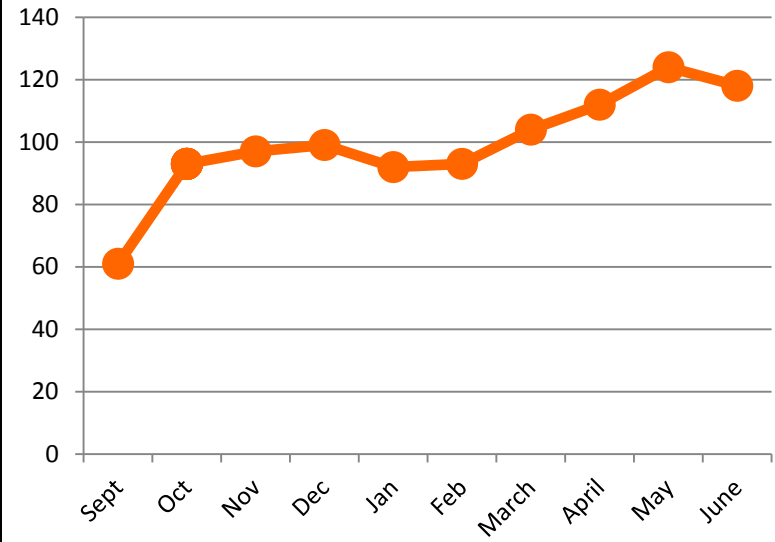


Invictus High School

**Credits Earned Per Month,
2012-13**



Enrollment, 2012-13

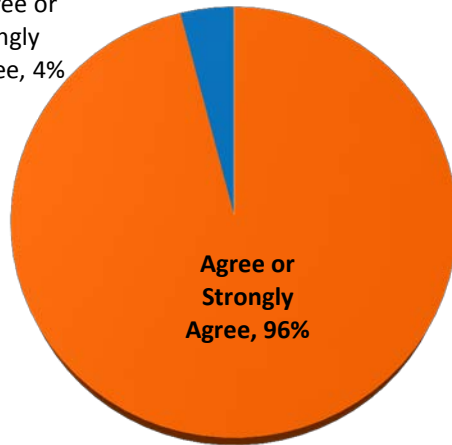


Invictus High School

Student Satisfaction Surveys 2012-13

**Overall, I am glad that I enrolled at
Invictus High School**

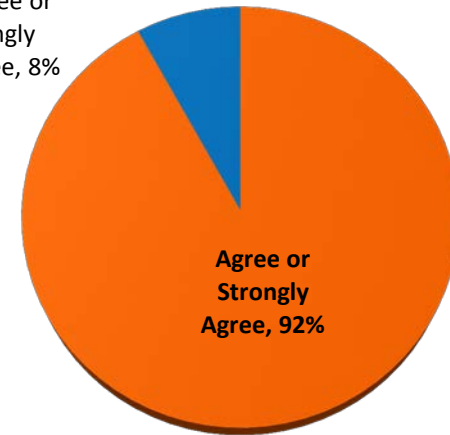
Disagree or
Strongly
Disagree, 4%



**Agree or
Strongly
Agree, 96%**

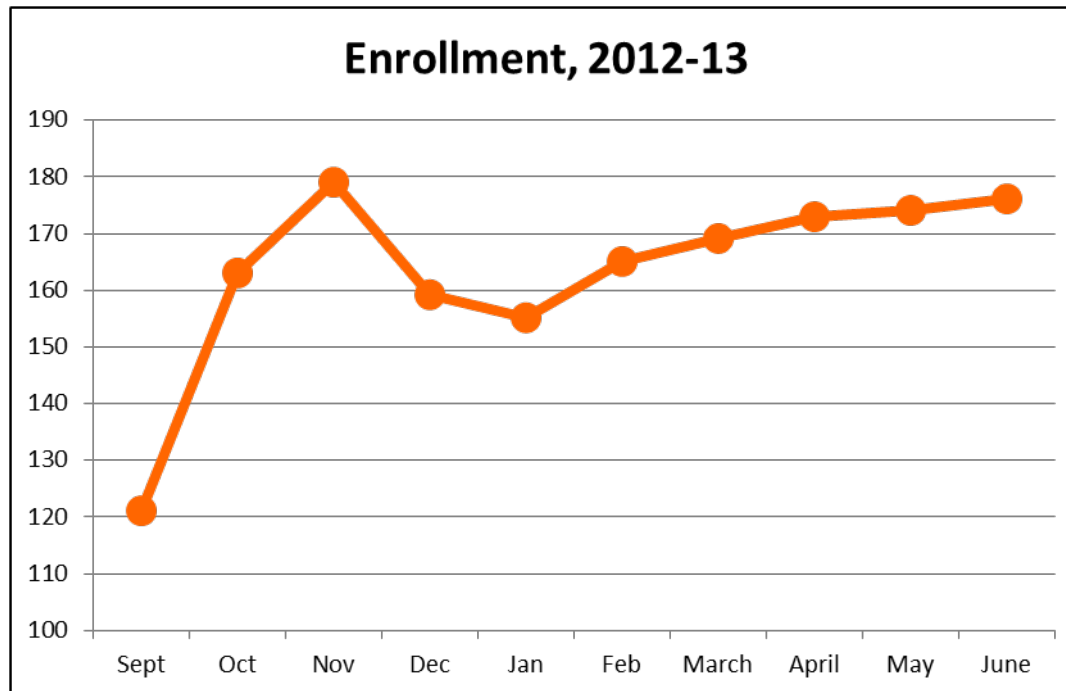
**Overall, I believe that my education at
Invictus will prepare me for college or
the workforce**

Disagree or
Strongly
Disagree, 8%



**Agree or
Strongly
Agree, 92%**

Lake Erie International High School

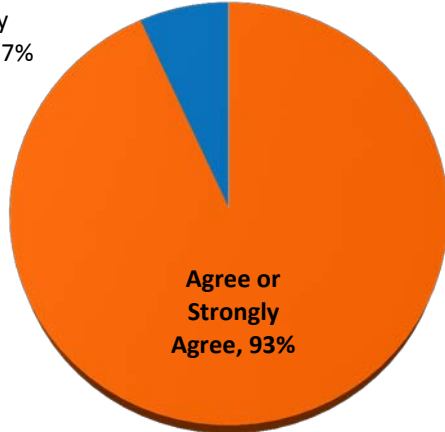


Lake Erie international High School

Student Satisfaction Surveys 2012-13

Overall, I believe that my education at Lake Erie High School will prepare me for college or the workforce

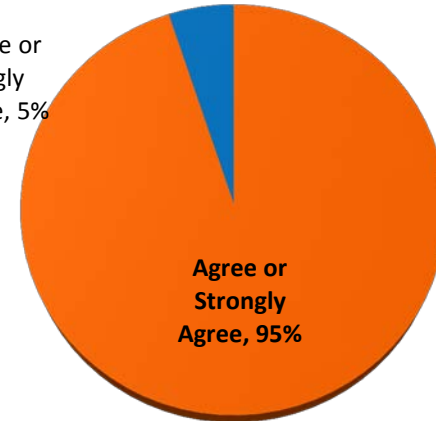
Disagree or
Strongly
Disagree, 7%



**Agree or
Strongly
Agree, 93%**

Overall, I am glad that I enrolled at Lake Erie High School

Disagree or
Strongly
Disagree, 5%



**Agree or
Strongly
Agree, 95%**

NEWPOINT BAY CHARTER HIGH SCHOOL

A Charter School and Component Unit of the District School Board of Bay County, Florida

MANAGEMENT'S DISCUSSION AND ANALYSIS - (Unaudited)

The Management's Discussion and Analysis (MD&A) section of the annual financial report of the Newpoint Bay Charter High School ("School") provides an overview of the School's activities for the fiscal year ended June 30, 2012.

Because the information contained in the MD&A is intended to highlight significant transactions, events, and conditions, it should be considered in conjunction with the School's financial statements and notes to financial statements found on pages 8 through 23.

FINANCIAL HIGHLIGHTS

- For the fiscal year ended June 30, 2012, the School's expenses exceeded revenues as shown on the School's statement of activities by \$49,449.
- As shown on the statement of net assets, the School reported an unrestricted Net Asset balance of \$144,671.

OVERVIEW OF THE FINANCIAL STATEMENTS

The basic financial statements consist of three components:

- Government-wide financial statements
- Fund financial statements
- Notes to financial statements

Government-Wide Financial Statements

The government-wide financial statements provide both short-term and long-term information about the School's overall financial condition in a manner similar to those of a private-sector business. The statements include a statement of net assets and a statement of activities that are designed to provide consolidated financial information about the governmental and business-type activities of the School presented on the accrual basis of accounting. The statement of net assets provides information about the government's financial position, its assets and liabilities, using an economic resources measurement focus. The difference between the assets and liabilities, the net assets, is a measure of the financial health of the School. The statement of activities presents information about the change in the School's net assets and the results of operations, during the fiscal year. An increase or decrease in net assets is an indication of whether the School's financial health is improving or deteriorating. To assess the overall financial position of the School, one needs to consider additional non-financial factors such as changes in the School student base funding level.

Fund Financial Statements

Fund financial statements are one of the components of the basic financial statements. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. Fund financial statements provide more detailed information about the School's financial activities, focusing on its most significant funds rather than fund types. This is in contrast to the entity-wide perspective contained in the government-wide statements.

Governmental Funds. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, the governmental funds utilize a spendable financial resources measurement focus rather than the economic resources measurement focus found in the government-wide financial statements. The financial resources measurement focus allows the governmental fund statements to provide information on near-term inflows and outflows of spendable resources as well as balances of spendable resources available at the end of the fiscal year.

The governmental fund statements provide a detailed short-term view that may be used to evaluate the School's near-term financing requirements. This short-term view is useful when compared to the long-term view presented as governmental activities in the government-wide financial statements. To facilitate this comparison, both the governmental funds balance sheet and the governmental funds statement of revenues, expenditures, and changes in fund balances provide a reconciliation of governmental fund to governmental activities.

The governmental funds balance sheet and statement of revenues, expenditures, and changes in fund balances provide detailed information about the School's most significant funds. The School operates one fund, a General Fund to account for its general operations and internal account activities. For reporting purposes the General Fund is the only major fund of the School.

The School adopts an annual budget for its governmental funds. A budgetary comparison schedule, as required, has been provided for the General Fund to demonstrate compliance with the budget.

Notes to Financial Statements

The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund financial statements.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

Net assets may serve over time as a useful indicator of a government's financial position. The following is a summary of the School's net assets as of the fiscal years ended June 30, 2011 and June 30, 2012:

	Net Assets, End of Year		
	Governmental Activities		
	6-30-11	6-30-12	Increase (Decrease)
ASSETS			
Current and Other Assets	\$ 150,156	\$ 166,061	\$ 15,905
Capital Assets, Net	222,823	173,274	(49,549)
Total Assets	<u>\$ 372,979</u>	<u>\$ 339,335</u>	<u>\$ (33,644)</u>
LIABILITIES			
Current Liabilities	<u>\$ 5,585</u>	<u>\$ 21,390</u>	<u>\$ 15,805</u>
Total Liabilities	<u>5,585</u>	<u>21,390</u>	<u>15,805</u>
NET ASSETS			
Invested in Capital Assets, Net of Related Debt	222,823	173,274	(49,549)
Unrestricted	144,571	144,671	100
Total Net Assets	<u>367,394</u>	<u>317,945</u>	<u>(49,449)</u>
Total Liabilities and Net Assets	<u>\$ 372,979</u>	<u>\$ 339,335</u>	<u>\$ (33,644)</u>

The School's assets consist of cash & cash equivalents, accounts receivable, deposits, and capital assets. Liabilities consist of outstanding accounts payable to vendors. The School reported an unrestricted net asset balance of \$144,671.

The key elements of the changes in the School's net assets for the fiscal years ended June 30, 2011 and June 30, 2012, are as follows:

Operating Results for the Year			
	<u>Governmental Activities</u>		<u>Increase (Decrease)</u>
	<u>6-30-11</u>	<u>6-30-12</u>	
Revenues:			
Federal sources	\$ 33,163	\$ -	\$ (33,163)
State and Local sources	1,055,548	815,144	(240,404)
Grants, Contributions and Other	21,907	47,324	25,417
Total Revenues	<u>1,110,618</u>	<u>862,468</u>	<u>(248,150)</u>
Expenses:			
Instruction	338,273	345,978	7,705
Pupil Personnel Services	39,712	42,077	2,365
Instruction & Curriculum Development	-	-	-
Instructional Staff Training	3,100	125	(2,975)
Instructional Related Technology	-	4,809	4,809
Board of Education	157,468	49,195	(108,273)
School Administration	197,019	147,167	(49,852)
Facilities Acq. & Construction	210,000	135,000	(75,000)
Fiscal Services	16,422	11,002	(5,420)
Food Services	11,658	26,443	14,785
Pupil Transportation	34,412	33,767	(645)
Operation of Plant	67,638	54,247	(13,391)
Maintenance of Plant	3,274	5,363	2,089
Community Service	5,533	803	(4,730)
Debt Service - Interest	1,948	6,392	4,444
Unallocated Depreciation	49,472	49,549	77
Total Expenses	<u>1,135,929</u>	<u>911,917</u>	<u>(224,012)</u>
Increase in Net Assets	<u>\$ (25,311)</u>	<u>\$ (49,449)</u>	<u>\$ (24,138)</u>

The largest revenue source for the School is the State of Florida (93%). Revenues from State sources for current operations are primarily received through the Florida Education Finance Program (FEFP) funding formula. The FEFP formula utilizes student enrollment data to determine the funds available for the School.

The largest concentrations of expenses were for instructional expenses (38%), facilities acquisition and construction (15%), and school administration (16%) during the year.

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS

Governmental Funds

As the School completed the year, its governmental funds reported a combined fund balance of \$144,671.

BUDGETARY HIGHLIGHTS

The general fund budget for the fiscal year ended June 30, 2012, was developed based on the School's anticipated revenues and expenditures and the expected student population for the school year. Actual expenditures were equal to the final budgeted expenditures. Refer to the Budgetary Comparison Schedule – General Fund for additional reference.

CAPITAL ASSETS AND DEBT ADMINISTRATION

The School's investment in capital assets for its governmental activities as of June 30, 2012, amounts to \$173,274 (net of accumulated depreciation). This investment in capital assets includes furniture, fixtures, and equipment. Additional information regarding the School's capital assets is located in Note 3 to the financial statements.

REQUESTS FOR INFORMATION

This financial report is designed to provide a general overview of the Newpoint Bay Charter High School's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to School Financial Services, Inc., Post Office Box 250, Bonifay, Florida 34425.

NEWPOINT BAY ACADEMY

A Charter School and Component Unit of the District School Board of Bay County, Florida

MANAGEMENT'S DISCUSSION AND ANALYSIS - (Unaudited)

The Management's Discussion and Analysis (MD&A) section of the annual financial report of the Newpoint Bay Academy ("School") provides an overview of the School's activities for the fiscal year ended June 30, 2012.

Because the information contained in the MD&A is intended to highlight significant transactions, events, and conditions, it should be considered in conjunction with the School's financial statements and notes to financial statements found on pages 8 through 23.

FINANCIAL HIGHLIGHTS

- For the fiscal year ended June 30, 2012, the School's expenses exceeded revenues as shown on the School's statement of activities by \$10,473.
- As shown on the statement of net assets, the School reported a total net asset balance of \$170,927.

OVERVIEW OF THE FINANCIAL STATEMENTS

The basic financial statements consist of three components:

- Government-wide financial statements
- Fund financial statements
- Notes to financial statements

Government-Wide Financial Statements

The government-wide financial statements provide both short-term and long-term information about the School's overall financial condition in a manner similar to those of a private-sector business. The statements include a statement of net assets and a statement of activities that are designed to provide consolidated financial information about the governmental and business-type activities of the School presented on the accrual basis of accounting. The statement of net assets provides information about the government's financial position, its assets and liabilities, using an economic resources measurement focus. The difference between the assets and liabilities, the net assets, is a measure of the financial health of the School. The statement of activities presents information about the change in the School's net assets and the results of operations, during the fiscal year. An increase or decrease in net assets is an indication of whether the School's financial health is improving or deteriorating. To assess the overall financial position of the School, one needs to consider additional non-financial factors such as changes in the School student base funding level.

Fund Financial Statements

Fund financial statements are one of the components of the basic financial statements. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. Fund financial statements provide more detailed information about the School's financial activities, focusing on its most significant funds rather than fund types. This is in contrast to the entity-wide perspective contained in the government-wide statements.

Governmental Funds. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, the governmental funds utilize a spendable financial resources measurement focus rather than the economic resources measurement focus found in the government-wide financial statements. The financial resources measurement focus allows the governmental fund statements to provide information on near-term inflows and outflows of spendable resources as well as balances of spendable resources available at the end of the fiscal year.

The governmental fund statements provide a detailed short-term view that may be used to evaluate the School's near-term financing requirements. This short-term view is useful when compared to the long-term view presented as governmental activities in the government-wide financial statements. To facilitate this comparison, both the governmental funds balance sheet and the governmental funds statement of revenues, expenditures, and changes in fund balances provide a reconciliation of governmental fund to governmental activities.

The governmental funds balance sheet and statement of revenues, expenditures, and changes in fund balances provide detailed information about the School's most significant funds. The School reports activity in the General Fund which is reported as a major fund.

The School adopts an annual budget for its governmental funds. A budgetary comparison schedule, as required, has been provided for the General Fund to demonstrate compliance with the budget.

Notes to Financial Statements

The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund financial statements.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

Net assets may serve over time as a useful indicator of a government's financial position. The following is a summary of the School's net assets as of June 30, 2011, and June 30, 2012:

	Net Assets		
	Governmental Activities		
	6-30-11	6-30-12	Increase (Decrease)
ASSETS			
Current and Other Assets	\$ 77,917	\$ 92,454	\$ 14,537
Capital Assets, Net	224,550	170,727	(53,823)
Total Assets	<u>\$ 302,467</u>	<u>\$ 263,181</u>	<u>\$ (39,286)</u>
LIABILITIES			
Current Liabilities	\$ 77,817	\$ 92,254	\$ 14,437
Notes Payable	43,250	-	(43,250)
Total Liabilities	<u>121,067</u>	<u>92,254</u>	<u>(28,813)</u>
NET ASSETS			
Invested in Capital Assets, Net of Related Debt	181,300	170,727	(10,573)
Unrestricted	100	200	100
Total Net Assets	<u>181,400</u>	<u>170,927</u>	<u>(10,473)</u>
Total Liabilities and Net Assets	<u>\$ 302,467</u>	<u>\$ 263,181</u>	<u>\$ (39,286)</u>

The largest portions of the School's assets are cash (21%) and capital assets (65%). Liabilities primarily consist of outstanding accounts payable to vendors. The School reported a total net asset balance of \$170,927.

The key elements of the changes in the School's net assets for the fiscal years ended June 30, 2011, and June 30, 2012 are as follows:

Operating Results			
	<u>Governmental Activities</u>		<u>Increase (Decrease)</u>
	<u>6-30-11</u>	<u>6-30-12</u>	
Revenues:			
Federal sources	\$ 221,479	\$ -	\$ (221,479)
State and Local sources	1,250,553	1,146,919	(103,634)
Grants, Contributions and Other	202,667	332,789	130,122
Total Revenues	<u>1,674,699</u>	<u>1,479,708</u>	<u>(194,991)</u>
Expenses:			
Instruction	600,238	586,003	(14,235)
Pupil Personnel Services	41,752	49,117	7,365
Instruction Related Technology	1,350	2,971	1,621
Instructional Staff Training	-	325	325
Board	263,799	253,123	(10,676)
School Administration	184,513	176,478	(8,035)
Facilities Acq. & Construction	184,543	145,152	(39,391)
Fiscal Services	36,734	30,979	(5,755)
Food Services	-	1,681	1,681
Pupil Transportation	50,039	86,919	36,880
Operation of Plant	102,412	96,099	(6,313)
Maintenance of Plant	9,499	6,616	(2,883)
Community Service	9,080	257	(8,823)
Debt Service - Interest	2,642	638	(2,004)
Unallocated Depreciation	47,723	53,823	6,100
Total Expenses	<u>1,534,324</u>	<u>1,490,181</u>	<u>(44,143)</u>
Increase in Net Assets	<u>\$ 140,375</u>	<u>\$ (10,473)</u>	<u>\$ (150,848)</u>

The largest revenue source for the School is the State of Florida (66%). Revenues from State sources for current operations are primarily received through the Florida Education Finance Program (FEFP) funding formula. The FEFP formula utilizes student enrollment data to determine the funds available for the School.

The largest concentrations of expenses were for instructional expenses (39%), board expenses (17%), school administration (12%) and facilities acquisition and construction (10%) during the year. The facilities acquisition and construction function was expended on the facility lease for the educational building used for school purposes.

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS

Governmental Funds

As the School completed the year, its governmental funds reported a combined fund balance of \$200.

BUDGETARY HIGHLIGHTS

The general fund budget for the fiscal year ended June 30, 2012, was developed based on the School's anticipated revenues and expenditures and the expected student population for the school year. Actual expenditures were equal to the final budgeted expenditures. Refer to the Budgetary Comparison Schedule – General Fund for additional reference.

CAPITAL ASSETS AND DEBT ADMINISTRATION

The School's investment in capital assets for its governmental activities as of June 30, 2012, amounts to \$170,727 (net of accumulated depreciation). This investment in capital assets includes furniture, fixtures, and equipment and leasehold improvements. Additional information regarding the School's capital assets is located in Note 3 to the financial statements.

REQUESTS FOR INFORMATION

This financial report is designed to provide a general overview of the Newpoint Bay Academy's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to School Financial Services, Inc., Post Office Box 250, Bonifay, Florida 34425.

NEWPOINT HIGH OF TAMPA

A Charter School and Component Unit of the District School Board of Hillsborough County, Florida

MANAGEMENT'S DISCUSSION AND ANALYSIS - (Unaudited)

The Management's Discussion and Analysis (MD&A) section of the annual financial report of the Newpoint High of Tampa ("School") provides an overview of the School's activities for the fiscal year ended June 30, 2012.

Because the information contained in the MD&A is intended to highlight significant transactions, events, and conditions, it should be considered in conjunction with the School's financial statements and notes to financial statements found on pages 8 through 23.

FINANCIAL HIGHLIGHTS

- For the fiscal year ended June 30, 2012, the School's expenses exceeded revenues as shown on the School's statement of activities by \$29,542.
- As shown on the statement of net assets, the School reported an unrestricted Net Asset balance of \$81,253.

OVERVIEW OF THE FINANCIAL STATEMENTS

The basic financial statements consist of three components:

- Government-wide financial statements
- Fund financial statements
- Notes to financial statements

Government-Wide Financial Statements

The government-wide financial statements provide both short-term and long-term information about the School's overall financial condition in a manner similar to those of a private-sector business. The statements include a statement of net assets and a statement of activities that are designed to provide consolidated financial information about the governmental and business-type activities of the School presented on the accrual basis of accounting. The statement of net assets provides information about the government's financial position, its assets and liabilities, using an economic resources measurement focus. The difference between the assets and liabilities, the net assets, is a measure of the financial health of the School. The statement of activities presents information about the change in the School's net assets and the results of operations, during the fiscal year. An increase or decrease in net assets is an indication of whether the School's financial health is improving or deteriorating. To assess the overall financial position of the School, one needs to consider additional non-financial factors such as changes in the School student base funding level.

Fund Financial Statements

Fund financial statements are one of the components of the basic financial statements. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. Fund financial statements provide more detailed information about the School's financial activities, focusing on its most significant funds rather than fund types. This is in contrast to the entity-wide perspective contained in the government-wide statements.

Governmental Funds. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, the governmental funds utilize a spendable financial resources measurement focus rather than the economic resources measurement focus found in the government-wide financial statements. The financial resources measurement focus allows the governmental fund statements to provide information on near-term inflows and outflows of spendable resources as well as balances of spendable resources available at the end of the fiscal year.

The governmental fund statements provide a detailed short-term view that may be used to evaluate the School's near-term financing requirements. This short-term view is useful when compared to the long-term view presented as governmental activities in the government-wide financial statements. To facilitate this comparison, both the governmental funds balance sheet and the governmental funds statement of revenues, expenditures, and changes in fund balances provide a reconciliation of governmental fund to governmental activities.

The governmental funds balance sheet and statement of revenues, expenditures, and changes in fund balances provide detailed information about the School's most significant funds. The School operates two funds: a General Fund and a Capital Projects Fund. The School has elected to show each fund as a major fund.

The School adopts an annual budget for its governmental funds. A budgetary comparison schedule, as required, has been provided for the General Fund to demonstrate compliance with the budget.

Notes to Financial Statements

The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund financial statements.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

Net assets may serve over time as a useful indicator of a government's financial position. The following is a summary of the School's net assets as of the fiscal years ended June 30, 2011 and June 30, 2012:

	Net Assets, End of Year		
	Governmental Activities		
	6-30-11	6-30-12	Increase (Decrease)
ASSETS			
Current and Other Assets	\$ 115,435	\$ 89,044	\$ (26,391)
Capital Assets, net	160,293	130,651	(29,642)
Total Assets	275,728	219,695	(56,033)
LIABILITIES			
Current Liabilities	34,282	7,791	(26,491)
Total Liabilities	34,282	7,791	(26,491)
NET ASSETS			
Invested in Capital Assets, Net of Related Debt	160,293	130,651	(29,642)
Unrestricted	81,153	81,253	100
Total Net Assets	241,446	211,904	(29,542)
Total Liabilities and Net Assets	\$ 275,728	\$ 219,695	\$ (56,033)

The assets of the School primarily consist of capital assets (59 percent). Liabilities consist of accounts payable for normal operations. Total net assets amounted to \$211,904 which included an Unrestricted Net Asset balance of \$81,253.

The key elements of the changes in the School's net assets for the fiscal years ended June 30, 2011 and June 30, 2012, are as follows:

Operating Results for the Year			
	Governmental Activities		Increase (Decrease)
	6-30-11	6-30-12	
Revenues:			
Federal Sources	\$ 117,889	\$ 619	\$ (117,270)
State and Local Sources	1,194,768	1,299,188	104,420
Contributions and Other	11,046	107,909	96,863
Total Revenues	1,323,703	1,407,716	84,013
Expenses:			
Instruction	431,825	514,193	82,368
Pupil Personnel Services	43,987	42,561	(1,426)
Instruction Curriculum Development	763	1,174	411
Instructional Staff Training	200	-	(200)
Instructional Related Technology	1,350	7,559	6,209
Board of Education	12,780	11,532	(1,248)
General Administration	263,808	261,160	(2,648)
School Administration	202,230	177,470	(24,760)
Facilities Acq. & Construction	210,000	283,670	73,670
Fiscal Services	33,696	31,158	(2,538)
Food Services	2,878	1,354	(1,524)
Pupil Transportation	32,069	16,800	(15,269)
Operation of Plant	41,291	52,563	11,272
Maintenance of Plant	678	4,470	3,792
Community Service	1,611	1,952	341
Unallocated Depreciation	27,607	29,642	2,035
Total Expenses	1,306,773	1,437,258	130,485
Increase/(Decrease) in Net Assets	\$ 16,930	\$ (29,542)	\$ (46,472)

The largest revenue source for the School is the State of Florida (92 percent). Revenues from State sources for current operations are primarily received through the Florida Education Finance Program (FEFP) funding formula. The FEFP formula utilizes student enrollment data to determine the funds available for the School.

The largest concentrations of expenses were for instruction (36 percent), general administration expenses (18 percent), school administration expenses (12 percent), and facility costs (20 percent) during the year.

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS

Governmental Funds

As the School completed the year, its governmental funds reported a combined fund balance of \$81,253.

BUDGETARY HIGHLIGHTS

The General Fund budget for the fiscal year ended June 30, 2012, were developed based on the School's anticipated revenues and expenditures and the expected student population for the school year. Over the course of the year, the school revised its General Fund budget. For the fiscal year ended June 30, 2012, the actual expenditures were equal to the final budget. Refer to the Budgetary Comparison Schedule – General Fund for additional reference.

CAPITAL ASSETS

The School's investment in capital assets for its governmental activities as of June 30, 2012, amounts to \$130,651 (net of accumulated depreciation). This investment in capital assets includes furniture, fixtures, and equipment. Additional information regarding the School's capital assets is located in Note 2 to the financial statements.

REQUESTS FOR INFORMATION

This financial report is designed to provide a general overview of the Newpoint High of Tampa's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to School Financial Services, Inc., Post Office Box 250, Bonifay, Florida 34425.

NEWSTART HIGH SCHOOL

A Charter School and Component Unit of the District School Board of Pinellas County, Florida

MANAGEMENT'S DISCUSSION AND ANALYSIS - (Unaudited)

The Management's Discussion and Analysis (MD&A) section of the annual financial report of the NewStart High School ("School") provides an overview of the School's activities for the fiscal year ended June 30, 2012.

Because the information contained in the MD&A is intended to highlight significant transactions, events, and conditions, it should be considered in conjunction with the School's financial statements and notes to financial statements found on pages 8 through 20.

FINANCIAL HIGHLIGHTS

- For the fiscal year ended June 30, 2012, the School's revenues exceeded expenses as shown on the School's statement of activities by \$81,041.
- As shown on the statement of net assets, the School reported an unrestricted Net Asset balance of \$116,092.

OVERVIEW OF THE FINANCIAL STATEMENTS

The basic financial statements consist of three components:

- ✓ Government-wide financial statements
- ✓ Fund financial statements
- ✓ Notes to financial statements

Government-Wide Financial Statements

The government-wide financial statements provide both short-term and long-term information about the School's overall financial condition in a manner similar to those of a private-sector business. The statements include a statement of net assets and a statement of activities that are designed to provide consolidated financial information about the governmental activities of the School presented on the accrual basis of accounting. The statement of net assets provides information about the government's financial position, its assets and liabilities, using an economic resources measurement focus. The difference between the assets and liabilities, the net assets, is a measure of the financial health of the School. The statement of activities presents information about the change in the School's net assets and the results of operations, during the fiscal year. An increase or decrease in net assets is an indication of whether the School's financial health is improving or deteriorating. To assess the overall financial position of the School, one needs to consider additional non-financial factors such as changes in the School student base funding level.

Fund Financial Statements

Fund financial statements are one of the components of the basic financial statements. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. Fund financial statements provide more detailed information about the School's financial activities, focusing on its most significant funds rather than fund types. This is in contrast to the entity-wide perspective contained in the government-wide statements.

Governmental Funds. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, the governmental funds utilize a spendable financial resources measurement focus rather than the economic resources measurement focus found in the government-wide financial statements. The financial resources measurement focus allows the governmental fund statements to provide information on near-term inflows and outflows of spendable resources as well as balances of spendable resources available at the end of the fiscal year.

The governmental fund statements provide a detailed short-term view that may be used to evaluate the School's near-term financing requirements. This short-term view is useful when compared to the long-term view presented as governmental activities in the government-wide financial statements. To facilitate this comparison, both the governmental funds balance sheet and the governmental funds statement of revenues, expenditures, and changes in fund balances provide a reconciliation of governmental fund to governmental activities.

The governmental funds balance sheet and statement of revenues, expenditures, and changes in fund balances provide detailed information about the School's most significant funds. The School operates the following funds; a General Fund to account for its general operations and internal account activities.

The School adopts an annual budget for its governmental funds. A budgetary comparison schedule, as required, has been provided for the General Fund to demonstrate compliance with the budget.

Notes to Financial Statements

The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund financial statements.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

Net assets may serve over time as a useful indicator of a government's financial position. The following is a summary of the School's net assets as of June 30, 2011, and June 30, 2012:

	Net Assets, End of Year		
	Governmental Activities		
	6-30-11	6-30-12	Increase (Decrease)
ASSETS			
Current and Other Assets	\$ 394,325	\$ 129,094	\$ (265,231)
Total Assets	394,325	129,094	(265,231)
LIABILITIES			
Current Liabilities	359,274	13,002	(346,272)
Total Liabilities	359,274	13,002	(346,272)
NET ASSETS			
Unrestricted	35,051	116,092	81,041
Total Net Assets	35,051	116,092	81,041
Total Liabilities and Net Assets	\$ 394,325	\$ 129,094	\$ (265,231)

The assets of the School primarily consist of cash and accounts receivable. Liabilities consist primarily of accounts payable. Total net assets amounted to \$116,092 which included an Unrestricted Net Asset balance of \$116,092.

The key elements of the changes in the School's net assets for the fiscal year ended June 30, 2011, and June 30, 2012, are as follows:

Operating Results for the Year			
	Governmental Activities		
	6-30-11	6-30-12	Increase (Decrease)
Revenues:			
Federal Sources	\$ 41,321	\$ 4,382	\$ (36,939)
State and Local Sources	1,704,951	1,850,989	146,038
Contributions and Other	411,177	1,835	(409,342)
Total Revenues	2,157,449	1,857,206	(300,243)
Expenses:			
Instruction	696,689	593,002	(103,687)
Pupil Personnel Services	115,391	-	(115,391)
Instr. & Curriculum Development	-	7,449	7,449
Instructional Staff Training	11,490	-	(11,490)
Instructional Related Technology	134,393	29,837	(104,556)
Board of Education	43,626	393,903	350,277
General Administration	160,028	-	(160,028)
School Administration	312,524	304,882	(7,642)
Facilities Acq. & Construction	432,638	211,286	(221,352)
Fiscal Services	-	44,476	44,476
Food Services	1,128	-	(1,128)
Pupil Transportation	75,545	80,840	5,295
Operation of Plant	156,768	104,274	(52,494)
Maintenance of Plant	16,540	6,216	(10,324)
Total Expenses	2,156,760	1,776,165	(380,595)
Increase/(Decrease) in Net Assets	\$ 689	\$ 81,041	\$ 80,352

The largest revenue source for the School is the State of Florida (93 percent). Revenues from State sources for current operations are primarily received through the Florida Education Finance Program (FEFP) funding formula and Charter School Capital Outlay funds. The FEFP formula utilizes student enrollment data to determine the funds available for the School.

The largest concentration of expenses was for Instruction (33%) and Board of Education (22%). The expense categories experienced increases and decreases between fiscal years due to a change in management companies for fiscal year 2012.

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS

Governmental Funds

As the School completed the year, its governmental funds reported an unrestricted fund balance of \$116,092.

BUDGETARY HIGHLIGHTS

The general fund budget for the fiscal year ended June 30, 2012, was developed based on the School's anticipated revenues and expenditures and the expected student population for the school year. Over the course of the year, the school revised its general fund budget several times. For the fiscal year ended June 30, 2012, the actual expenditures were equal to the final budget. Refer to the Budgetary Comparison Schedule on page 22 for additional information.

REQUESTS FOR INFORMATION

This financial report is designed to provide a general overview of the NewStart High School's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to School Financial Services, Inc., Post Office Box 250, Bonifay, Florida 34425.

NEWPOINT PENSACOLA HIGH SCHOOL
A Charter School and Component Unit of the District School Board of Escambia County, Florida
MANAGEMENT'S DISCUSSION AND ANALYSIS
(Unaudited)

The Management's Discussion and Analysis (MD&A) section of the annual financial report of the Newpoint Pensacola High School ("School") provides an overview of the School's activities for the fiscal year ended June 30, 2012.

Because the information contained in the MD&A is intended to highlight significant transactions, events, and conditions, it should be considered in conjunction with the School's financial statements and notes to financial statements found on pages 8 through 23.

FINANCIAL HIGHLIGHTS

- For the fiscal year ended June 30, 2012, the School's revenues exceeded expenses as shown on the School's statement of activities by \$119,331.
- As shown on the statement of net assets, the School reported an unrestricted Net Asset balance of \$100.

OVERVIEW OF THE FINANCIAL STATEMENTS

The basic financial statements consist of three components:

- ✓ Government-wide financial statements
- ✓ Fund financial statements
- ✓ Notes to financial statements

Government-Wide Financial Statements

The government-wide financial statements provide both short-term and long-term information about the School's overall financial condition in a manner similar to those of a private-sector business. The statements include a statement of net assets and a statement of activities that are designed to provide consolidated financial information about the governmental activities of the School presented on the accrual basis of accounting. The statement of net assets provides information about the government's financial position, its assets and liabilities, using an economic resources measurement focus. The difference between the assets and liabilities, the net assets, is a measure of the financial health of the School. The statement of activities presents information about the change in the School's net assets and the results of operations, during the fiscal year. An increase or decrease in net assets is an indication of whether the School's financial health is improving or deteriorating. To assess the overall financial position of the School, one needs to consider additional non-financial factors such as changes in the School student base funding level.

Fund Financial Statements

Fund financial statements are one of the components of the basic financial statements. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. Fund financial statements provide more detailed information about the School's financial activities, focusing on its most significant funds rather than fund types. This is in contrast to the entity-wide perspective contained in the government-wide statements.

Governmental Funds. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, the governmental funds utilize a spendable financial resources measurement focus rather than the economic resources measurement focus found in the government-wide financial statements. The financial resources measurement focus allows the governmental fund statements to provide information on near-term inflows and outflows of spendable resources as well as balances of spendable resources available at the end of the fiscal year.

The governmental fund statements provide a detailed short-term view that may be used to evaluate the School's near-term financing requirements. This short-term view is useful when compared to the long-term view presented as governmental activities in the government-wide financial statements. To facilitate this comparison, both the governmental funds balance sheet and the governmental funds statement of revenues, expenditures, and changes in fund balances provide a reconciliation of governmental fund to governmental activities.

The governmental funds balance sheet and statement of revenues, expenditures, and changes in fund balances provide detailed information about the School's most significant funds. The School operates the following funds; a General Fund to account for its general operations and internal account activities, and a Special Revenue Fund to account for Federal grant programs. Each of these funds are major funds.

The School adopts an annual budget for its governmental funds. A budgetary comparison schedule, as required, has been provided for the General Fund and Major Special Revenue Fund to demonstrate compliance with the budget.

Notes to Financial Statements

The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund financial statements.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

Net assets may serve over time as a useful indicator of a government's financial position. The following is a summary of the School's net assets as of June 30, 2012:

	Net Assets, End of Year
	<u>Governmental Activities</u>
	<u>6-30-12</u>
ASSETS	
Current and Other Assets	\$ 65,466
Capital Assets, net	<u>119,231</u>
Total Assets	<u>184,697</u>
LIABILITIES	
Current Liabilities	<u>65,366</u>
Total Liabilities	<u>65,366</u>
NET ASSETS	
Invested in Capital Assets	119,231
Unrestricted	<u>100</u>
Total Net Assets	<u>119,331</u>
Total Liabilities and Net Assets	<u>\$ 184,697</u>

Since this was the first year of operation, there were no prior year amounts for comparison. The assets of the School consist of cash, prepaid expenses and deposits and amounts due from other agencies for reimbursement of grant expenditures. Liabilities consist of accounts payable for current operations. Total net assets amounted to \$119,331 which included an Unrestricted Net Asset balance of \$100.

The key elements of the changes in the School's net assets for the fiscal year ended June 30, 2012 are as follows:

Operating Results for the Year	
<u>Governmental Activities</u>	
<u>6-30-12</u>	
Revenues:	
Federal sources	\$ 253,604
State and Local sources	406,733
Contributions and Other	<u>75,086</u>
Total Revenues	<u>735,423</u>
Expenses:	
Instruction	298,086
Pupil Personnel Services	5,963
Instructional Staff Training	4,778
Instructional Related Technology	24,703
Board of Education	99,263
School Administration	102,256
Fiscal Services	10,968
Food Services	4,158
Operation of Plant	33,847
Maintenance of Plant	8,681
Community Service	100
Unallocated Depreciation	<u>23,289</u>
Total Expenses	<u>616,092</u>
Increase in Net Assets	<u><u>\$ 119,331</u></u>

The largest revenue source for the School is from the State of Florida (51 percent). Revenues from State sources for current operations are primarily received through the Florida Education Finance Program (FEFP) funding formula. The FEFP formula utilizes student enrollment data to determine the funds available for the School.

The largest concentration of expenses was for Instruction which represents 48% of total expenditures.

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS

Governmental Funds

As the School completed the year, its governmental funds reported a combined fund balance of \$100.

BUDGETARY HIGHLIGHTS

The general fund budget for the fiscal year ended June 30, 2012, was developed based on the School's anticipated revenues and expenditures and the expected student population for the school year. Over the course of the year, the school revised its general fund budget. For the fiscal year ended June 30, 2012, the actual expenditures were equal to the final budget.

The current phase of the Planning and Implementation grant had an original budget period end-date of July 31, 2012. Therefore, all of the grant revenues and expenditures were budgeted in the 2011-12 fiscal year. The grant period date that all obligations are to be liquidated and final disbursement report are to be submitted is September 20, 2012. These timing differences explain the actual to budget variance in the "Special Revenue Fund" columns in the "Budgetary Comparison Schedule" on page 24. The variances will be re-budgeted in the 2011-12 fiscal year in accordance with the grant guidelines.

CAPITAL ASSETS

The School's investment in capital assets for its governmental activities as of June 30, 2012, amounts to \$119,231 (net of accumulated depreciation). This investment in capital assets includes furniture, fixtures, and equipment. Additional information regarding the School's capital assets can be found in note 3 to the financial statements.

REQUESTS FOR INFORMATION

This financial report is designed to provide a general overview of the Newpoint Pensacola High School's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to School Financial Services, Inc., Post Office Box 250, Bonifay, Florida 34425.

NEWPOINT PENSACOLA ACADEMY MIDDLE SCHOOL
A Charter School and Component Unit of the District School Board of Escambia County, Florida
MANAGEMENT'S DISCUSSION AND ANALYSIS
(Unaudited)

The Management's Discussion and Analysis (MD&A) section of the annual financial report of the Newpoint Pensacola Academy Middle School ("School") provides an overview of the School's activities for the fiscal year ended June 30, 2012.

Because the information contained in the MD&A is intended to highlight significant transactions, events, and conditions, it should be considered in conjunction with the School's financial statements and notes to financial statements found on pages 8 through 23.

FINANCIAL HIGHLIGHTS

- For the fiscal year ended June 30, 2012, the School's revenues exceeded expenses as shown on the School's statement of activities by \$117,335.
- As shown on the statement of net assets, the School reported an unrestricted Net Asset balance of \$100.

OVERVIEW OF THE FINANCIAL STATEMENTS

The basic financial statements consist of three components:

- ✓ Government-wide financial statements
- ✓ Fund financial statements
- ✓ Notes to financial statements

Government-Wide Financial Statements

The government-wide financial statements provide both short-term and long-term information about the School's overall financial condition in a manner similar to those of a private-sector business. The statements include a statement of net assets and a statement of activities that are designed to provide consolidated financial information about the governmental activities of the School presented on the accrual basis of accounting. The statement of net assets provides information about the government's financial position, its assets and liabilities, using an economic resources measurement focus. The difference between the assets and liabilities, the net assets, is a measure of the financial health of the School. The statement of activities presents information about the change in the School's net assets and the results of operations, during the fiscal year. An increase or decrease in net assets is an indication of whether the School's financial health is improving or deteriorating. To assess the overall financial position of the School, one needs to consider additional non-financial factors such as changes in the School student base funding level.

Fund Financial Statements

Fund financial statements are one of the components of the basic financial statements. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. Fund financial statements provide more detailed information about the School's financial activities, focusing on its most significant funds rather than fund types. This is in contrast to the entity-wide perspective contained in the government-wide statements.

Governmental Funds. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, the governmental funds utilize a spendable financial resources measurement focus rather than the economic resources measurement focus found in the government-wide financial statements. The financial resources measurement focus allows the governmental fund statements to provide information on near-term inflows and outflows of spendable resources as well as balances of spendable resources available at the end of the fiscal year.

The governmental fund statements provide a detailed short-term view that may be used to evaluate the School's near-term financing requirements. This short-term view is useful when compared to the long-term view presented as governmental activities in the government-wide financial statements. To facilitate this comparison, both the governmental funds balance sheet and the governmental funds statement of revenues, expenditures, and changes in fund balances provide a reconciliation of governmental fund to governmental activities.

The governmental funds balance sheet and statement of revenues, expenditures, and changes in fund balances provide detailed information about the School's most significant funds. The School operates the following funds; a General Fund to account for its general operations and internal account activities, and a Special Revenue Fund to account for Federal grant programs. Each of these funds are major funds.

The School adopts an annual budget for its governmental funds. A budgetary comparison schedule, as required, has been provided for the General Fund and Major Special Revenue Fund to demonstrate compliance with the budget.

Notes to Financial Statements

The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund financial statements.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

Net assets may serve over time as a useful indicator of a government's financial position. The following is a summary of the School's net assets as of June 30, 2012:

	Net Assets, End of Year
	<u>Governmental Activities</u>
	<u>6-30-12</u>
ASSETS	
Current and Other Assets	\$ 59,476
Capital Assets, net	<u>117,235</u>
Total Assets	<u>176,711</u>
LIABILITIES	
Current Liabilities	<u>59,376</u>
Total Liabilities	<u>59,376</u>
NET ASSETS	
Invested in Capital Assets	117,235
Unrestricted	<u>100</u>
Total Net Assets	<u>117,335</u>
Total Liabilities and Net Assets	<u>\$ 176,711</u>

Since this was the first year of operation, there were no prior year amounts for comparison. The assets of the School consist of cash, prepaid expenses and deposits and amounts due from other agencies for reimbursement of grant expenditures. Liabilities consist of accounts payable for current operations. Total net assets amounted to \$117,335 which included an Unrestricted Net Asset balance of \$100.

The key elements of the changes in the School's net assets for the fiscal year ended June 30, 2012 are as follows:

Operating Results for the Year	
<u>Governmental Activities</u>	
<u>6-30-12</u>	
Revenues:	
Federal sources	\$ 225,541
State and Local sources	952,920
Contributions and Other	57,518
Total Revenues	<u>1,235,979</u>
Expenses:	
Instruction	442,963
Pupil Personnel Services	28,026
Instructional Staff Training	765
Instructional Related Technology	24,613
Board of Education	224,115
School Administration	179,727
Facilities Acq. & Construction	105,000
Fiscal Services	25,072
Food Services	5,622
Pupil Transportation	1,500
Operation of Plant	42,258
Maintenance of Plant	16,048
Unallocated Depreciation	22,935
Total Expenses	<u>1,118,644</u>
Increase in Net Assets	<u><u>\$ 117,335</u></u>

The largest revenue source for the School is from the State of Florida (72 percent). Revenues from State sources for current operations are primarily received through the Florida Education Finance Program (FEFP) funding formula. The FEFP formula utilizes student enrollment data to determine the funds available for the School.

The largest concentration of expenses was for Instruction which represents 40% of total expenditures.

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS

Governmental Funds

As the School completed the year, its governmental funds reported a combined fund balance of \$100.

BUDGETARY HIGHLIGHTS

The General Fund budget and Major Special Revenue Fund budget for the fiscal year ended June 30, 2012, were developed based on the School's anticipated revenues and expenditures and the expected student population for the school year. Over the course of the year, the school revised its General Fund budget. For the fiscal year ended June 30, 2012, the actual expenditures were equal to the final budget.

CAPITAL ASSETS

The School's investment in capital assets for its governmental activities as of June 30, 2012, amounts to \$117,235 (net of accumulated depreciation). This investment in capital assets includes furniture, fixtures, and equipment. Additional information regarding the School's capital assets can be found in note 3 to the financial statements.

REQUESTS FOR INFORMATION

This financial report is designed to provide a general overview of the Newpoint Pensacola Academy Middle School's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to School Financial Services, Inc., Post Office Box 250, Bonifay, Florida 34425.

NEWPOINT CHARTER SCHOOL - PINELLAS
A Charter School and Component Unit of the District School Board of Pinellas County, Florida
MANAGEMENT'S DISCUSSION AND ANALYSIS - (Unaudited)

The Management's Discussion and Analysis (MD&A) section of the annual financial report of the Newpoint Charter School - Pinellas ("School") provides an overview of the School's activities for the fiscal year ended June 30, 2012.

Because the information contained in the MD&A is intended to highlight significant transactions, events, and conditions, it should be considered in conjunction with the School's financial statements and notes to financial statements found on pages 8 through 23.

FINANCIAL HIGHLIGHTS

- For the fiscal year ended June 30, 2012, the School's revenues exceeded expenses as shown on the School's statement of activities by \$167,453.
- As shown on the statement of net assets, the School reported a Total Net Asset balance of \$167,453.

OVERVIEW OF THE FINANCIAL STATEMENTS

The basic financial statements consist of three components:

- ✓ Government-wide financial statements
- ✓ Fund financial statements
- ✓ Notes to financial statements

Government-Wide Financial Statements

The government-wide financial statements provide both short-term and long-term information about the School's overall financial condition in a manner similar to those of a private-sector business. The statements include a statement of net assets and a statement of activities that are designed to provide consolidated financial information about the governmental activities of the School presented on the accrual basis of accounting. The statement of net assets provides information about the government's financial position, its assets and liabilities, using an economic resources measurement focus. The difference between the assets and liabilities, the net assets, is a measure of the financial health of the School. The statement of activities presents information about the change in the School's net assets and the results of operations, during the fiscal year. An increase or decrease in net assets is an indication of whether the School's financial health is improving or deteriorating. To assess the overall financial position of the School, one needs to consider additional non-financial factors such as changes in the School student base funding level.

Fund Financial Statements

Fund financial statements are one of the components of the basic financial statements. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. Fund financial statements provide more detailed information about the School's financial activities, focusing on its most significant funds rather than fund types. This is in contrast to the entity-wide perspective contained in the government-wide statements.

Governmental Funds. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, the governmental funds utilize a spendable financial resources measurement focus rather than the economic resources measurement focus found in the government-wide financial statements. The financial resources measurement focus allows the governmental fund statements to provide information on near-term inflows and outflows of spendable resources as well as balances of spendable resources available at the end of the fiscal year.

The governmental fund statements provide a detailed short-term view that may be used to evaluate the School's near-term financing requirements. This short-term view is useful when compared to the long-term view presented as governmental activities in the government-wide financial statements. To facilitate this comparison, both the governmental funds balance sheet and the governmental funds statement of revenues, expenditures, and changes in fund balances provide a reconciliation of governmental fund to governmental activities.

The governmental funds balance sheet and statement of revenues, expenditures, and changes in fund balances provide detailed information about the School's most significant funds. The School operates the following funds; a General Fund to account for its general operations and internal account activities, and a Special Revenue Fund to account for Federal grant programs. Each of these funds are major funds.

The School adopts an annual budget for its governmental funds. A budgetary comparison schedule, as required, has been provided for the General Fund and Major Special Revenue Fund to demonstrate compliance with the budget.

Notes to Financial Statements

The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund financial statements.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

Net assets may serve over time as a useful indicator of a government's financial position. The following is a summary of the School's net assets as of June 30, 2012:

	Net Assets, End of Year
	<u>Governmental Activities</u>
	<u>6-30-12</u>
ASSETS	
Current and Other Assets	\$ 39,315
Capital Assets, net	<u>167,353</u>
Total Assets	<u><u>206,668</u></u>
LIABILITIES	
Current Liabilities	<u>39,215</u>
Total Liabilities	<u>39,215</u>
NET ASSETS	
Invested in Capital Assets	167,353
Unrestricted	<u>100</u>
Total Net Assets	<u>167,453</u>
Total Liabilities and Net Assets	<u><u>\$ 206,668</u></u>

Since this was the first year of operation, there were no prior year amounts for comparison. The assets of the School primarily consist of cash, prepaid expenses, and deposits. Liabilities consist primarily of accounts payable and deferred revenue associated with unspent grant proceeds. Total net assets amounted to \$167,453 which included an Unrestricted Net Asset balance of \$100.

The key elements of the changes in the School's net assets for the fiscal year ended June 30, 2012 are as follows:

Operating Results for the Year	
<u>Governmental Activities</u>	
<u>6-30-12</u>	
Revenues:	
Federal Sources	\$ 307,540
State and Local Sources	384,023
Contributions and Other	253,362
Total Revenues	<u>944,925</u>
Expenses:	
Instruction	234,408
Pupil Personnel Services	41,354
Instructional Staff Training	1,530
Instructional Related Technology	21,262
Board of Education	106,129
School Administration	183,004
Facilities Acq. & Construction	137,500
Fiscal Services	10,183
Food Services	1,557
Pupil Transportation	1,703
Operation of Plant	11,664
Maintenance of Plant	1,967
Unallocated Depreciation	25,211
Total Expenses	<u>777,472</u>
Increase/(Decrease) in Net Assets	<u><u>\$ 167,453</u></u>

The largest revenue source for the School is the State of Florida (38 percent). Revenues from State sources for current operations are primarily received through the Florida Education Finance Program (FEFP) funding formula. The FEFP formula utilizes student enrollment data to determine the funds available for the School.

The largest concentration of expenses was for Instruction which represents 30% of total expenditures.

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS

Governmental Funds

As the School completed the year, its governmental funds reported a total fund balance of \$100.

BUDGETARY HIGHLIGHTS

The general fund budget for the fiscal year ended June 30, 2012, was developed based on the School's anticipated revenues and expenditures and the expected student population for the school year. Over the course of the year, the school revised its general fund budget several times. For the fiscal year ended June 30, 2012, the actual expenditures were equal to the final budget. Refer to the Budgetary Comparison Schedule on page 24 for additional information.

CAPITAL ASSETS

The School's investment in capital assets for its governmental activities as of June 30, 2012, amounts to \$167,353 (net of accumulated depreciation). This investment in capital assets includes furniture, fixtures, and equipment. Additional information regarding the School's capital assets can be found in note 2 to the financial statements.

REQUESTS FOR INFORMATION

This financial report is designed to provide a general overview of the Newpoint Charter School - Pinellas's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to School Financial Services, Inc., Post Office Box 250, Bonifay, Florida 34425.



Employee Handbook

For

Newpoint Schools

2014-2015

WELCOME TO Newpoint Education Partners

You are now a key member of a **GREAT** team—the Newpoint Team! As a team member, you will play an important role in helping us meet our objectives:

- **To serve as a reliable source of high quality education for our students**
- **To provide a career-inspiring, safe, and secure work environment for all Newpoint employees.**

Our greatest asset is our people – people like you. We will continue to strive to make Newpoint the kind of place that other area schools look up to. We hope that your experience here will be challenging, enjoyable, and rewarding. Again, welcome.

FORWARD

This handbook is designed to acquaint you with Newpoint and provide you with information about working conditions, employee benefits, and some of the policies affecting your employment. You should read, understand, and comply with all provisions of the handbook. It describes many of your responsibilities as an employee and outlines the programs developed by Newpoint to benefit employees.

This handbook is **not an employment contract**; it is intended as a guide to help answer Newpoint we continue to grow, the need may arise, and Newpoint reserves the right to, revise, supplement, or rescind any policies or portions of the handbook from time to time as it deems appropriate. You will be notified of these changes to the handbook as they occur.

THE NEWPOINT TEAM PHILOSOPHY

Newpoint Schools provide a unique environment which emphasizes academic achievement through the use of state-of-the-art technology and innovative but proven educational methods. We prepare students to successfully compete in an increasingly competitive post-secondary environment and the global job market and to be productive and successful members of society after their school years.

The Newpoint Educational Philosophy includes a strong belief in and expectation for knowing and respecting students as individuals and designing curricular models that meet individual student needs. Newpoint also believes in the necessity of establishing a welcoming, caring and safe environment for students and their families.

Our success as a company is founded on the skill and efforts of our employees. At Newpoint we realize that each employee is an intelligent, cooperative, and productive person. Each one of you is in a position to deal directly with management on a personal and open basis regarding any matter.

It is most important that we work together with mutual respect in maintaining an efficient, safe, and productive work environment. It is our commitment to provide you with the opportunity to work in a satisfying and dignified environment and to be given fair treatment at all times.

EQUAL EMPLOYMENT OPPORTUNITY

The basic employment policy of Newpoint is as follows:

- All applicants for employment will be considered without regard to race, religion, color, national origin, age, gender, sexual preference, sexual orientation, physical or mental disability, or status as a disabled veteran or veteran of the Vietnam era.
- There shall be no discrimination with regard to race, religion, color, national origin, age, gender, sexual preference, physical or mental disability, or status as a disabled veteran or veteran of the Vietnam era in all matters concerning all employees of the Corporation. Such matters include, but are not limited to, promotions, demotions, transfers, layoff or termination, compensation, use of facilities, and selection for training or related programs.
- It is Newpoint's policy to maintain a discrimination-free work environment for all employees. A good working environment includes freedom from harassment based on race, religion, age, gender, sexual orientation, physical or mental disability, status as a disabled veteran or veteran of the Vietnam era, as well as freedom from unwelcome sexual advances.

Our employment practices will conform both with the spirit and the letter of federal, state and local laws regarding nondiscrimination in employment. It is the obligation of every employee of the Corporation to adhere to this policy.

UNLAWFUL HARASSMENT

Newpoint is committed to providing a work environment that is free of discrimination and unlawful harassment, particularly discrimination and/or harassment involving an employee's race, religion, color, national origin, age, gender, disability, sexual preference or orientation.

Actions, words, jokes, or comments based on an individual's sex, race, ethnicity, age, religion, or any other legally protected characteristic will not be tolerated. Harassment (both overt and subtle) is a form of employee misconduct that is demeaning to another person, undermines the integrity of the employment relationship, and is strictly prohibited.

An employee who is aware of an incident of unlawful harassment should promptly report the matter to Administration. Employees can raise concerns and make reports without fear of reprisal. Anyone engaging in unlawful harassment will be subject to disciplinary action, up to and including termination of employment.

DRUG FREE WORKPLACE COMPLIANCE

To comply with the federal Drug Free Workplace Act, and to promote workplace safety and productivity, Newpoint will require all employees, temporary employees, and subcontractors to report to work without any alcohol or illegal mind-altering substances (drugs) in their systems.

Restrictions on tobacco use are necessary for the health and safety of all our employees and students, the cleanliness of our property, and the fire safety of our building. No tobacco use is permitted on the school grounds.

ACCESS TO PERSONNEL FILES

Newpoint maintains a personnel (employment) file on each employee. The personnel file includes such information as the employee's job application, references, résumé, records of training, documentation of performance appraisals, salary increases, letters of commendation, documentation of disciplinary action, employee comments, and other employment records.

Personnel records are the confidential property of Newpoint and access to the information they contain is restricted. Generally, only individuals who have a legitimate reason to review information in a file are allowed to do so. Correction or alteration of any information in personnel files must be done only through written request.

Employees who wish to review their own file should contact the Administrator. With reasonable advance notice, employees may review their own personnel files in Newpoint's offices during regular business hours and in the presence of an individual appointed by Newpoint to maintain files.

ANNUAL EVALUATION

Each staff member will participate in an annual evaluation, conducted by the director. This evaluation process is intended to provide an opportunity for reflection and discussion on areas of strength and areas for improvement goals for the year will also be discussed.

ATTENDANCE AND PUNCTUALITY

Regular and prompt attendance is your individual responsibility and is essential to the efficiency and success of our business. Absenteeism and/or tardiness disrupt work schedules and tend to place a burden on your co-workers who may have to assume your assignments. There may be times, of course, when illness or other bona fide reasons make it impossible for you to report to work.

While it is important that absenteeism and tardiness be kept to a minimum, it is equally important and your responsibility to provide the reason for your absence or tardiness and when you expect to return to work. This information is to be discussed at the time of your request and is essential for determining approval or disapproval.

CHANGE OF STATUS

It is important that your personnel records be kept up to date and accurate. Please notify the Office Manager to document any change of:

- **Address**
- **Telephone number**
- **Marital status**
- **Person to be notified in case of emergency**
- **Beneficiary under the insurance program**
- **Number of dependents for tax withholding**
- **Insurance coverage (failure to notify within 30 days could jeopardize coverage).**

CLASS MOVEMENT

Teachers must supervise their classroom and hallways. Teachers are expected to assist administration in monitoring all areas of the school during class breaks, including the bathrooms and common areas.

COMMUNICATIONS

Open communication is essential to harmonious employee relations. The most effective communication occurs on a day-to-day basis among all members of the team.

Staff members will have messages sent by email for telephone calls during the student day unless it is an emergency. Individual mailboxes will be assigned to every employee. It is important to check boxes at least once daily and check your email regularly each day.

DAILY ATTENDANCE

Each teacher is responsible for maintaining daily attendance. Attendance will need to be entered electronically. Patterns of non-attendance need to be discussed with parents and guidance.

FIELD TRIPS

Field trips should be approved by administration in advance of detailed planning. Field trips within the county are planned by individual teachers as an outgrowth of classroom activities. Some require bus transportation and others can be walking trips from the school campus. It is the teacher's responsibility to know and follow field trip guidelines.

FUNDRAISING

All fundraising activities for clubs or extra-curricular activities must be pre-approved by the administration. Teachers or other staff responsible for fundraising activities should turn in all monies collected to the office on a daily basis. Monies should never be left unsecured in a classroom or desk overnight.

GROUP INSURANCE PLAN

Newpoint provides benefits to its employees so that you and your family can enjoy a better way of life. Please read this section of the handbook carefully. Booklets containing specific information on insurance benefits will be provided and updated as benefits change.

KEY ASSIGNMENTS

Teachers are responsible for maintaining the security of the keys they are assigned.

LUNCH

Teachers will be able to participate in our food program or keep their lunch in the designated area. It is the expectation that staff will eat, interact, socialize, and continue to motivate students during the student lunch period.

MEDICATION

The administering or dispensing of any medicines (including non-prescription medication) to students by employees of Newpoint Schools without specific written authorization by the parents and physician of the student is forbidden. If it is absolutely necessary that the child take any medication while he/she is in school, the parent must sign an authorization form and have the form completed by their physician. Please obtain this form in the school office. The medication will be kept in the office and will be administered by office personnel trained to administer such medication. A parent may also choose to come to school and administer medication.

NEPOTISM

Newpoint schools prohibit any immediate relative of a board member from being employed by the school over which that board member presides. In addition, each Newpoint school's Director is prohibited from the employment of any relative of that Director by the school over which that Director presides. Neither a board member nor school Director may appoint or employ a relative or advocate on that relative's behalf in any employment decision.

PAID TIME OFF

Paid time Off (PTO) leave is earned as follows:

- Instructional Staff: One half of PTO is earned on September 15th for all employees who begin work at the beginning of the school year. The second half is earned the following February 15th. For all employees hired after the beginning of the school year PTO will be delayed as to your date of hire.
- Non-Instructional Staff: One half of PTO is earned on September 15th for all employees who begin work at the beginning of the school year. The second half is earned the following February 15th. For all employees hired after the beginning of the school year PTO will be delayed as to your date of hire.
- A maximum of thirty (30) days of unused PTO days CAN be accrued.

No more than (5) PTO days can be taken concurrently and ALL requests for Paid Time Off (except emergency and illness) must be approved in advance. All employees must notify their supervisor as soon as possible if they plan to use a PTO day due to emergency or illness.

Scheduled absences must be approved/authorized by the site director.

Any unauthorized absences over 2 (two) days require a doctors excuse.

Please note that any employee on administrative leave will not be paid.

If an employee on payroll is out of work due to a workers compensation claim it is Company policy to pay the employee for the date of injury; PTO is then used until fully depleted. At that point the company will pay the next 5 business days less replacement/sub cost. Thereafter workers compensation insurance may cover lost wages according to the state law and policy maximums which **typically** represent 2/3 of an employee's weekly wages. This is our best means to replace the maximum amount of an injured employee's wages.

BLOCK OUT DAYS FOR LEAVE

No leave will be given during the following dates unless prior approval is given by the site director.

- The first two weeks of school opening;
- The last two weeks of school closing;
- Designated weeks of state assessment;
- Additional days concurrent to already scheduled Holidays;

MATERNITY/EXTENDED LEAVE

Newpoint Schools complies with the Family and Medical Leave Act (FMLA). This provides certain employees with up to 12 weeks of unpaid, job-protected leave per year. It also requires that group health benefits be maintained during the leave. FMLA is designed to help employees balance their work and family responsibilities by allowing them to take reasonable unpaid leave for certain family and medical reasons. It also seeks to accommodate the legitimate interests of employers and promote equal employment opportunity for men and women. FMLA applies to all public agencies, all public and private elementary and secondary schools, and companies with 50 or more employees. These employers must provide an eligible employee with up to 12 weeks of unpaid leave each year for any of the following reasons: for the birth and care of the newborn child of an employee; for placement with the employee of a child for adoption or foster care; to care for an immediate family member (spouse, child, or parent) with a serious health condition; or to take medical leave when the employee is unable to work because of a serious health condition. Employees are eligible for leave if they have worked for their employer at least 12 months, at least 1,250 hours over the past 12 months, and work at a location where the company employs 50 or more employees within 75 miles.

Whether an employee has worked the minimum 1,250 hours of service is determined according to FLSA principles for determining compensable hours or work. Time taken off work due to pregnancy complications can be counted against the 12 weeks of family and medical leave.

PARKING FACILITIES

Parking is available to staff on a first come first serve basis.

PAYDAYS

Employees will be paid on the fifteenth and the last day of each month. If a payday falls on a weekend, Saturday and Sunday dates will be paid on Mondays, except the end of the month pay date which will always fall on the last business day of the month.

Direct deposit is mandatory.

Deductions are withheld from your paycheck for Social Security and Federal withholding taxes, as required by law. You may authorize additional deductions for group insurance, Credit Union savings, United Way deductions, etc. If you ever have questions about your paycheck or deductions, please see the executive assistant. Our goal is to maintain pay and benefits at levels comparable to or above those of our competitors.

PERFORMANCE STANDARDS

The people at Newpoint constitute the greatest strength of our school. It is our belief that all faculty and staff will perform consistently at a high level.

On the rare occasion when someone fails to perform to reasonable standards, it is our policy to encourage constructive instruction and feedback as a first resort in most cases. Generally, formal corrective action measures will be used when performance issues are not corrected, following coaching and counseling efforts, or in cases of genuine misconduct or disregard for safety. No rule can be written to cover all offenses or violations that may be cause for taking corrective action. The degree of discipline will be based on circumstances and the team member's previous record.

Misconduct

For certain acts of dishonesty or misconduct, discharge may be the appropriate measure, without regard to progressive disciplinary steps. The following are examples of the events that would be cause for immediate discharge:

- Violation of Substance Abuse Policy;
- *Verbal or physical threats of any nature against the school and/or its representatives, parents or students;*
- Fighting;
- Providing false information or omitting important information on school records;
- Unauthorized removal or attempted removal of school property;
- Intentional damage to property or product;
- Negligent or unruly behavior resulting in property damage or personal injury;
- Possession of weapons on Newpoint property;
- Walking off the job;
- Failure to return in a timely fashion from an approved leave of absence;
- Being employed while on leave, without prior approval;
- Sleeping during class room time
- Willful or repeated violation of the safety rules or work practices at Newpoint;
- Insubordination.
- Excessive Absenteeism.

It is company policy that all arrests or convictions must be self-reported to your supervisor within a 48 hour period. Failure to self-report is grounds for immediate dismissal.

REIMBURSEMENTS

Any purchases made by an individual for school benefit may be eligible for reimbursement. Any purchase submitted for reimbursement must be pre-approved by administration.

REPLACEMENT OF PERSONAL OR NEWPOINT PROPERTY

All employees are expected to respect the property of others, including Newpoint property. Newpoint property includes office supplies and or services, postage, tools, equipment, misuse of telephones, etc. Use or theft of Newpoint property and/or services without proper authorization will result in disciplinary action being taken, up to and including discharge.

All incidents of theft or damage involving personal or Newpoint property should be reported to the director. To prevent theft, it is very important that all employees make sure they secure all equipment at the end of their regular day. The employee will bear the responsibility of replacing any lost or stolen items that are under their responsibility.

Newpoint is not responsible for lost, stolen, or misplaced personal items. It is the employee's responsibility to provide necessary security for his or her own personal items. Any theft should be reported to the director. Under no circumstances will Newpoint make reimbursement for lost or damaged personal items.

REPORTING CHILD ABUSE

All cases of child abuse, suspected or confirmed, must be reported to the appropriate state agency immediately.

SAFETY & EMERGENCY PROCEDURES

Each Newpoint employee is responsible for reading, understanding, and following all safety and emergency plans.

SAFETY STATEMENT

At Newpoint, we will attain and sustain safety excellence in the operation of our facilities. The protection of each member of our team, our customers, our environment and the citizens of the community in which we do business is our primary objective. All injuries and illnesses are preventable. We will not compromise accident and injury prevention for any reason. Team members at Newpoint are responsible for preventing injuries and illnesses, and must recognize and accept that working safely is a condition of employment.

SEVERE WEATHER INFORMATION

Each Newpoint school will follow the same instructions as their local district in case of severe weather emergencies. Parents and faculty should watch the local news for information about district school closings.

SOCIAL SECURITY

Deductions are made from your paychecks, according to law, to provide Social Security benefits for you and your family in your later years. Newpoint pays the current required percentage for the employer portion. The scale of Social Security payments and benefits is determined by the federal government.

STAFF DEVELOPMENT

All Newpoint employees will be required to participate in up to 10 hours of Newpoint directed/provided online training/professional development per each six month period of employment. Staff will take this training on their own time throughout the year and will need to make sure the Office Manager is aware of all completed training.

The Company may require training outside the typical school year/district calendar including but not limited to attendance of the annual retreat.

STAFF SIGN-IN and SIGN-OUT

Teachers must sign in at the front desk each morning. If teachers or staff members leave the campus during the day, they must sign out and sign back in at the front desk. Teachers must sign out at the end of each day.

STUDENT INFORMATION

Each Newpoint staff member must comply with the following law.

Annual Notice Regarding Disclosure of Student Directory Information

Federal and State laws require that Newpoint, with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information from a student's education records. However, Newpoint may disclose appropriately designated directory information without written consent UNLESS a parent advises Newpoint to the contrary.

Parent(s) or former students shall have 30 days from the date of this notice to inform the student's school administrator, in writing, that any or all of the directory information should not be released without their consent. Such directory information includes Newpoint has designated the following information as directory information:

- A student's name, address and telephone number (if there is a listed number)
- Image or likeness in photographs, videotape, film, or other medium
- Date and place of birth
- Major field of study
- Current grade level
- Participation in officially recognized activities and sports
- Weight and height of athletic team members
- Dates of attendance
- Degrees and awards received
- Most recent previous educational agency or institution (school or center) attended by the student.

Directory information is generally not considered harmful or an invasion of privacy if released. Directory information relating to students shall be released only to the following:

- In-school use of student directory information for official school business
- Student directory information, without addresses or telephone numbers, for school annuals, school newspapers, honors lists, and printed materials or programs for extracurricular activities.

TAX OBLIGATIONS

A deduction is withheld from your gross earnings every payroll period for Federal Income Tax purposes in accordance with current law. The amount of deduction is based on your gross earnings, marital status, and the number of allowances you claim on the Federal W-4 form.

TECHNOLOGY GUIDELINES

Management's Right to Access Information

Newpoint's computers, telephone, and communication hardware and software systems ("Systems") have been installed and are used to facilitate business communications. Although each employee has an individual password to access these Systems, they belong to Newpoint and the contents of communications are accessible at all times by the administration for any business purpose. These Systems may be subject to periodic unannounced inspections, and should be treated like other shared filing systems. All Systems messages are Newpoint records. The contents of our Systems may be disclosed to Newpoint without your permission. Therefore, you should not assume that messages and communications are confidential. Back-up copies of communications may also be maintained and referenced.

SOCIAL MEDIA

It is the company policy that no employee "friend" a student or parent on Facebook or any other social media. If parents or students have questions regarding school activities, policies, etc. they may email you, check the school website or contact you or your director on site.

Personal Use of Newpoint's Computer Systems

Because Newpoint provides the Systems to assist you in the performance of your job, you should use them only for official business. We reserve the right to access and disclose as necessary all communications on our Systems without regard to content. Since your personal communications can be accessed without prior notice, you should not use our Systems to transmit any messages or to access any information you would not want read by any third party. You should not use the System for gossip, including personal information about yourself or others, for forwarding messages under circumstances likely to embarrass the sender, or for emotional responses to business correspondence or work situations. You should also not use these Systems for such purposes as soliciting for commercial ventures, religious or personal causes, outside organizations, or other similar, non-job-related solicitations. Although incidental and occasional personal use of our Systems are permitted, these communications will be treated the same as other communications. However, you are prohibited from accessing or downloading information from the Internet for your personal use. Employees must not attempt to access another employee's files or e-mail messages without the latter's express permission.

Forbidden Content of Communications

There is to be no display or transmission of sexually explicit images, messages, or cartoons, or any transmission or use of e-mail communications that contain ethnic slurs, racial epithets, or anything that may be construed as harassment to, or disparagement of, others

based on their race, national origin, sex, sexual orientation, age, disability, or religious or political beliefs. Violation of this policy will result in appropriate disciplinary action.

EMPLOYMENT RELATIONSHIP

Employment with Newpoint Education Partners (Newpoint Schools) is on an at-will basis. There are no contracts, you enter into employment voluntarily and you are free to resign at any time for any reason or no reason. Similarly, Newpoint Education Partners (Newpoint Schools) is free to conclude its relationship with any employee at any time for any reason or no reason.

Although an employee may or may not work year-around, compensation is referred to as 'annualized' meaning that the pay rate is communicated on an annual basis and the employee is paid year-round but this in no means is to be interpreted as an 'annual contract'. Pay is not prorated across 12 months. As long as an employee is employed they will receive their normal pay, but, if terminated (voluntarily or involuntarily) pay would cease and no further pay is due the employee. Employees, regardless of their role (teacher, administrative, etc.) are expected to be available throughout the year, including summer, for training, professional development, meetings, and other purposes on an as needed basis. Unavailability for such events is grounds for disciplinary action.

TERMINATION OF EMPLOYMENT

We hope that you will remain with us for a long time. However, once employment has ended, your unused vacation will be forfeited, and the only pay entitlement at termination is for actual time worked. If you choose to leave Newpoint, your unused vacation will be forfeited, and the only pay entitlement at termination is for actual time worked. Again remember that no employee is contracted, all employment is at will.

Also note that employee insurance terminates the same day as employee termination.

TRAVEL

If you are asked to travel on behalf of Newpoint Education Partners, your customary expenses will be paid or reimbursed. Please see the Travel Policy for details on travel.

TOBACCO USE

Smoking is prohibited inside the school building and on the school premises by employees. Visitors must dispose of smoking materials prior to entering the building. Cigarettes, chewing tobacco, and "dipping" snuff are prohibited by students and employees.

UNIFORMS

Employees are required to follow the Staff Attire requirements which include wearing Newpoint polos or oxfords. Refer to the Staff Attire Requirements for details.

NON-DISCLOSURE POLICY

Employee shall not use or disclose to any person, during the term of employment, or at any time thereafter, (except as required to perform employee's duties on behalf of the Company) any information belonging to, used by or in the possession of the Company relating to any student including, without limitation, the names, addresses, and phone

numbers of the students (referred to herein as "Student Information"), as well as any information belonging to, used by or in the possession of the Company relating to the Company's business plans, budget, financial matters, vendors, technology, payroll data, personnel records, benefit data, marketing plans and strategies, financial information, operating policies, student lists, and any other information compiled by the Company (collectively referred to herein as "Company Information"). Notwithstanding the foregoing, Student Information and Company Information shall not include any information that is or becomes generally available to the public other than as a direct result of a disclosure by employee. Upon the termination of employment for any reason, or at such earlier time as requested by the Company, employee agrees to deliver to the Company any and all materials relating to Company Information in employee's possession, and all other property belonging to the Company in employee's possession.

NON-DISPARAGEMENT POLICY

During employment with the Company and for a period of two (2) years following the termination of employment for any reason (the "Restricted Period"), the employee agrees not to take any action which unlawfully disparages or defames the other.

NON-SOLICITATION

During employment with the Company and for a period of two (2) years following the termination of employment for any reason (the "Restricted Period"), employee shall not, directly or indirectly, solicit or recruit any Employee or independent contractor of the Company for employment or affiliation with any competitor of the Company or any other school or district.

Welcome to Newpoint!

ACKNOWLEDGEMENT OF RECEIPT

This acknowledges receipt of the Newpoint Team Member Handbook. I understand that this Handbook supersedes any previously issued Handbook or other information, and that Newpoint retains the right to change this Handbook as required.

I understand that nothing in this Handbook is intended to create any type of employment agreement or guarantee of hours of work. I realize that either Newpoint or I can terminate the employment relationship at any time.

I further understand that it is my responsibility to fully read and comply with all the rules and regulations in this Handbook and with any other safety policies with which I have been provided. I agree to insert and replace any revised or new policies, rules or regulations as implemented by Newpoint, and will comply with them as they are implemented.

Team Member Signature

Date

Newpoint Education Partners

**INSTRUCTIONAL
PERFORMANCE
EVALUATION SYSTEM**

2012-13

**Procedures for the Annual
Evaluation of Instructional
Personnel**

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NewPoint Education Partners

Teacher Performance Evaluation System

Carla Lovett, Vice-President
Jessica Clements, Director
Donna Hulbert, Director
John Selover, Director

Purpose: The purpose of establishing procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel is to increase student learning growth by improving the quality of instructional, administrative, and supervisory services.

NewPoint Education Partners works collaboratively with three schools currently operating in Pinellas County School System. They are Windsor Prep, NewPoint HS and NewStart (AKA Enterprise HS). The mission and vision statement from each school is listed below since each serves a unique population of students.

NewPoint HS: VISION

The vision of Newpoint is to use innovative learning methods, innovative teaching strategies and the integration of technology in all aspects of student learning with the goal of creating a learning environment that promotes increased student learning and high academic achievement using proven outcomes-based tools and methods, while simultaneously developing marketable global, professional and technology skills.

Newpoint Schools is a modern, energizing learning environment where students meet their maximum potential in the areas of academics, technology skills, and responsibility.

Newpoint MISSION

The mission of the Newpoint is to provide a unique environment that emphasizes high academic achievement through the use of state-of-the-art technology and innovative proven educational methods, which will prepare students to successfully compete in a competitive post-secondary environment and the global job market. These methods will include "Project Based Learning" as defined by the nationally regarded non-profit Buck Institute for Education, "Professional Internship Program" modeled after that used by nationally acclaimed non-profit Cristo Rey Network, standards-based electronic curriculum from Apex Learning, and scientifically proven reading programs from Scientific Learning. The school will adhere to the guiding directors as outlined in Section 1002.33(2)(a) of the Florida Statute by providing students with an educational opportunity that promotes high student achievement and flexibility. The school will offer students a learning model that focuses on the development of the whole student and high academic standards, integrates technology in all aspects of learning, and promotes tolerance for others.

NEWSTART HS (AKA Enterprise HS as of 7.1.13)

Mission Statement:

To Reach the Heart,
Educate the mind,
And Graduate the whole student

Vision Statement:

NewStart High School is the leading individualized-learning charter school in Florida, known for effective, efficient, and compassionate delivery of student-centered education and forging strong community relationships. We graduate students who are educated and empowered to succeed in the 21st century.

Windsor Prep

Windsor School is dedicated to improving the lives of its students by providing authentic learning experiences in a collaborative, nurturing environment that will build a foundation for students' success in school, at work, and in life.

To achieve the mission, Windsor School will integrate current learning technologies into the classroom, offer authentic learning experiences that are respectful of how children learn best, and offer a schedule and support activities that enable each student to achieve to his or her potential. We want our students to leave the School with the skills and abilities necessary to achieve academic excellence, personal growth, and success as lifelong learners. This mission requires the support of the faculty, staff, families, and community in order to encourage and empower students to be responsible and valued citizens.

There are three key points highlighted in our mission statement:

Improving Lives – At Windsor School, we believe that the primary purpose of education is to improve personal well-being. Taken broadly, this can be to improve the quality of life, personal fulfillment, economic benefit, or similar pursuits. The knowledge and skills that students will take with them after leaving the Windsor School will give them the foundation for success in future education, employment, and as a member of the community.

Florida Statute 1012.34(1)(b) requires that the school district's instructional personnel and school administrator evaluation systems must be approved by the Department of Education. State Board Rule 6B-4.010, F.A.C., requires that where a district "...makes substantive modifications to an approved school district instructional personnel assessment system, the modified system shall be submitted to the Department of Education for review and approval."

NewPoint Education Partners will be referred to as NEP for the rest of this document.

The purpose of NEP Performance Evaluation System is to increase student learning growth by improving the quality of instructional, administrative, and supervisory service (1012.34 (1)(a), F.S. To this end, NEP is committed to a cycle of continually updating the evaluation system to

reflect state models, emerging best practices, and policy changes. The design team included school leaders and representative teachers. The process of designing and developing NEP's Teacher Evaluation System was informed by feedback and suggestions collected from Directors and selected stakeholders.

A stakeholder group, including directors and teachers, will lead an annual review of the NEP's appraisal system. This group will review yearly results of the evaluation system to ensure maximum intended impact on teachers' professional growth and student learning outcomes. This review process will be held in summer of each year following the completion of all teacher evaluations. The stakeholder group will submit suggestions for revisions.

Factors considered in the annual review process may include:

- Current research within each domain
- Correlations among student achievement data and teacher evaluation scores
- Alignment of professional development plans and IPDPs with evaluation results
- Appropriate support for professional development across different teacher groups
- Measures and scoring systems used for awarding Student Achievement scores
- Trends in score ranges
- Analysis of interrater reliability
- Appropriate support for assessment development needs
- Adherence of the overall system to the research model and original design elements

Effectively establishing and utilizing the Instructional Performance Evaluation System requires educating personnel on the components of the system as well as the criteria and procedures utilized in teacher evaluation. NEP's directors, school leaders, and teachers will be provided training in an in-service overview and through a Performance Evaluation System explanatory faculty website resource. The mandatory training will take place during preplanning of each school year. During the preplanning overview training, the Instructional Performance Evaluation System will be explained and the faculty website resources will be explored.

Theoretical Framework and Evidence from Research

NEP's Performance Evaluation System is based on the Florida Model grounded in the work of Robert Marzano and aligned with the Florida Educator Accomplished Practices (FEAPs – revised 12/17/2010). It also references the research reported in John Hattie's Visible Learning: The observation instruments and documentation tools included in the appendices and referenced in subsequent sections of this plan will be used by all parties performing observations of instructional personnel. The state crosswalk illustrates the relationship between Marzano's domain segments and the Florida Educator Accomplished Practices can be found at:

http://www.marzanoevaluation.com/files/FEAPs_Crosswalk_Marzano.pdf Evidence and results from observation tools will inform the Instructional Practice score.

The Marzano Evaluation Model is based on a number of previous, related works that include: *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), *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). Each of these 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 is referenced and its development is aligned with effective practices reported in Hattie's *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*.

The Marzano Evaluation Model includes four domains:

Domain 1: Classroom Strategies and Behaviors

Domain 2: Preparing and Planning

Domain 3: Reflecting on Teaching

Domain 4: Collegiality and Professionalism

The four domains also include 60 elements:

41 in Domain 1

8 elements in Domain 2

5 elements in Domain 3

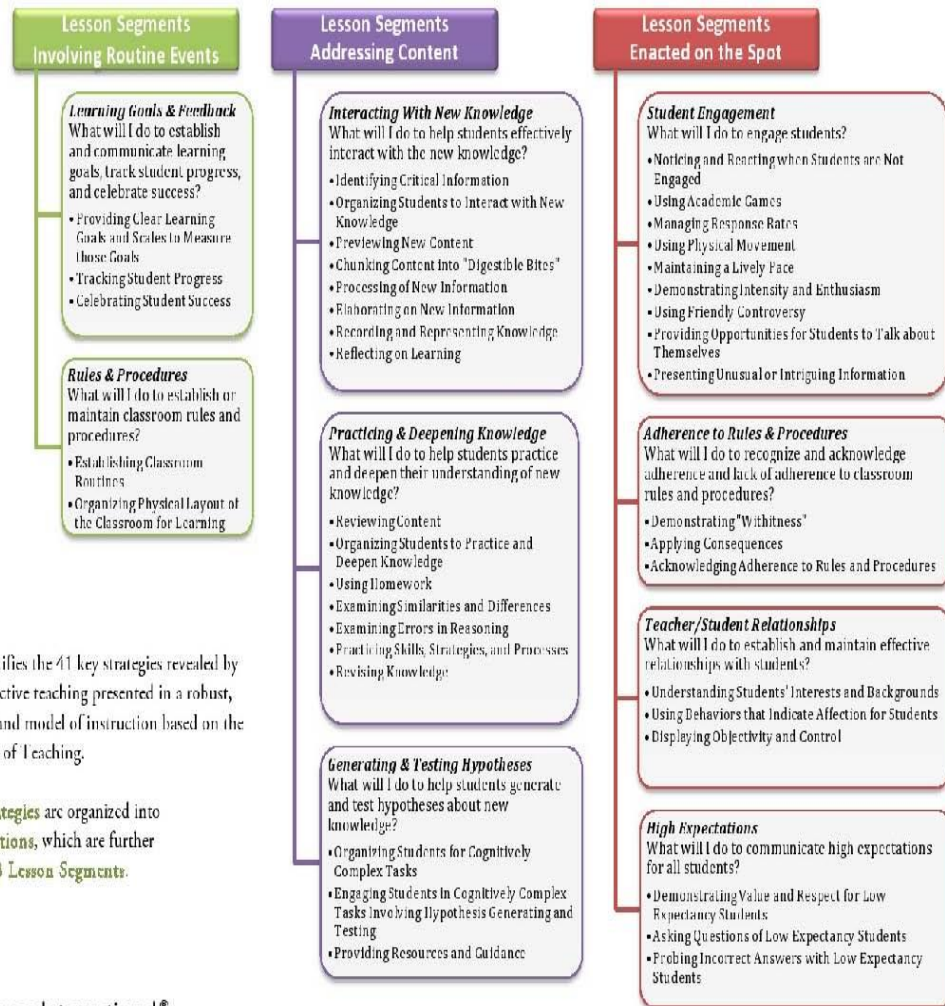
6 elements in Domain 4

The specifics of each domain are listed in Figure 1. For a detailed discussion of these elements see *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011).

Figure 1: Elements of the Marzano Evaluation Model

Marzano Art and Science of Teaching Teacher Evaluation Model

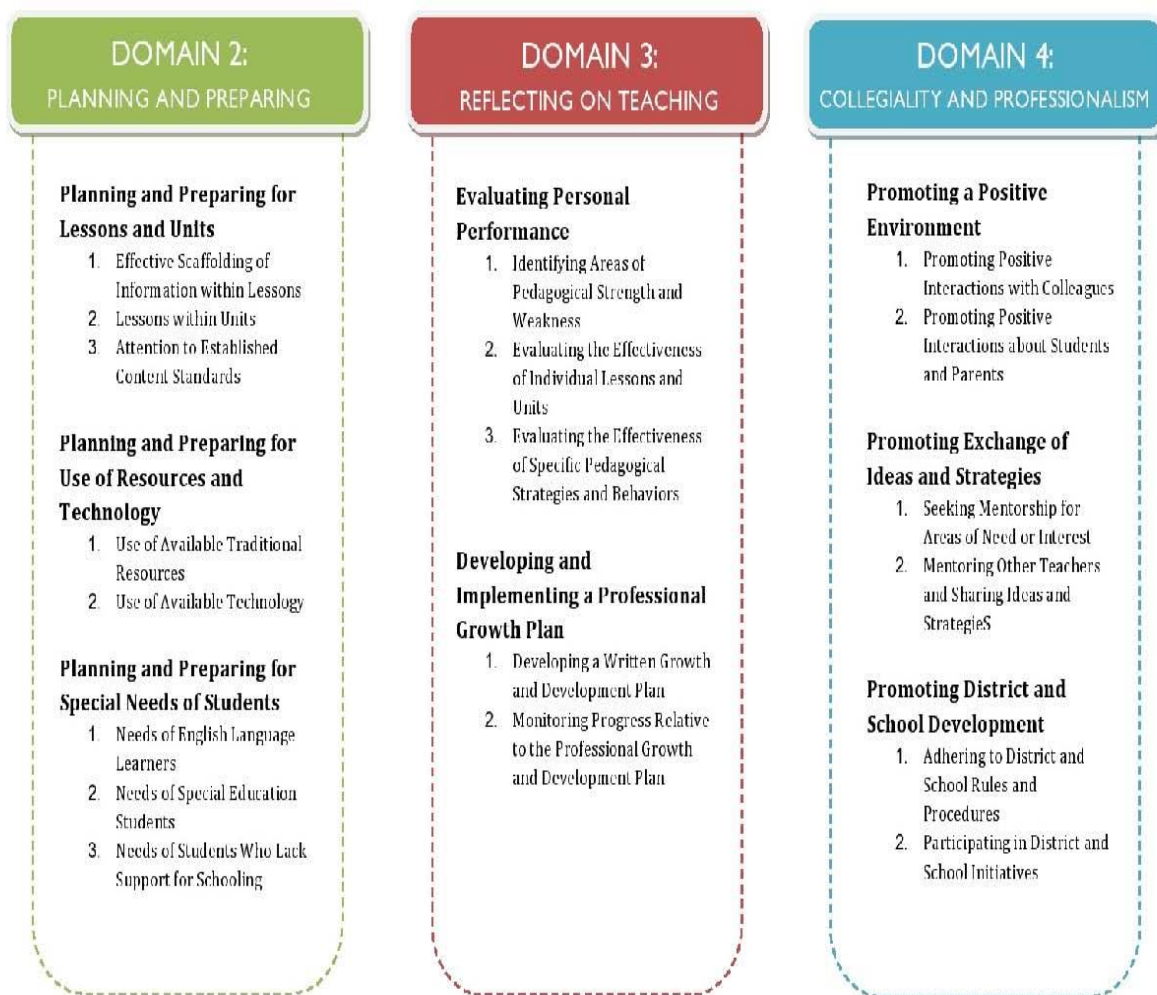
DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS



Domain 1 identifies the 41 key strategies revealed by research for effective teaching presented in a robust, easy-to-understand model of instruction based on the Art and Science of Teaching.

All 41 Key Strategies are organized into 9 Design Questions, which are further organized into 3 Lesson Segments.

Marzano Art and Science of Teaching Teacher Evaluation Model



As indicated in Figure 1, Domain 1 contains 41 elements (5 + 18 + 18); Domain 2 contains 8 elements (3 + 2 + 3); Domain 3 contains 5 elements (3 + 2) and Domain 4 contains 6 elements (2 + 2 + 2). With 41 of the 60 elements in the model are from Domain 1, the clear emphasis in the Marzano model is what occurs in the classroom—the strategies and behaviors teachers use to enhance student achievement. The State model was chosen because of its emphasis on classroom practice, which differentiates the Marzano model from other teacher evaluation models. Teacher status and growth are assessed in each component of the model in a manner that is consistent with the Florida DOE guidelines and recent legislation (SB 736).

Each of the works (cited above) from which the model was developed report substantial research on the elements they address. For example, *The Art and Science of Teaching* has more than 25 tables reporting the research on the various elements of Domain 1. These tables

report the findings from meta-analytic studies and the average effect sizes computed in these studies. In all, over 5,000 studies demonstrating effect are covered in the tables representing research over the last five decades. As a result, the model was initially based on thousands of studies that span multiple decades and these studies were chronicled and catalogued in books that have been widely disseminated in the United States. In addition, the research cited in Hattie's *Visible Learning: Meta-analyses* corroborates the elements that support the model.

Experimental/Control Studies

The research on this model has a growing number of experimental/control studies conducted by practicing teachers on the effectiveness of specific strategies in their classrooms. These studies are designed to establish a direct causal link between elements of the model and student achievement. Studies that use correlation analysis techniques (see next section) can establish a link between elements of a model and student achievement; however, causality cannot be easily inferred. Other evaluation models currently used throughout the country only have correlational data regarding the relationship between system elements and student achievement.

To date over 300 experimental/control studies have been conducted. Those studies involved over 14,000 students, 300 teachers, across 38 schools in 14 districts. The average effect size for strategies addressed in the studies was .42 with some studies reporting effect sizes of 2.00 and higher. An average effect size of .42 is associated with a 16 percentile point gain in student achievement. When teachers use the classroom strategies and behaviors in the Marzano Evaluation Model, the typical gain in student achievement can be 16 percentile points or more, particularly if strategies are used specifically.

Correlational Studies

As mentioned above, correlational studies are the most common approach to examining the validity of an evaluation model. Such studies have been, and continue to be conducted, on various elements of the Marzano Evaluation Model. One such study conducted in the state of Oklahoma as a part of their examination of elements related to student achievement in K12 schools indicated positive relationships with various elements of the Marzano Evaluation Model across the domains. Specific emphasis was placed on Domain 1 and the results demonstrated high effect size. Hattie's synthesis of the studies related to the impact of the effective teacher support Marzano's findings and the use of the model.

Summary

The Marzano Evaluation Model is grounded in thousands of studies conducted to identify what works in schools, shared in teacher workshops, and published in books widely used by K12 educators. Correlational studies and the meta-analyses relating to achievement corroborate Marzano's findings.

References

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.

Haystead, M. W. & Marzano, R.J. (2010) *Final report: A second year evaluation study of Promethean ActivClassroom*. Englewood, CO: Marzano Research Laboratory (marzanoresearch.com)

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Components of the NEP's IPES

Personnel Categories

For evaluation purposes, teachers are assigned to one of three categories:

Category I: one to three years of service

Category II: four or more years of service

Category III: ten or more years of service (beginning 2013/2014)

Teachers new to NEP will be placed in Category I for the first year. If rehired, the teacher will then be placed in Category II or III as appropriate.

For Category I teachers, multiple observations (as reflected in Table 2) provide ongoing feedback to support teachers' professional growth and gather sufficient evidence to measure effectiveness as teachers transition to the district. Multiple formal observations provide regular opportunities and support for teacher reflection and growth through the planning, observation and reflection conference process. See Table 2 for observation schedule for Category II and III teachers.

Evaluation Format

The scale used by Marzano's model is a five-point scale and converted to a four point scale consisting of:

- Innovating (4) (Highly Effective)
- Applying (3) (Effective)
- Developing (2) (Needs Improvement)
- Beginning (1)
- Not using (0) (Unsatisfactory)

An instructional employee's annual evaluation will consist of two parts: 50% Student Achievement and 50% Instructional Practice. Instructional Practice is comprised of both Deliberate Practice which measures professional growth and Instructional Status which is comprised of summative ratings of classroom and instructional quality.

Student Achievement

For classroom teachers (throughout this document the term "teachers" excludes substitutes), Table 1 will be used to determine the Student Achievement component. This Achievement component will count for 50% of the teacher's overall evaluation score unless three years of data are not available for that teacher. In the case that less than three years of data are available, the percentage will be reduced to 40% and the Instructional Practice score component increased to 60%. Table 1 will be updated through the revision process to reflect state models, state assessments, state provided item banks, and other resources as they become available.

Annual evaluations of instructional personnel who are not classroom teachers will include Student Achievement from school-wide assessments for students assigned to the instructional personnel. This measure will count for 50% of the overall evaluation score provided that three years of data are available. In the case that less than three years of data are available, this measure will constitute 40% of the evaluation.

Table 1: Student Achievement Scores

Grade Level/Subject	Student Learning Achievement 2012-13,13-14	Student Learning Achievement 2014-2015
Kindergarten	Reflective of School VAM score	50% Content Measures
First Grade	Reflective of School VAM score	50% Content Measures
Second Grade	Reflective of School VAM score	50% Content Measures
Third Grade	40% FCAT Reading and Math Achievement	50% FCAT Reading and Math Achievement
Fourth Grade	40% FCAT Reading and Math Achievement 10% FCAT Writing Achievement	40% FCAT Reading and Math Achievement 10% FCAT Writing Achievement
Fifth Grade	N/A (wil not have 5 th yet)	40% Reading and Math Achievement and 10% Science Achievement
Sixth- Eight Grades	40% FCAT Reading and Math 10% FCAT Writing Achievement Algebra EOC scores if applicable	40% FCAT Reading and Math Achievement 10% FCAT Writing Achievement Algebra EOC Scores would be calculated in FCAT Math Achievement if applicable
Ninth – Tenth Grades	40% FCAT Reading and all EOC Scores 10% FCAT Writing Achievement	40% FCAT Reading and EOC Scores 10% FCAT Writing Achievement

Inclusion of Student Growth in Instructional Evaluations

According to the Student Success Act (SB 736), at least 50% of the instructional evaluation must be based on student growth. It further stipulates that student learning growth must be assessed annually and measured by statewide assessments or, for subjects not measured by state assessments, by assessments. Whenever possible, three years of data should be considered. For the 2012-13 school year, school level student growth will comprise 40% of the instructional evaluation.

Grades Where Students Take FCAT

For the 2012-13 school year, the Student Growth Measure will be determined based on the school FCAT-reading Value Added Measurement for those student grades taking the FCAT. As other value added state assessment measures are developed by the Florida Student Growth Implementation Committee, NEP will transition to a more inclusive student growth model.

Student Growth Score Calculation (VAM)

A student growth score will be determined by aggregating a teacher's VAM measurement for reading across grade levels and up to three years where available. This method will allow

utilization of the same cut scores and grade scales as teachers. In the simplest of terms, the VAM is determined as an average of teacher-reading scores and adjusted by a standard of error. After determining the composite scores, teachers will be ranked within a category and the score adjusted to match the ratio of possible scores within the proper range of a 300 point scale.

The formula for the ratio is:

Final score = $((\text{VAM} - \text{Min Earned Score}) * (\text{Max Possible Score} - \text{Min Possible Score}) / (\text{Max Earned Score} - \text{Min Earned Score})) + \text{Minimum Possible score}$ rounded to the nearest whole number

Example: Where the teacher is found to be 'effective' with a score of = -.016520535, a maximum score of .67036605 and a minimum of -.373419438 within the range the computation would be:

181 = Rounded $((-.016520535 - (-.373419438)) * (239-151)) / ((.67036605 - (-.373419438) + 151))$

Table 2: Growth Score Ranges and Associated Growth Ratings (Scale of 1-4)

Student Growth Score Range	Growth Rating
240 – 300	Highly Effective (4)
151 – 239	Effective (3)
75 – 150	Needs Improvement (2)
0 – 74	Unsatisfactory (1)

Instructional Practice

An Instructional Practice Score will be computed for all instructional personnel and will account for 50% of the annual performance evaluation. Marzano's Florida Model will be used. The **Instructional Practice Score** will consist of two elements: an **Instructional Status Score** and a **Deliberate Practice Score**.

The **Instructional Status Score** is a summative measure of classroom and instructional quality as measured the following procedures.

- Classroom observation ratings to measure teachers' proficiency in all 4 domains of the Marzano Model. Number/frequency of observations depends on a teacher's personnel category. For frequencies of observations, see Table 3. Forms for observational notation are listed in Table 16 (Appendix A) and descriptions of the appropriate times for each observational type are provided in Table 18 (Appendix A). Observational timelines for the duration of the school year are provided in Table 19 and 20 (Appendix A).
- At each observation, the observer will focus on 2 or more Marzano's Design Questions that organize multiple domain indicators into relevant instructional and classroom topics. See Table 4 for a suggested schedule of Design Questions at each observation.
- Ratings from each observation will recorded as evidence of proficiency in the domain. See Table 5 for record of domain scores at each observation. These scores will later be used to calculate the Instructional Status Score.
- Each observation will includes pre and post conferences as well as feedback based on the indicators observed. See Table 3 for guidelines for each personnel category. Pre and post conferences may also include a review of other evidence include but not limited to curriculum-based measures, grade distributions, mastery checklists, student work samples, and discipline data. See Table 17 for observation procedures include pre and post conferences and feedback guidelines.

- Note: An administrator must observe at least once per year (formally and informally) any teacher not rated highly effective for two consecutive years.
- See Table 21 for provisions are designed for teachers who do not meet expectations during the school year.

Table 3: Observation Frequency and Type

Status	Formal Observations (Announced)			Informal Observations (Announced or Unannounced)			Walkthroughs		
	Min. Num	Observer Classification	Feedback Process	Min. Num	Observer Classification	Feedback Process	Min. Num	Observer Classification	Feedback Process
Category I	3: at least 2 by Admin	Administrator, Professional Development Staff, Assigned PLP	Pre and post observational feedback	2	Administrator, Instructional Coach	Written Feedback	**Once a Month	Administrator, Instructional Coach, PLP	Observation Record
Category I: Teacher: with District Highly Effective Rating	1	Administrator, Professional Development Staff, Assigned PLP, Category III Highly Effective Teacher	Pre and post observational conferences with written feedback	1	Administrator, Instructional Coach	Written Feedback	**Bi-Monthly	Administrator, Instructional Coach, PLP	Observation Record
Category II: Teacher (4 or more years of service)	1	Administrator Professional Development Staff, Category III Highly Effective Teacher	Pre and post observational conferences with written feedback	1	Administrator, Instructional Coach	Written Feedback	**Bi-Monthly	Administrator, Instructional Coach, PLP	Observation Record
Category III: Teacher (10 or more years of service)	1	Administrator Professional Development Staff, Category III Highly Effective Teacher	Pre and post observational conferences with written feedback	1	Administrator, Instructional Coach	Written Feedback	**Bi-Monthly	Administrator, Instructional Coach, PLP	Observation Record
Struggling Teacher	4 (at least 2 by Admin)	Administrator Professional Development Staff, Category III Highly Effective Teacher	Pre and post observational conferences with written feedback	4	Administrator, Instructional Coach	Written Feedback	**Twice a Month	Administrator, Instructional Coach, PLP	Observation Record

Table 4: First Year Teacher Formal Observation Suggested Schedule

Observation 1	Observation 2	Observation 3	Observation 4
DQ 1 What will I do to establish learning goals, track student progress and celebrate success? DQ 6 What will I do to establish or maintain classroom routines and procedures? DQ 5 What will I do to engage students?	DQ 1 What will I do to establish learning goals, track student progress and celebrate success? DQ 9 What will I do to communicate high expectations for students? DQ 7 What will I do to acknowledge adherence or lack of adherence to rules and procedures?	DQ 2 What will I do to help students interact with new knowledge? DQ 8 What will I do to establish and maintain effective relationships?	DQ 3 What will I do to help students deepen and practice new knowledge? DQ 4 What will I do to help students generate and test hypothesis about new knowledge?

For example, Design Questions 1, 6 and 5 are the focus of the first observation as these areas are most highly correlated with student learning outcomes. Design Questions previously addressed during a formal observation can be revisited at the request of the teacher or the observer in future observations. In subsequent years for Category I teachers, the formal observation schedule would follow a similar pattern with each observation focusing on two to three Design Questions identified by the observer and the teacher.

Peer Review Option

NEP has included a peer review option as component of the evaluation system. Beginning in 2013-2014, teachers may participate in peer review and feedback as part of the evaluation process. Peers serving in this role are designated as Professional Learning Partners (PLPs). For teachers in Category I, the PLP will be assigned by an administrator and/or Professional Development Staff and will serve in that capacity until otherwise directed. During Year 1, PLPs for Category I teachers will be administratively assigned. From Year 2 on, Category II or Category III teachers who are rated as highly effective in Domain I are eligible to serve as a PLP for Category I teachers. PLPs for Category II and Category III teachers are self-selected. PLPs will use appropriate tools to document classroom observations and record feedback. Results will be used to inform the summative Instructional Status Score. The assignment of PLPs and the frequency of observations are outlined in Table 3. Training for teachers serving as PLPs will occur as a part of the initial and ongoing professional development to support implementation of the UA teacher evaluation system.

Teacher Self Ratings will also inform final evaluation ratings. Teachers will provide a portfolio of evidence to support selfratings in the Four Domains.

Table 3 provides additional information on types of observations, frequency, instruments used, feedback, and timelines. See Table 4 for guidelines on the peer review process and approved participants.

Instructional Practice Score Calculation

At each observation, indicators in each domain are scored on a scale of 1-4. Once all observations are complete, the frequency of ratings for each domain is calculated (Table 5). Next, a percentage is calculated for the frequency of each rating (1-4) within each domain (Table 6). To determine the final Instructional Status Score rating, the total percentages are translated into a 1-4 scale, using the categories associated with those percentages in Table 7.

Table 5: Ratings for each domain score at each observation

Ratings	Domain 1 (41 total)	D2 (8 total)	D3 (5 total)	D4 (6 total)
4	72 ratings of 4 in Domain 1	12	10	6
3	6 ratings of 3 in Domain 1	4		6
2				
1				
Totals	78 total ratings in Domain 1	16	10	12

Table 6: Percentage of Ratings for Each Domain

Ratings	Domain 1 (41 total)	D2 (8 total)	D3 (5 total)	D4 (6 total)	Total PCT	Rating
4	0.92	0.75	1	0.5	0.79	4
3	0.08	0.25	0	0.5	0.21	
2					0	
1					0	

Table 7: Summative Ratings by Personnel Category

Category I Teachers

Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
At least 65% at Level 4 and 0% at Level 1 or 0	At least 65% at Level 3 or higher	Less than 65% at Level 3 or higher and Less than 50% at Level 1 or 0	Greater than or equal to 50% at Level 1 or m0

Category II Teachers

Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
At least 75% at Level 4 and 0% at Level 1 or 0	At least 75% at Level 3 or higher	Less than 75% at Level 3 or higher and Less than 50% at Level 1 or 0	Greater than or equal to 50% at Level 1 or m0

Category III Teachers

Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
At least 85% at Level 4 and 0% at Level 1 or 0	At least 85% at Level 3 or higher	Less than 85% at Level 3 or higher and Less than 50% at Level 1 or 0	Greater than or equal to 50% at Level 1 or 0

Deliberate Practice

The Deliberate Practice Score measures teacher growth across the school year and includes the following elements.

- Measurement of teacher growth on the IPDP for specifically targeted elements for improvement in Domain 1
- Recognizes teacher's deliberate practice
- Supports annual growth in teacher practice
- informs the development of the Individual Professional Development Plan (IPDP)

Teachers will complete an IPDP plan that aligns with the school improvement plan as well as their own professional goals. On the IPDP the teacher will choose 1-4 Deliberate Practice Targets. Each growth target will be evaluated at year end using Table 8. Depending on the number of targets selected by the teacher, points for each target will be assigned (see Table 9). The total scores for each growth target are summed and Table 10 is used to assign a 1-4 rating to the Deliberate Practice Score. See Table 11 for an example of scores for three growth targets and the assigned Deliberate Practice Score.

Table 8: Scoring Deliberate Practice:

Scoring a DP Growth Target	Criteria
Highly Effective	Target met, all progress points achieved, and verifiable improvement in leader's 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

Table 9 : Growth Target Points

Number of growth targets	Maximum points per target	Maximum Point Range			
One Target	300	300			
Two Targets	150 (300/2)	300 (150 x 2)			
Three Targets	100 (300/3)	300 (100 x 3)			
Four Targets	75 (300/4)	300 (75 x 4)			
Rating	Point values	If 1 target	If 2 targets	If 3 targets	If 4 targets
HE	max points	300	150	100	75
E	.80 of max	240	120	80	60
NI	.5 of max	150	75	50	37.5
U	.25 if some progress	75	37.5	25	18.75
U	.0 if 1 progress stage	0	0	0	0

Table 10: Deliberate Practice Score Range and Ratings

DP Score Range	DP Rating
241 to 300	Highly Effective (4)
151 to 240	Effective (3)
75 to 150	Needs Improvement (2)
0 to 74	Unsatisfactory(1)

Table 11: Example Three Growth Target Scoring Procedure

	DP Score	Rating	Assigned Score
Target 1	100	HE	
Target 2	80	E	
Target 3	25	U	
Target DP Total	205	E	3

Final Calculation of the Instructional Status Score

The Instructional Status Score and the Deliberate Practice Score are weighted at 60% and 40% respectively and combined to determine the Final Instructional Practice rating (Table 12) and scored using the 4 point scale ranges (Table 13).

Table 12: Final Calculation of the Instructional Status Score

Instructional Status and Deliberate Practice	Scores	Weighted Scores (60/40)
IS	4	2.4
DP	3	1.2
Summative Rating		3.6

Table 13: Instructional Status Score Rating Scale

Highly Effective 3.5 – 4	Effective 2.5 - 3.4	Needs Improvement or Developing 1.5 – 2.4	Unsatisfactory 0 – 1.
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FCAT student growth data likely will not be made available until after the close of the 2012-13 school year. Therefore, the Student Growth Measure Score will not be available to determine the overall proficiency levels at the typically scheduled evaluation time. The first two sections of the Summative Evaluation will be completed prior to the end of the school year and an interim score and rating will be given. Once the student growth data becomes available, the remainder of the evaluation will be completed and a final score and rating will be determined.

Table 14: Final Calculation of the Instructional Status Score

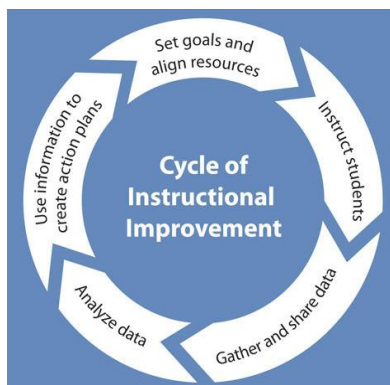
Student Achievement and Instructional Status Scores	Scores	Weighted Scores (50/50)
Student Achievement	?	?
Instructional Status Score	3.6	1.8
Summative Rating		?

A System of Improvement

The purpose of NEP's developed Performance Evaluation System is to establish an overall system of continuous improvement focused on increasing student learning growth by improving the quality of instructional, administrative, and supervisory service (1012.34 (1)(a), F.S.

School improvement goals are informed by data based on student learning outcomes and trends in instructional practice as captured and aggregated in a data matrix. These same data are used to measure teacher effectiveness and inform decisions about classroom practice, staffing, and professional learning needs. Instructional evaluation results will be used to identify both challenge areas and possible solutions to be addressed in school and district improvement plans. At the teacher, school, and district level this system is based on a cycle of instructional improvement. This system is illustrated in Figure 3.

Figure 3: Cycle of Instructional Improvement



Teacher action plans will be documented in their Individual Professional Development Plans (IPDPs). IPDPs will identify target areas for deliberate practice based on instructional practice observation results and student learning outcomes from the previous year. Timelines for this process are detailed in Table 3.

As outlined in Table 3, teachers may receive observations from educators with various instructional roles. Supporting continuous progress in instructional growth will generate input from numerous sources. For teachers and instructional personnel, administrators will conduct the final Summative Teacher Evaluation. All personnel giving input into the evaluation of another employee MUST have attended training on the evaluation and observation process before performing any observations. A comprehensive understanding of the Marzano Evaluation Model's 4 Domains, 60 elements, observation forms and procedures, and overall evaluation system process is critical to ensure both the accuracy and reliability of observations, feedback, and input.

In order to monitor the effectiveness of the Instructional Evaluation System, a committee will be established to review and analyze performance data and make recommendations for improvements to the system. It is anticipated that the committee will meet quarterly to monitor the effectiveness of the procedures and amend the process as needed. An annual

report of the evaluation process will be presented to the school board for review.

The instructional evaluation results will be scrutinized to determine school needs that should be addressed and incorporated into the school level improvement plan and professional development plan.

Evaluator Training

Administrators and professional development staff responsible for observations and evaluations will attend training in teacher evaluation. Participants learn how to use the protocol, provide meaningful feedback, and support teachers' growth through the teacher performance evaluation system.

Additionally, Administrators and professional staff responsible for observations are engaged in a Book Study reviewing Marzano's The Art and Science of Teaching and Effective Supervision and Hattie's Visible Learning. Subsequent initial training opportunities for new administrators and personnel with other educational roles will be offered periodically; e.g., these may be provided by either by professional consultants, through conference attendance, or through DOE conferences set up throughout state. Ongoing training for system evaluators will be provided to ensure integrity of the system.

Cohorts of initially trained participants will participate in ongoing professional development spread throughout the school year to augment the learning of the initial training. Topics will include:

- Marzano's Observation and Feedback Protocol
- Interrater reliability for observers
- Constructing effective feedback
- Analyzing data on teacher practice for trends and patterns
- Collecting data to convene collegial conversation
- Connecting teacher practice to student achievement

APPENDIX A

Table 15: Peer Review Process Guidelines for Observers

Table 16: Observation Form Options

Table 17: Observation Types and Characteristics

Table 18: Observation Roles

Table 19: Timeline of Observer Implementation

Table 20: Timeline of Observations

Table 21: Identification and Support of Teachers Not Meeting Expectations

Table 15: Peer Review Process

Teacher	NEP Peer Review Option	Number of Observations
Category I	Professional Learning Partner (PLP) assigned by administrator	At least 2
Category II	PLP(s) self-selected	At least 1
Category III	PLP(s) self-selected	At least 1

Table 16: Observation Forms Options

Formal Observation (s)	Informal Observation(s)	Walkthrough(s)
Performance Pre-Conference	Performance Snapshot Form	Performance Snapshot Form
Performance Short Form	Performance Short Form	Performance Short Form
Performance Post-Conference	Performance Long Form	Performance Long Form
Performance Long Form	Other district identified measures to support school improvement strategies	Other district identified measures to support school improvement strategies
Other district identified measures to support school improvement strategies		

Table 17: Observation Roles

Formal Observation	Role of the Observer	Role of the Teacher
Pre-Conference	<ul style="list-style-type: none"> • Support and guide the teacher in planning and preparation 	<ul style="list-style-type: none"> • Provide evidence regarding their skills in planning and aligning their lessons to district standards and curricula • Identify student learning goals • Help observer understand the context of the lesson and orient them to the classroom environment and procedures • Reflect on the guidance and support provided by the observer
Post-Conference	<ul style="list-style-type: none"> • Present evidence gathered during the observation • Provide an opportunity for the presentation of evidence across all four domains • Provide a climate and experience that enables the teacher and the observer to reflect upon all four domains and determine next steps 	<ul style="list-style-type: none"> • Reflect upon the impact that the lesson had on student learning. • Present evidence gathered to support learning in all four domains (Teacher Evaluation Portfolio) • Reflect upon the feedback provided
Written Feedback	<ul style="list-style-type: none"> • Provide objective, actionable and timely feedback 	<ul style="list-style-type: none"> • Reflect upon, engage in dialogue and take appropriate action
Informal Observation	Role of the Observer	Role of the Teacher
Written Feedback	<ul style="list-style-type: none"> • Provide objective, actionable and timely feedback 	<ul style="list-style-type: none"> • Reflect upon, engage in dialogue and take appropriate action
Walkthrough	Role of the Observer	Role of the Teacher
Formative Feedback	<ul style="list-style-type: none"> • Provide objective, actionable and timely feedback 	<ul style="list-style-type: none"> • Reflect upon, engage in dialogue and take appropriate action

Table 18: Observation Types and Characteristics

	Announced	Unannounced
Formal	<ul style="list-style-type: none"> • Class Period/Block (minimum of 40 minutes) • Pre-Conference – occurs at least 24 hours in advance of the observation • Post-Conference – occurs no longer than 4 days following the observation • Results inform annual evaluation • Written feedback provided to the teacher 	
Informal	<ul style="list-style-type: none"> • At least 20 minutes long • The results inform annual evaluation • Written/oral feedback provided to the teacher 	<ul style="list-style-type: none"> • At least 20 minutes long • The results inform annual evaluation • Written/oral feedback provided to the teacher
Walkthroughs	<ul style="list-style-type: none"> • Usually 3-10 minutes • Formative feedback only. Does not inform the annual evaluation. 	<ul style="list-style-type: none"> • Usually 3-10 minutes • Formative feedback only. Does not inform the annual evaluation.

Table 19: Timeline of Observer Implementation

Training will be conducted during the summer months for the Administrators and during Pre-planning for the teachers. A review of assessment data will also be provided prompt discussions on School Improvement Goals for the coming year.

Year		Conduct Formal Observations	Conduct Informal Observations	Conduct Final Rating
1	Administrators	Yes	Yes	Yes
	Professional Development Staff	Yes	Yes	No
	Professional Learning Partner (PLP)	No	Yes	No
	Professional Learning Partner-Assigned (PLP)	Yes	Yes	No
	Instructional Coaches	No	Yes	No
2	Administrators	Yes	Yes	Yes
	Professional Development Staff	Yes	Yes	No
	Professional Learning Partner (PLP)	No	Yes	No
	Professional Learning Partner-Assigned (PLP)	Yes	Yes	No
3	Administrators	Yes	Yes	Yes
	Professional Development Staff	Yes	Yes	No
	Professional Learning Partner (PLP)	No	Yes	No
	Professional Learning Partner-Assigned (PLP)	Yes	Yes	No
	Category III Highly Effective Teacher (2+ Years)	Yes	Yes	No

Table 20: Timeline of Observations

Month	Category I Teachers	Category II Teachers	Category III Teachers	Struggling Teachers
August	Develop Schedule of Observations			
	Create IPDP using previous year evaluation results and data (when applicable)	Create IPDP using previous year evaluation results and data (when applicable)	Create IPDP using previous year evaluation results and data (when applicable)	Create IPDP/Improvement Plan and evaluation criteria using previous year evaluation results and data (when applicable)
	Observations			Observations
September	Observations	Create IPDP using previous year evaluation results and data (when applicable)	Create IPDP using previous year evaluation results and data (when applicable)	Observations
	Align schedule of observations to address areas of deliberate practice identified in IPDPs			
October	Observations	Observations	Observations	Observations
November	Observations	Observations	Observations	Observations
December	Mid-Year Review including IPDP * Category I Newly Hired 90 day review	Observations	Observations	Mid-Year Review including IPDP
January	Observations	Mid-Year Review, if needed, including IPDP	Mid-Year Review, if needed, including IPDP	Observations
February	Observations	Observations	Observations	Observations
March	Observations	Observations	Observations	Observations
April	Observations	Observations	Observations	Observations
May	Observations	Observations	Observations	Observations
June/July	Administrator will Complete and Submit two Annual Evaluations for Category I teachers; one Annual Evaluation for Category II and III with IPDP			

Table 21: Identification and Support of Teachers Not Meeting Expectations

Identification and Support of Teachers Not Meeting Expectations	
Purpose of the process	To provide focused support and structured intensive assistance for teachers who are not meeting University Academy expectations
Definition of Teachers not Meeting Expectations	Category I Teachers: Unsatisfactory Summative Teacher Evaluation Score Category II or III Teachers: Needs Improvement or Unsatisfactory Summative Teacher Evaluation Score
General procedures	<p>The administrator will assign a PLP to the struggling teacher based on their areas of need. Specific professional learning in those particular areas will be assigned and required to be progressed monitored with appropriate observation tools. Additionally, a minimum of 1 quarterly coaching session will be provided in the specific domain(s) deficient. Evidence gathered in the areas of need would reflect an improvement in Marzano's five-point scale through developing (II) and above to indicate improvement. If a PLP was assigned to a Category I teacher, the PLP can be reassigned to ensure a match of needs. In addition to the increased observations, the teacher will get increased individualized assistance to develop an IPDP to address the most deficient domain. Progress will be assessed and documented through the formal and informal observation process at a minimum of four times in each category. A team consisting of at minimum of an administrator and PLP, but which may also including Professional Development Staff, or Instructional Coaches will meet at least quarterly to ensure that the needs of the struggling teacher are met.</p>
Roles and responsibilities	<p>Administrator(s):</p> <ul style="list-style-type: none"> • Observe • Develop the IPDP to address the area(s) of need • Render the final rating <p>PLP:</p> <ul style="list-style-type: none"> • Observe • Assist in developing the IPDP to address the area(s) of need • Provide coaching and professional development <p>Professional Development Staff:</p> <ul style="list-style-type: none"> • Observe • Assist in developing the IPDP to address the area(s) of need • Provide coaching and professional development <p>Instructional Coach:</p>

	<ul style="list-style-type: none"> • Observe • Assist in developing the IPDP to address the area(s) of need • Provide coaching and professional development Struggling Teacher • Engage in the professional learning • Participate in the development of the IPDP • Provide documentation of professional learning • Provide evidence of implementation • Attend all meetings with their PLP, Professional Development Staff, Administrator(s), Instructional Coaches
Timelines	As indicated in Table 9, the teacher identified as “struggling” will receive a minimum of four observations both formally and informally. Additionally, walkthroughs are conducted at a minimum of twice per month by an administrator.

Appendix B

OBSERVATION FORMS

All forms will be made available digitally and will contain the same content as the forms below:

Snapshot Form

Short Forms

Long Forms

Conference Forms

Individual Professional Development Plan

Marzano Protocol Snapshot

Lesson Segments that Involve Routine Events that Might be Observed in Every Lesson

1. What is the teacher doing to help establish and communicate learning goals, track student progress, and celebrate success?

Comments:

2. What is the teacher doing to establish or maintain classroom rules and procedures?

Comments:

Lesson Segments that Address Content

3. What is the teacher doing to help students effectively interact with new knowledge?

Comments:

4. What is the teacher doing to help students practice and deepen their understanding of new knowledge?

Comments:

5. What is the teacher doing to help students generate and test hypotheses about new knowledge?

Comments:

Lesson Segments that are Enacted on the Spot

6. What is the teacher doing to engage students?

Comments:

7. What is the teacher doing to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

Comments:

8. What is the teacher doing to establish and maintain effective relationships with students?

Comments:

9. What is the teacher doing to communicate high expectations for all students?

Comments:

Art and Science of Teaching

Teacher Evaluation Model: Domain 2: Planning and Preparing (Short Form)

The teacher plans for clear goals and identifies them in the plan; he or she describes methods for tracking student progress and measuring success

Planning and Preparing for Lessons and Units

42. Effective Scaffolding of Information within Lessons	
Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.	<ul style="list-style-type: none"><input type="radio"/> Innovating (4)<input type="radio"/> Applying (3)<input type="radio"/> Developing (2)<input type="radio"/> Beginning (1)<input type="radio"/> Not Using (0)<input type="radio"/> Not Applicable

43. Lessons within Units	
The teacher organizes lessons within units to progress toward a deep understanding of content.	<ul style="list-style-type: none"><input type="radio"/> Innovating (4)<input type="radio"/> Applying (3)<input type="radio"/> Developing (2)<input type="radio"/> Beginning (1)<input type="radio"/> Not Using (0)<input type="radio"/> Not Applicable

44. Attention to Established Content Standards	
The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.	<ul style="list-style-type: none"><input type="radio"/> Innovating (4)<input type="radio"/> Applying (3)<input type="radio"/> Developing (2)<input type="radio"/> Beginning (1)<input type="radio"/> Not Using (0)<input type="radio"/> Not Applicable

Planning and Preparing for Use of Resources and Technology

45. Use of Available Traditional Resources	
The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons.	<ul style="list-style-type: none"><input type="radio"/> Innovating (4)<input type="radio"/> Applying (3)<input type="radio"/> Developing (2)<input type="radio"/> Beginning (1)<input type="radio"/> Not Using (0)<input type="radio"/> Not Applicable
46. Use of Available Technology	
The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.	<ul style="list-style-type: none"><input type="radio"/> Innovating (4)<input type="radio"/> Applying (3)<input type="radio"/> Developing (2)<input type="radio"/> Beginning (1)<input type="radio"/> Not Using (0)<input type="radio"/> Not Applicable

Planning and Preparing for Special Needs of Students

47. Needs of English Language Learners

The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.

- ☐ Innovating (4)
- ☐ Applying (3)
- ☐ Developing (2)
- ☐ Beginning (1)
- ☐ Not Using (0)
- ☐ Not Applicable

48. Needs of Special Education Students

The teacher identifies the needs of special education students by providing accommodations and modifications that must be made for specific special education students.

- ☐ Innovating (4)
- ☐ Applying (3)
- ☐ Developing (2)
- ☐ Beginning (1)
- ☐ Not Using (0)
- ☐ Not Applicable

49. Needs of Students Who Lack Support for Schooling

The teacher identifies the needs of students who come from home environments that offer little support for schooling.

- ☐ Innovating (4)
- ☐ Applying (3)
- ☐ Developing (2)
- ☐ Beginning (1)
- ☐ Not Using (0)
- ☐ Not Applicable

Art and Science of Teaching

Teacher Evaluation Model: Domain 3: Reflecting on Teaching (Short Form)

Evaluating Personal Performance

50. Identifying Areas of Pedagogical Strength and Weakness	
<p>The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).</p>	<ul style="list-style-type: none"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
51. Evaluating the Effectiveness of Individual Lessons and Units	
<p>The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.</p>	<ul style="list-style-type: none"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	
<p>The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.</p>	<ul style="list-style-type: none"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

Developing and Implementing a Professional Growth Plan

53. Developing a Written Growth and Development Plan	
The teacher develops a written professional growth and development plan with specific and measureable goals, action steps, manageable timelines and appropriate resources.	<ul style="list-style-type: none"><input type="radio"/> Innovating (4)<input type="radio"/> Applying (3)<input type="radio"/> Developing (2)<input type="radio"/> Beginning (1)<input type="radio"/> Not Using (0)<input type="radio"/> Not Applicable

54. Monitoring Progress Relative to the Professional Growth and Development Plan	
The teacher charts his or her progress toward goals using established action plans, milestones and timelines.	<ul style="list-style-type: none"><input type="radio"/> Innovating (4)<input type="radio"/> Applying (3)<input type="radio"/> Developing (2)<input type="radio"/> Beginning (1)<input type="radio"/> Not Using (0)<input type="radio"/> Not Applicable

SHORT FORM**Art and Science of Teaching****Teacher Evaluation Model: Domain 4: Collegiality and Professionalism (Short Form)****Promoting a Positive Environment**

55. Promoting Positive Interactions with Colleagues	
The teacher interacts with other teachers in a positive manner to promote and support student learning.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
56. Promoting Positive Interactions about Students and Parents	
The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

Promoting Exchange of Ideas and Strategies

57. Seeking Mentorship for Areas of Need or Interest	
The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
58. Mentoring Other Teachers and Sharing Ideas and Strategies	
The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

Promoting District and School Development

59. Adhering to District and School Rules and Procedures

The teacher is aware of the district's and school's rules and procedures and adheres to them.

- ☐ Innovating (4)
- ☐ Applying (3)
- ☐ Developing (2)
- ☐ Beginning (1)
- ☐ Not Using (0)
- ☐ Not Applicable

60. Participating in District and School Initiatives

The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.

- ☐ Innovating (4)
- ☐ Applying (3)
- ☐ Developing (2)
- ☐ Beginning (1)
- ☐ Not Using (0)
- ☐ Not Applicable

The teacher plans for clear goals and identifies them in the plan; he or she describes methods for tracking student progress and measuring success

Planning and Preparing for Lessons and Units

50. Effective Scaffolding of Information within Lessons

Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.

- ☐ Innovating (4)
- ☐ Applying (3)
- ☐ Developing (2)
- ☐ Beginning (1)
- ☐ Not Using (0)
- ☐ Not Applicable

51. Lessons within Units

The teacher organizes lessons within units to progress toward a deep understanding of content.

- ☐ Innovating (4)
- ☐ Applying (3)
- ☐ Developing (2)
- ☐ Beginning (1)
- ☐ Not Using (0)
- ☐ Not Applicable

52. Attention to Established Content Standards	
The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

Planning and Preparing for Use of Resources and Technology

53. Use of Available Traditional Resources	
The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
54. Use of Available Technology	
The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

Planning and Preparing for Special Needs of Students

55. Needs of English Language Learners	
The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

56. Needs of Special Education Students	
The teacher identifies the needs of special education students by providing accommodations and modifications that must be made for specific special education students.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

57. Needs of Students Who Lack Support for Schooling	
The teacher identifies the needs of students who come from home environments that offer little support for schooling.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

Evaluating Personal Performance

55. Identifying Areas of Pedagogical Strength and Weakness	
The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

56. Evaluating the Effectiveness of Individual Lessons and Units	
The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

57. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.

- ☐ Innovating (4)
- ☐ Applying (3)
- ☐ Developing (2)
- ☐ Beginning (1)
- ☐ Not Using (0)
- ☐ Not Applicable

Developing and Implementing a Professional Growth Plan**58. Developing a Written Growth and Development Plan**

The teacher develops a written professional growth and development plan with specific and measureable goals, action steps, manageable timelines and appropriate resources.

- ☐ Innovating (4)
- ☐ Applying (3)
- ☐ Developing (2)
- ☐ Beginning (1)
- ☐ Not Using (0)
- ☐ Not Applicable

59. Monitoring Progress Relative to the Professional Growth and Development Plan

The teacher charts his or her progress toward goals using established action plans, milestones and timelines.

- ☐ Innovating (4)
- ☐ Applying (3)
- ☐ Developing (2)
- ☐ Beginning (1)
- ☐ Not Using (0)
- ☐ Not Applicable

Promoting a Positive Environment**61. Promoting Positive Interactions with Colleagues**

The teacher interacts with other teachers in a positive manner to promote and support student learning.

- ☐ Innovating (4)
- ☐ Applying (3)
- ☐ Developing (2)
- ☐ Beginning (1)
- ☐ Not Using (0)
- ☐ Not Applicable

62. Promoting Positive Interactions about Students and Parents	
The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

Promoting Exchange of Ideas and Strategies

63. Seeking Mentorship for Areas of Need or Interest	
The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

64. Mentoring Other Teachers and Sharing Ideas and Strategies	
The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

Promoting District and School Development

65. Adhering to District and School Rules and Procedures	
The teacher is aware of the district's and school's rules and procedures and adheres to them.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

66. Participating in District and School Initiatives	
The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

Long Form Domain 1 Marzano Protocol: Lesson Segments Involving Routine Events

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

10. Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Teacher Evidence

- ☐ Teacher has a learning goal posted so that all students can see it
- ☐ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- ☐ Teacher makes reference to the learning goal throughout the lesson
- ☐ Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- ☐ Teacher makes reference to the scale or rubric throughout the lesson

Student Evidence

- ☐ When asked, students can explain the learning goal for the lesson
- ☐ When asked, students can explain how their current activities relate to the learning goal
- ☐ When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

Scale Levels: (choose one)

- ☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals and scales (rubrics)	Adapts and creates new strategies for unique student needs and situations.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals and scales (rubrics)	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address the unique student needs and situations?	In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor students understanding of the learning goal and the levels of performance?	How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?	How can you begin to incorporate some aspects of this strategy into your instruction?

11. Tracking Student Progress

The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

Teacher Evidence

- ☐ Teacher helps student track their individual progress on the learning goal
- ☐ Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal
- ☐ Teacher charts the progress of the entire class on the learning goal

Student Evidence

- ☐ When asked, students can describe their status relative to the learning goal using the scale or rubric
- ☐ Students systematically update their status on the learning goal

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Tracking student progress	Adapts and creates new strategies for unique student needs and situations.	Facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which students understand their level of performance.	Facilitates tracking of student progress using a formative approach to assessment.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Tracking student progress	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for facilitating tracking of student progress using a formative approach to assessment, that address unique student needs and situations?	In addition to facilitating tracking of student progress using a formative approach to assessment, how can you monitor the extent to which students understand their level of performance?	How can you facilitate tracking of student progress using a formative approach to assessment?	How can you begin to incorporate some aspects of this strategy into your instruction?

12. Celebrating Success

The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.

Teacher Evidence

- ☐ Teacher acknowledges students who have achieved a certain score on the scale or rubric
- ☐ Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal
- ☐ Teacher acknowledges and celebrates the final status and progress of the entire class
- ☐ Teacher uses a variety of ways to celebrate success
 - Show of hands
 - Certification of success
 - Parent notification
 - Round of applause

Student Evidence

- ☐ Student show signs of pride regarding their accomplishments in the class
- ☐ When asked, students say they want to continue to make progress

Scale Levels: (choose one)

- ☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating success	Adapts and creates new strategies for unique student needs and situations.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating success	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing students with recognition of their current status and their knowledge gain relative to the learning goal that address unique student needs and situations?	In addition to providing students with recognition of their current status and their knowledge gain relative to the learning goal, how can you monitor the extent to which students are motivated to enhance their status?	How can you provide students with recognition of their current status and their knowledge gain relative to the learning goal?	How can you begin to incorporate some aspects of this strategy into your instruction?

Student Interviews

Student Questions:

- What learning goal did today's lesson focus on?
- How well are you doing on that learning goal?
- Describe the different levels you can be at on the learning goal.

Design Question #2: What will I do to help students effectively interact with new knowledge?

6. Identifying Critical Information

The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Teacher Evidence

- ☐ Teacher begins the lesson by explaining why upcoming content is important
- ☐ Teacher tells students to get ready for some important information
- ☐ Teacher cues the importance of upcoming information in some indirect fashion
 - Tone of voice
 - Body position
 - Level of excitement

Student Evidence

- ☐ When asked, students can describe the level of importance of the information addressed in class
- ☐ When asked, students can explain why the content is important to pay attention to
- ☐ Students visibly adjust their level of engagement

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Identifying critical information	Adapts and creates new strategies for unique student needs and situations.	Signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical information.	Signals to students which content is critical versus non-critical.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Identifying critical information	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for identifying critical information that address unique student needs and situations?	In addition to signaling to students which content is critical versus non-critical, how might you monitor the extent to which students attend to critical information?	How can you signal to students which content is critical versus non-critical?	How can you begin to incorporate some aspect of this strategy in your instruction?

7. Organizing Students to Interact with New Knowledge

The teacher organizes students into small groups to facilitate the processing of new information.

Teacher Evidence

- ☐ Teacher has established routines for student grouping and student interaction in groups
- ☐ Teacher organizes students into ad hoc groups for the lesson
 - Diads
 - Triads
 - Small groups up to about 5

Student Evidence

- ☐ Students move to groups in an orderly fashion
- ☐ Students appear to understand expectations about appropriate behavior in groups
 - Respect opinions of others
 - Add their perspective to discussions
 - Ask and answer questions

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students to interact with new knowledge	Adapts and creates new strategies for unique student needs and situations.	Organizes students into small groups to facilitate the processing of new knowledge and monitors group processing.	Organizes students into small groups to facilitate the processing of new knowledge.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students to interact with new knowledge	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to interact with new knowledge that address unique student needs and situations?	In addition to organizing students into small groups to facilitate the processing of new knowledge, how can you monitor group processes?	How can you organize students into small groups to facilitate the processing of new knowledge?	How can you begin to incorporate some aspect of this strategy in your instruction?

8. Previewing New Content

The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

Teacher Evidence

- ☐ Teacher uses preview question before reading
- ☐ Teacher uses K-W-L strategy or variation of it
- ☐ Teacher asks or reminds students what they already know about the topic
- ☐ Teacher provides an advanced organizer
 - Outline
 - Graphic organizer
- ☐ Teacher has students brainstorm
- ☐ Teacher uses anticipation guide
- ☐ Teacher uses motivational hook/launching activity
 - Anecdotes
 - Short selection from video
- ☐ Teacher uses word splash activity to connect vocabulary to upcoming content

Student Evidence

- ☐ When asked, students can explain linkages with prior knowledge
- ☐ When asked, students make predictions about upcoming content
- ☐ When asked, students can provide a purpose for what they are about to learn
- ☐ Students actively engage in previewing activities

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Previewing new content	Adapts and creates new strategies for unique student needs and situations.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed and monitors the extent to which students are making linkages.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Previewing new content	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for previewing new content that address unique student needs and situations?	In addition to engaging students in learning activities that require them to preview and link new knowledge to what has been addressed, how can you also monitor the extent to which students are making linkages?	How can you engage students in learning activities that require them to preview and link new knowledge to what has been addressed?	How can you begin to incorporate some aspect of this strategy in your instruction?

9. Chunking Content into “Digestible Bites”

Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students.

Teacher Evidence

- ☐ Teacher stops at strategic points in a verbal presentation
- ☐ While playing a video tape, the teacher turns the tape off at key junctures
- ☐ While providing a demonstration, the teacher stops at strategic points
- ☐ While students are reading information or stories orally as a class, the teacher stops at strategic points

Student Evidence

- ☐ When asked, students can explain why the teacher is stopping at various points
- ☐ Students appear to know what is expected of them when the teacher stops at strategic points

Scale Levels: (choose one)

- ☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Chunking content into digestible bites	Adapts and creates new strategies for unique student needs and situations.	Breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate.	Breaks input experiences into small chunks based on student needs.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Chunking content into digestible bites	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for chunking content into digestible bites that address unique student needs and situations?	In addition to breaking input experiences into small chunks based on student needs, how can you also monitor the extent to which chunks are appropriate?	How can you break input experiences into small chunks based on student needs?	How can you begin to incorporate some aspect of this strategy in your instruction?

10. Processing New Information

During breaks in the presentation of content, the teacher engages students in actively processing new information.

Teacher Evidence

- ☐ Teacher has group members summarize new information
- ☐ Teacher employs formal group processing strategies
 - Jigsaw
 - Reciprocal Teaching
 - Concept attainment

Student Evidence

- ☐ When asked, students can explain what they have just learned
- ☐ Students volunteer predictions
- ☐ Students voluntarily ask clarification questions
- ☐ Groups are actively discussing the content
 - Group members ask each other and answer questions about the information
 - Group members make predictions about what they expect next

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Processing new information	Adapts and creates new strategies for unique student needs and situations.	Engages students in summarizing, predicting, and questioning activities and monitor the extent to which the activities enhance students' understanding.	Engages students in summarizing, predicting, and questioning activities.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Processing new information	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for processing new information that address unique student needs and situations?	In addition to engaging students in summarizing, predicting, and questioning activities, how can you monitor the extent to which the activities enhance students' understanding?	How can you engage students in summarizing, predicting, and questioning activities?	How can you begin to incorporate some aspect of this strategy in your instruction?

11. Elaborating on New Information

The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.

Teacher Evidence

- ☐ Teacher asks explicit questions that require students to make elaborative inferences about the content
- ☐ Teacher asks students to explain and defend their inferences
- ☐ Teacher presents situations or problems that require inferences

Student Evidence

- ☐ Students volunteer answers to inferential questions
- ☐ Students provide explanations and “proofs” for inferences

Scale Levels: (choose one)

- ☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Elaborating on new information	Adapts and creates new strategies for unique student needs and situations.	Engages students in answering inferential questions and monitors the extent to which students elaborate on what was explicitly taught.	Engages students in answering inferential questions.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Elaborating on new information	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for elaborating on new information that address unique student needs and situations?	In addition to engaging students in answering inferential questions, how can you monitor the extent to which students elaborate on what was explicitly taught?	How can you engage students in answering inferential questions?	How can you begin to incorporate some aspect of this strategy in your instruction?

12. Recording and Representing Knowledge

The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

Teacher Evidence

- ☐ Teacher asks students to summarize the information they have learned
- ☐ Teacher asks students to generate notes that identify critical information in the content
- ☐ Teacher asks students to create nonlinguistic representations for new content
 - Graphic organizers
 - Pictures
 - Pictographs
 - Flow charts
- ☐ Teacher asks students to create mnemonics that organize the content

Student Evidence

- ☐ Students' summaries and notes include critical content
- ☐ Students' nonlinguistic representations include critical content
- ☐ When asked, students can explain main points of the lesson

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Recording and representing knowledge	Adapts and creates new strategies for unique student needs and situations.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors the extent to which this enhances students' understanding.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Recording and representing knowledge	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for recording and representing knowledge that address unique student needs and situations?	In addition to engaging students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways, how can you monitor the extent to which this enhances students' understanding?	How can you engage students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways?	How can you begin to incorporate some aspect of this strategy in your instruction?

13. Reflecting on Learning

The teacher engages students in activities that help them reflect on their learning and the learning process.

Teacher Evidence

- ☐ Teacher asks students to state or record what they are clear about and what they are confused about
- ☐ Teacher asks students to state or record how hard they tried
- ☐ Teacher asks students to state or record what they might have done to enhance their learning

Student Evidence

- ☐ When asked, students can explain what they are clear about and what they are confused about
- ☐ When asked, students can describe how hard they tried
- ☐ When asked, students can explain what they could have done to enhance their learning

Scale Levels: (choose one)

- ☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Reflecting on learning	Adapts and creates new strategies for unique student needs and situations.	Engages students in reflecting on their own learning and the learning process and monitors the extent to which students self-assess their understanding and effort.	Engages students in reflecting on their own learning and the learning process.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Reflecting on learning	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for reflecting on learning that address unique student needs and situations?	In addition to engaging students in reflecting on their own learning and the learning process, how can you monitor the extent to which students self-assess their understanding and effort?	How can you engage students in reflecting on their own learning and the learning process?	How can you begin to incorporate some aspect of this strategy in your instruction?

Student Interviews

Student Questions:

- Why is the information that you are learning today important?
- How do you know what are the most important things to pay attention to?
- What are the main points of this lesson?

Design Question #3: What will I do to help students practice and deepen their understanding of new knowledge?

14. Reviewing Content

The teacher engages students in a brief review of content that highlights the critical information.

Teacher Evidence

- ☐ Teacher begins the lesson with a brief review of content
- ☐ Teacher uses specific strategies to review information
 - Summary
 - Problem that must be solved using previous information
 - Questions that require a review of content
 - Demonstration
 - Brief practice test or exercise

Student Evidence

- ☐ When asked, students can describe the previous content on which new lesson is based
- ☐ Student responses to class activities indicate that they recall previous content

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Reviewing content	Adapts and creates new strategies for unique student needs and situations.	Engages students in a brief review of content that highlights the critical information and monitors the extent to which students can recall and describe previous content.	Engages students in a brief review of content that highlights the critical information.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Reviewing content	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for reviewing content that address unique student needs and situations?	In addition to, engaging students in a brief review of content, how can you monitor the extent to which students can recall and describe previous content?	How can you engage students in a brief review of content that highlights the critical information?	How can you begin to incorporate some aspect of this strategy in your instruction?

15. Organizing Students to Practice and Deepen Knowledge

The teacher uses grouping in ways that facilitate practicing and deepening knowledge.

Teacher Evidence

- ☐ Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content
- ☐ Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process

Student Evidence

- ☐ When asked, students explain how the group work supports their learning
- ☐ While in groups students interact in explicit ways to deepen their knowledge of informational content or, practice a skill, strategy, or process
 - Asking each other questions
 - Obtaining feedback from their peers

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students to practice and deepen knowledge	Adapts and creates new strategies for unique student needs and situations.	Organizes students into groups to practice and deepen their knowledge and monitors the extent to which the group work extends their learning.	Organizes students into groups to practice and deepen their knowledge.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students to practice and deepen knowledge	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to practice and deepen knowledge that address unique student needs and situations?	In addition to organizing students into groups to practice and deepen their knowledge, how can you also monitor the extent to which the group work extends their learning?	How can you organize students into groups to practice and deepen their knowledge?	How can you begin to incorporate some aspect of this strategy in your instruction?

16. Using Homework

When appropriate (as opposed to routinely) the teacher designs homework to deepen students' knowledge of informational content or, practice a skill, strategy, or process.

Teacher Evidence

- ☐ Teacher communicates a clear purpose for homework
- ☐ Teacher extends an activity that was begun in class to provide students with more time
- ☐ Teacher assigns a well crafted homework assignment that allows students to practice and deepen their knowledge independently

Student Evidence

- ☐ When asked, students can describe how the homework assignment will deepen their understanding of informational content or, help them practice a skill, strategy, or process
- ☐ Students ask clarifying questions of the homework that help them understand its purpose

Scale Levels: (choose one)

- ☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using homework	Adapts and creates new strategies for unique student needs and situations.	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of informational content or, practice a skill, strategy, or process and monitors the extent to which students understand the homework.	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of informational content or, practice a skill, strategy, or process.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using homework	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for assigning homework that address unique student needs and situations?	In addition to assigning homework that is designed to deepen knowledge of informational content or practice a skill, strategy, or process, how can you also monitor the extent to which the group work extends their learning?	How can you assign homework that is designed to deepen knowledge of informational content or practice a skill, strategy, or process?	How can you begin to incorporate some aspect of this strategy in your instruction?

17. Examining Similarities and Differences

When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.

Teacher Evidence

- ☐ Teacher engages students in activities that require students to examine similarities and differences between content
 - Comparison activities
 - Classifying activities
 - Analogy activities
 - Metaphor activities
- ☐ Teacher facilitates the use of these activities to help students deepen their understanding of content
 - Ask students to summarize what they have learned from the activity
 - Ask students to explain how the activity has added to their understanding

Student Evidence

- ☐ Student artifacts indicate that their knowledge has been extended as a result of the activity
- ☐ When asked about the activity, student responses indicate that they have deepened their understanding
- ☐ When asked, students can explain similarities and differences
- ☐ Student artifacts indicate that they can identify similarities and differences

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Examining similarities and differences	Adapts and creates new strategies for unique student needs and situations.	When content is informational, engages students in activities that require them to examine similarities and differences, and monitors the extent to which the students are deepening their knowledge.	When content is informational, engages students in activities that require them to examine similarities and differences.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Examining similarities and differences	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for examining similarities and differences that address unique student needs and situations?	In addition to engaging students in examining similarities and differences, how can you monitor the extent to which the students are deepening their knowledge?	How can you engage students in activities that require them to examine similarities and differences?	How can you begin to incorporate some aspect of this strategy in your instruction?

18. Examining Errors in Reasoning

When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.

Teacher Evidence

- ☐ Teacher asks students to examine information for errors or informal fallacies
 - Faulty logic
 - Attacks
 - Weak reference
 - Misinformation
- ☐ Teacher asks students to examine the strength of support presented for a claim
 - Statement of a clear claim
 - Evidence for the claim presented
 - Qualifiers presented showing exceptions to the claim

Student Evidence

- ☐ When asked, students can describe errors or informal fallacies in information
- ☐ When asked, students can explain the overall structure of an argument presented to support a claim
- ☐ Student artifacts indicate that they can identify errors in reasoning.

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Examining errors in reasoning	Adapts and creates new strategies for unique student needs and situations.	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them and monitors the extent to which students are deepening their knowledge.	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for examining their own reasoning or the logic of information that address unique student needs and situations?	In addition to engaging students in examining their own reasoning or the logic of information as presented to them, how can you monitor the extent to which the students are deepening their knowledge?	How can you engage students in activities that require them to examine their own reasoning or the logic of information as presented to them?	How can you begin to incorporate some aspect of this strategy in your instruction?

19. Practicing Skills, Strategies, and Processes

When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.

Teacher Evidence

- ☐ Teacher engages 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

Student Evidence

- ☐ Students perform the skill, strategy, or process with increased confidence
- ☐ Students perform the skill, strategy, or process with increased competence

Scale Levels: (choose one)

- ☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Practicing skills, strategies, and processes	Adapts and creates new strategies for unique student needs and situations.	When content involves a skill, strategy, or process, engages students in practice activities and monitors the extent to which the practice is increasing student fluency.	When content involves a skill, strategy, or process, engages students in practice activities.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Practicing skills, strategies, and processes	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create practice activities that increase fluency and address unique student needs and situations?	In addition to engaging students in practice activities, how can you monitor the extent to which the practice is increasing student fluency?	How can you engage students in practice activities when content involves a skill, strategy, or process?	How can you begin to incorporate some aspect of this strategy in your instruction?

20. Revising Knowledge

The teacher engages students in revision of previous knowledge about content addressed in previous lessons.

Teacher Evidence

- ☐ Teacher asks students to examine previous entries in their academic notebooks or notes
- ☐ The teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content
- ☐ Teacher has students explain how their understanding has changed

Student Evidence

- ☐ Students make corrections to information previously recorded about content
- ☐ When asked, students can explain previous errors or misconceptions they had about content

Scale Levels: (choose one)

- ☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Revising knowledge	Adapts and creates new strategies for unique student needs and situations.	Engages students in revision of previous content and monitors the extent to which these revisions deepen students' understanding.	Engages students in revision of previous content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Revising knowledge	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for revising content that address unique student needs and situations?	In addition to engaging students in revision of previous content, how can you monitor the extent to which these revisions deepen students' understanding?	How can you engage students in the revision of previous content?	How can you begin to incorporate some aspect of this strategy in your instruction?

Student Interviews

Student Questions:

- How did this lesson add to your understanding of the content?
- What changes did you make in your understanding of the content as a result of the lesson?
- What do you still need to understand better?

Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?

21. Organizing Students for Cognitively Complex Tasks

The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.

Teacher Evidence

- ☐ Teacher establishes the need to generate and test hypotheses
- ☐ Teacher organizes students into groups to generate and test hypotheses

Student Evidence

- ☐ When asked, students describe the importance of generating and testing hypotheses about content
- ☐ When asked, students explain how groups support their learning
- ☐ Students use group activities to help them generate and test hypotheses

Scale Levels: (choose one)

- ☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students for cognitively complex tasks	Adapts and creates new strategies for unique student needs and situations.	Organizes students into groups to facilitate working on cognitively complex tasks and monitors the extent to which group processes facilitate generating and testing hypotheses.	Organizes students into groups to facilitate working on cognitively complex tasks.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students for cognitively complex tasks	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to complete cognitively complex tasks?	In addition to organizing students in groups for cognitively complex tasks, how can you monitor the extent to which group processes facilitate generating and testing hypotheses?	How can you organize students in groups to facilitate working on cognitively complex tasks?	How can you begin to incorporate some aspect of this strategy in your instruction?

22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

The teacher engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.

Teacher Evidence

- ☐ Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses
- ☐ Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses

Student Evidence

- ☐ Students are clearly working on tasks that require them to generate and test hypotheses
- ☐ When asked, students can explain the hypothesis they are testing
- ☐ When asked, students can explain whether their hypothesis was confirmed or disconfirmed
- ☐ Student artifacts indicate that they can engage in decision making, problem solving, experimental inquiry, or investigation

Scale Levels: (choose one)

- ☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Engaging students in cognitively complex tasks involving hypothesis generation and testing	Adapts and creates new strategies for unique student needs and situations.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) and monitors the extent to which students are generating and testing hypotheses.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation).	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Engaging students in cognitively complex tasks involving hypothesis generation and testing	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to complete cognitively complex tasks?	In addition to engaging students in groups for cognitively complex tasks, involving hypothesis generation and testing, how can you monitor the extent to which students are generating and testing hypotheses?	How can you engage students in cognitively complex tasks involving hypothesis generation and testing?	How can you begin to incorporate some aspect of this strategy in your instruction?

23. Providing Resources and Guidance

The teacher acts as resource provider and guide as students engage in cognitively complex task

Teacher Evidence

- ☐ Teacher makes himself/herself available to students who need guidance or resources
 - Circulates around the room
 - Provides easy access to himself/herself
- ☐ Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks
- ☐ Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students

Student Evidence

- ☐ Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks
- ☐ When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing task

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing resources and guidance	Adapts and creates new strategies for unique student needs and situations.	Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the extent to which students request and use guidance and resources.	Acts as a guide and resource provider as students engage in cognitively complex tasks.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing resources and guidance	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing resources and guidance?	In addition to acting as a guide and resource provider, how can you monitor the extent to which students request and use guidance and resources?	How can you act as a guide and resource provider as students engage in cognitively complex tasks?	How can you begin to incorporate some aspect of this strategy in your instruction?

Student Interviews

Student Questions:

- How did this lesson help you apply or use what you have learned?
- What change has this lesson made about your understanding of the content?

Design Question #5: What will I do to engage students?

24. Noticing when Students are Not Engaged

The teacher scans the room making note of when students are not engaged and takes overt action.

Teacher Evidence

- ☐ Teacher notices when specific students or groups of students are not engaged
- ☐ Teacher notices when the energy level in the room is low
- ☐ Teacher takes action to re-engage students

Student Evidence

- ☐ Students appear aware of the fact that the teacher is taking note of their level of engagement
- ☐ Students try to increase their level of engagement when prompted
- ☐ When asked, students explain that the teacher expects high levels of engagement

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Noticing when students are not engaged	Adapts and creates new strategies for unique student needs and situations.	Scans the room making note of when students are not engaged and takes action and monitors the extent to which students re-engage.	Scans the room making note of when students are not engaged and takes action.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Noticing when students are not engaged	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for noticing when students are not engaged that address unique student needs and situations?	In addition to scanning the room, making note of when students are not engaged and taking action, how can you monitor the extent to which students re-engage?	How can you scan the room making note of when students are not engaged and take action to engage students?	How can you begin to incorporate some aspects of this strategy into your instruction?

25. Using Academic Games

The teacher uses academic games and inconsequential competition to maintain student engagement.

Teacher Evidence

- ☐ Teacher uses structured games such as Jeopardy, family feud, and the like
- ☐ Teacher develops impromptu games such as making a game out of which answer might be correct for a given question
- ☐ Teacher uses friendly competition along with classroom games

Student Evidence

- ☐ Students engage in the games with some enthusiasm
- ☐ When asked, students can explain how the games keep their interest and help them learn or remember content

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using academic games	Adapts and creates new strategies for unique student needs and situations.	Uses academic games and inconsequential competition to maintain student engagement and monitors the extent to which students focus on the academic content of the game.	Uses academic games and inconsequential competition to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using academic games	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for using academic games and inconsequential competition to maintain student engagement that address unique student needs and situations?	In addition to using academic games and inconsequential competition to maintain student engagement, how can you monitor the extent to which students focus on the academic content of the game?	How can you use academic games and inconsequential competition to maintain student engagement?	How can you begin to incorporate this strategy into your instruction?

26. Managing Response Rates

The teacher uses response rate techniques to maintain student engagement in questions.

Teacher Evidence

- ☐ Teacher uses wait time
- ☐ Teacher uses response cards
- ☐ Teacher has students use hand signals to respond to questions
- ☐ Teacher uses choral response
- ☐ Teacher uses technology to keep track of students' responses
- ☐ Teacher uses response chaining

Student Evidence

- ☐ Multiple students or the entire class responds to questions posed by the teacher
- ☐ When asked, students can describe their thinking about specific questions posed by the teacher

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Managing response rates	Adapts and creates new strategies for unique student needs and situations.	Uses response rate techniques to maintain student engagement in questions and monitors the extent to which the techniques keep students engaged.	Uses response rate techniques to maintain student engagement in questions.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Managing response rates	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new response rate techniques to maintain student engagement in questions that address unique student needs and situations?	In addition to using response rate techniques to maintain student engagement in questions, how can you monitor the extent to which the techniques keep students engaged?	How can you use response rate techniques to maintain student engagement in questions?	How can you begin to incorporate this strategy into your instruction?

27. Using Physical Movement

The teacher uses physical movement to maintain student engagement.

Teacher Evidence

- ☐ Teacher has students stand up and stretch or related activities when their energy is low
- ☐ Teacher uses activities that require students to physically move to respond to questions
 - Vote with your feet
 - Go to the part of the room that represents the answer you agree with
- ☐ Teacher has students physically act out or model content to increase energy and engagement
- ☐ Teacher use give-one-get-one activities that require students to move about the room

Student Evidence

- ☐ Students engage in the physical activities designed by the teacher
- ☐ When asked, students can explain how the physical movement keeps their interest and helps them learn

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using physical movement	Adapts and creates new strategies for unique student needs and situations.	Uses physical movement to maintain student engagement and monitors the extent to which these activities enhance student engagement.	Uses physical movement to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using physical movement	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new physical movement techniques to maintain student engagement that address unique student needs and situations?	In addition to using physical movement to maintain student engagement, how can you monitor the extent to which these activities enhance student engagement?	How can you use physical movement to maintain student engagement?	How can you begin to incorporate this strategy into your instruction?

28. Maintaining a Lively Pace

The teacher uses pacing techniques to maintain students' engagement.

Teacher Evidence

- ☐ Teacher employs crisp transitions from one activity to another
- ☐ Teacher alters pace appropriately (i.e. speeds up and slows down)

Student Evidence

- ☐ Students quickly adapt to transitions and re-engage when a new activity is begun
- ☐ When asked about the pace of the class, students describe it as not too fast or not too slow

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Maintaining a lively pace	Adapts and creates new strategies for unique student needs and situations.	Uses pacing techniques to maintain students' engagement and monitors the extent to which these techniques keep students engaged.	Uses pacing techniques to maintain students' engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Maintaining a lively pace	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new pacing techniques that address unique student needs and situations?	In addition to pacing techniques to maintain students' engagement, how can you monitor the extent to which students keep engaged?	How can you use pacing techniques to maintain students' engagement?	How can you begin to incorporate this strategy into your instruction?

29. Demonstrating Intensity and Enthusiasm

The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.

Teacher Evidence

- ☐ Teacher describes personal experiences that relate to the content
- ☐ Teacher signals excitement for content by:
 - Physical gestures
 - Voice tone
 - Dramatization of information
- ☐ Teacher overtly adjusts energy level

Student Evidence

- ☐ When asked, students say that the teacher “likes the content” and “likes teaching”
- ☐ Students’ attention levels increase when the teacher demonstrates enthusiasm and intensity for the content

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating intensity and enthusiasm	Adapts and creates new strategies for unique student needs and situations.	Demonstrates intensity and enthusiasm for the content in a variety of ways and monitors the extent to which students’ engagement increases.	Demonstrates intensity and enthusiasm for the content in a variety of ways.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating intensity and enthusiasm	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for demonstrating intensity and enthusiasm for the content that address unique student needs and situations?	In addition to demonstrating intensity and enthusiasm for the content in a variety of ways, how can you monitor the extent to which students keep engaged?	How can you demonstrate intensity and enthusiasm for the content in a variety of ways?	How can you begin to incorporate this strategy into your instruction?

30. Using Friendly Controversy

The teacher uses friendly controversy techniques to maintain student engagement.

Teacher Evidence

- ☐ Teacher structures mini-debates about the content
- ☐ Teacher has students examine multiple perspectives and opinions about the content
- ☐ Teacher elicits different opinions on content from members of the class

Student Evidence

- ☐ Students engage in friendly controversy activities with enhanced engagement
- ☐ When asked, students describe friendly controversy activities as “stimulating,” “fun,” and so on.
- ☐ When asked, students explain how a friendly controversy activity helped them better understand the content

Scale Levels: (choose one)

- ☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using friendly controversy	Adapts and creates new strategies for unique student needs and situations.	Uses friendly controversy techniques to maintain student engagement and monitors the effect on students' engagement.	Uses friendly controversy techniques to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using friendly controversy	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for using friendly controversy to maintain student engagement that address unique student needs and situations?	In addition to using friendly controversy techniques to maintain student engagement, how can you monitor the extent to which students keep engaged?	How can you use friendly controversy techniques to maintain student engagement?	How can you begin to incorporate this strategy into your instruction?

31. Providing Opportunities for Students to Talk about Themselves

The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.

Teacher Evidence

- ☐ Teacher is aware of student interests and makes connections between these interests and class content
- ☐ Teacher structures activities that ask students to make connections between the content and their personal interests
- ☐ When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested

Student Evidence

- ☐ Students engage in activities that require them to make connections between their personal interests and the content
- ☐ When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content

Scale Levels: (choose one)

- ☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing opportunities for students to talk about themselves	Adapts and creates new strategies for unique student needs and situations.	Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the extent to which these activities enhance student engagement.	Provides students with opportunities to relate what is being addressed in class to their personal interests.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing opportunities for students to talk about themselves	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for providing students with opportunities to relate what is being addressed in class to their personal interests that address unique student needs and situations?	In addition to providing students with opportunities to relate what is being addressed in class to their personal interests, how can you monitor the extent to which these activities enhance student engagement?	How can you provide students with opportunities to relate what is being addressed in class to their personal interests?	How can you begin to incorporate this strategy into your instruction?

32. Presenting Unusual or Intriguing Information

The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement.

Teacher Evidence

- ☐ Teacher systematically provides interesting facts and details about the content
- ☐ Teacher encourages students to identify interesting information about the content
- ☐ Teacher engages students in activities like "Believe it or not" about the content
- ☐ Teacher uses guest speakers to provide unusual information about the content

Student Evidence

- ☐ Students' attention increases when unusual information is presented about the content
- ☐ When asked, students explain how the unusual information makes them more interested in the content

Scale Levels: (choose one)

- ☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Presenting unusual or intriguing information	Adapts and creates new strategies for unique student needs and situations.	Uses unusual or intriguing information about the content and monitors the extent to which this information enhances students' interest in the content.	Uses unusual or intriguing information about the content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Presenting unusual or intriguing information	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for using unusual or intriguing information about the content that address unique student needs and situations?	In addition to using unusual or intriguing information about the content, how can you monitor the extent to which this information enhances students' interest in the content?	How can you use unusual or intriguing information about the content?	How can you begin to incorporate this strategy into your instruction?

Student Interviews

Student Questions:

- How engaged were you in this lesson?
- What are some things that keep your attention?
- What are some things that made you bored?

Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?

33. Demonstrating “Withitness”

The teacher uses behaviors associated with “withitness” to maintain adherence to rules and procedures.

Teacher Evidence

- ☐ Teacher physically occupies all quadrants of the room
- ☐ Teacher scans the entire room making eye contact with all students
- ☐ Teacher recognizes potential sources of disruption and deals with them immediately
- ☐ Teacher proactively addresses inflammatory situations

Student Evidence

- ☐ Students recognize that the teacher is aware of their behavior
- ☐ When asked, students describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head”

Scale Levels: (choose one)

- ☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating “withitness”	Adapts and creates new strategies for unique student needs and situations.	Uses behaviors associated with “withitness” and monitors the effect on students’ behavior.	Uses behaviors associated with “withitness”.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating “withitness”	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for using behaviors associated with “withitness” that address unique student needs and situations?	In addition to, using behaviors associated with “withitness,” how can you monitor the effect on students’ behavior?	How can you use behaviors associated with “withitness”?	How can you begin to incorporate this strategy into your instruction?

34. Applying Consequences for Lack of Adherence to Rules and Procedures

The teacher applies consequences for not following rules and procedures consistently and fairly.

Teacher Evidence

- ☐ Teacher provides nonverbal signals when students' behavior is not appropriate
 - Eye contact
 - Proximity
 - Tap on the desk
 - Shaking head, no
- ☐ Teacher provides verbal signals when students' behavior is not appropriate
 - Tells students to stop
 - Tells students that their behavior is in violation of a rule or procedure
- ☐ Teacher uses group contingency consequences when appropriate (i.e. whole group must demonstrate a specific behavior)
- ☐ Teacher involves the home when appropriate (i.e. makes a call home to parents to help extinguish inappropriate behavior)
- ☐ Teacher uses direct cost consequences when appropriate (e.g. student must fix something he or she has broken)

Student Evidence

- ☐ Students cease inappropriate behavior when signaled by the teacher
- ☐ Students accept consequences as part of the way class is conducted
- ☐ When asked, students describe the teacher as fair in application of rules

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Applying consequences for lack of adherence to rules and procedures	Adapts and creates new strategies for unique student needs and situations.	Applies consequences for not following rules and procedures consistently and fairly and monitors the extent to which rules and procedures are followed.	Applies consequences for not following rules and procedures consistently and fairly.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Applying consequences for lack of adherence to rules and procedures	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for applying consequences for not following rules and procedures consistently and fairly that address unique student needs and situations?	In addition to, applying consequences for not following rules and procedures consistently and fairly, how can you monitor the extent to which rules and procedures are followed?	How can you apply consequences for not following rules and procedures consistently and fairly?	How can you begin to incorporate this strategy into your instruction?

35. Acknowledging Adherence to Rules and Procedures

The teacher consistently and fairly acknowledges adherence to rules and procedures.

Teacher Evidence

- ☐ Teacher provides nonverbal signals that a rule or procedure has been followed:
 - Smile
 - Nod of head
 - High Five
- ☐ Teacher gives verbal cues that a rule or procedure has been followed:
 - Thanks students for following a rule or procedure
 - Describes student behaviors that adhere to rule or procedure
- ☐ Teacher notifies the home when a rule or procedure has been followed
- ☐ Teacher uses tangible recognition when a rule or procedure has been followed:
 - Certificate of merit
 - Token economies

Student Evidence

- ☐ Students appear appreciative of the teacher acknowledging their positive behavior
- ☐ When asked, students describe teacher as appreciative of their good behavior
- ☐ The number of students adhering to rules and procedures increases

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Acknowledging adherence to rules and procedures	Adapts and creates new strategies for unique student needs and situations.	Acknowledges adherence to rules and procedures consistently and fairly and monitors the extent to which new actions affect students' behavior.	Acknowledges adherence to rules and procedures consistently and fairly.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Acknowledging adherence to rules and procedures	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for acknowledging adherence to rules and procedures consistently and fairly that address unique student needs and situations?	In addition to, acknowledging adherence to rules and procedures consistently and fairly, how can you monitor the extent to which new actions affect students' behavior?	How can you acknowledge adherence to rules and procedures consistently and fairly?	How can you begin to incorporate this strategy into your instruction?

Student Interviews

Student Questions:

- How well did you do at following classroom rules and procedures during this lesson?
- What are some things that helped you follow the rules and procedures?
- What are some things that didn't help you follow the rules and procedures?

Design Question #8: What will I do to establish and maintain effective relationships with students?

36. Understanding Students' Interests and Background

The teacher uses students' interests and background to produce a climate of acceptance and community.

Teacher Evidence

- ☐ Teacher has side discussions with students about events in their lives
- ☐ Teacher has discussions with students about topics in which they are interested
- ☐ Teacher builds student interests into lessons

Student Evidence

- ☐ When asked, students describe the teacher as someone who knows them and/or is interested in them
- ☐ Students respond when teacher demonstrates understanding of their interests and background
- ☐ When asked students say they feel accepted

Scale Levels: (choose one)

- ☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Understanding students' interests and background	Adapts and creates new strategies for unique student needs and situations.	Uses students' interests and background during interactions with students and monitors the sense of community in the classroom.	Uses students' interests and background during interactions with students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Understanding students' interests and background	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using students' interests and backgrounds during interactions with students that address unique student needs and situations?	In addition to using students' interests and background during interactions with students, how can you monitor the extent to which a sense of community is formed in the classroom?	How can you use students' interests and background during interactions with students?	How can you begin to incorporate this strategy into your instruction?

37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students.

Teacher Evidence

- ☐ Teacher compliments students regarding academic and personal accomplishments
- ☐ Teacher engages in informal conversations with students that are not related to academics
- ☐ Teacher uses humor with students when appropriate
- ☐ Teacher smiles, nods, (etc) at students when appropriate
- ☐ Teacher puts hand on students' shoulders when appropriate

Student Evidence

- ☐ When asked, students describe teacher as someone who cares for them
- ☐ Students respond to teachers verbal interactions
- ☐ Students respond to teachers nonverbal interactions

Scale Levels: (choose one)

- ☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using verbal and nonverbal behaviors that indicate caring for students	Adapts and creates new strategies for unique student needs and situations.	Uses verbal and nonverbal behaviors that indicate caring for students and monitors the quality of relationships in the classroom.	Uses verbal and nonverbal behaviors that indicate caring for students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using verbal and nonverbal behaviors that indicate caring for students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using verbal and nonverbal behaviors that indicate caring for students that address unique student needs and situations?	In addition to using verbal and nonverbal behaviors that indicate caring for students how can you monitor the quality of relationships in the classroom?	How can you use verbal and nonverbal behaviors that indicate caring for students?	How can you begin to incorporate this strategy into your instruction?

38. Displaying Objectivity and Control

The teacher behaves in an objective and controlled manner.

Teacher Evidence

- ☐ Teacher does not exhibit extremes in positive or negative emotions
- ☐ Teacher addresses inflammatory issues and events in a calm and controlled manner
- ☐ Teacher interacts with all students in the same calm and controlled fashion
- ☐ Teacher does not demonstrate personal offense at student misbehavior

Student Evidence

- ☐ Students are settled by the teacher's calm demeanor
- ☐ When asked, the students describe the teacher as in control of himself/herself and in control of the class
- ☐ When asked, students say that the teacher does not hold grudges or take things personally

Scale Levels: (choose one)

- ☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Displaying emotional objectivity and control	Adapts and creates new strategies for unique student needs and situations.	Behaves in an objective and controlled manner and monitors the effect on the classroom climate.	Behaves in an objective and controlled manner.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Displaying emotional objectivity and control	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaving in an objective and controlled manner that address unique student needs and situations?	In addition to behaving in an objective and controlled manner, how can you monitor the effect on the classroom climate?	How can you behave in an objective and controlled manner?	How can you begin to incorporate this strategy into your instruction?

Student Interviews

Student Questions:

- How much did you feel accepted and welcomed in the class today?
- What are some things that made you feel accepted and welcomed?
- What are some things that did not make you feel accepted and welcomed?

Design Question #9: What will I do to communicate high expectations for all students?

39. Demonstrating Value and Respect for Low Expectancy Students

The teacher exhibits behaviors that demonstrate value and respect for low expectancy students.

Teacher Evidence

- ☐ When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students
- ☐ The teacher provides low expectancy with nonverbal indications that they are valued and respected:
 - Makes eye contact
 - Smiles
 - Makes appropriate physical contact
- ☐ The teacher proves low expectancy students with verbal indications that they are valued and respected:
 - Playful dialogue
 - Addressing students in a manner they view as respectful
- ☐ Teacher does not allow negative comments about low expectancy students

Student Evidence

- ☐ When asked, students say that the teacher cares for all students
- ☐ Students treat each other with respect

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Communicating value and respect for low expectancy students	Adapts and creates new strategies for unique student needs and situations.	Exhibits behaviors that demonstrate value and respect for low expectancy students and monitors the impact on low expectancy students.	Exhibits behaviors that demonstrate value and respect for low expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Communicating value and respect for low expectancy students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaviors that demonstrate value and respect for low expectancy students that address unique student needs and situations?	In addition to exhibiting behaviors that demonstrate value and respect for low expectancy students, how can you monitor the impact on low expectancy students?	How can you exhibit behaviors that demonstrate value and respect for low expectancy students?	How can you begin to incorporate this strategy into your instruction?

40. Asking Questions of Low Expectancy Students

The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.

Teacher Evidence

- ☐ Teacher makes sure low expectancy students are asked questions at the same rate as high expectancy students
- ☐ Teacher makes sure low expectancy students are asked complex questions at the same rate as high expectancy students

Student Evidence

- ☐ When asked, students say the teacher expects everyone to participate
- ☐ When asked, students say the teacher asks difficult questions of every student

Scale Levels: (choose one)

- ☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Asking questions of low expectancy students	Adapts and creates new strategies for unique student needs and situations.	Asks questions of low expectancy students with the same frequency and depth with high expectancy students and monitors the quality of participation of low expectancy students.	Asks questions of low expectancy students with the same frequency and depth as with high expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Asking questions of low expectancy students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for asking questions of low expectancy students that address unique student needs and situations?	In addition to asking questions of low expectancy students with the same frequency and depth as with high expectancy students, how can you monitor the quality of participation of low expectancy students?	How can you ask questions of low expectancy students with the same frequency and depth as with high expectancy students?	How can you begin to incorporate this strategy into your instruction?

41. Probing Incorrect Answers with Low Expectancy Students

The teacher probes incorrect answers of low expectancy students in the same manner as he/she does with high expectancy students.

Teacher Evidence

- ☐ Teacher asks low expectancy students to further explain their answers when they are incorrect
- ☐ Teacher rephrases questions for low expectancy students when they provide an incorrect answer
- ☐ Teacher breaks a question into smaller and simpler parts when a low expectancy student answers a question incorrectly
- ☐ When low expectancy students demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time

Student Evidence

- ☐ When asked, students say that the teacher won't "let you off the hook"
- ☐ When asked, students say that the teacher "won't give up on you"
- ☐ When asked, students say the teacher helps them answer questions successfully

Scale Levels: (choose one)

- ☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Probing incorrect answers by low expectancy students	Adapts and creates new strategies for unique student needs and situations.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students and monitors the level and quality responses of low expectancy students.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Probing incorrect answers by low expectancy students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for probing incorrect answers of low expectancy students in the same manner as with high expectancy students that address their unique student needs and situations?	In addition to probing incorrect answers of low expectancy students in the same manner as with high expectancy students, how can you monitor the level and quality responses of low expectancy students?	How can you probe incorrect answers of low expectancy students in the same manner as with high expectancy students?	How can you begin to incorporate this strategy into your instruction?

Student Interviews

Student Questions:

- How does your teacher demonstrate that they care and respect you?
- How does your teacher communicate that everyone is expected to participate and answer difficult questions?
- What are some ways that your teacher helps you answer questions successfully?

Long Form Teacher Evaluation Model: Domain 3: Reflecting on Teaching
Evaluating Personal Performance

50. Identifying Areas of Pedagogical Strength and Weakness

The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).

Teacher Evidence

- ☐ The teacher identifies specific areas of strengths and weaknesses within Domain 1
- ☐ The teacher keeps track of specifically identified focus areas for improvement within Domain 1
- ☐ The teacher identifies and keeps track of specific areas identified based on teacher interest within Domain 1
- ☐ When asked, the teacher can describe how specific areas for improvement are identified within Domain 1

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Identifying Areas of Pedagogical Strength and Weakness	The teacher is a recognized leader in helping others with this activity	The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments and segments that are enacted on the spot	The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

51. Evaluating the Effectiveness of Individual Lessons and Units

The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.

Teacher Evidence

- ☐ The teacher gathers and keeps records of his or her evaluations of individual lessons and units
- ☐ When asked, the teacher can explain the strengths and weaknesses of specific lessons and units
- ☐ When asked, the teacher can explain the alignment of the assessment tasks and the learning goals
- ☐ When asked, the teacher can explain how the assessment tasks help track student progress toward the learning goals

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Evaluating the Effectiveness of Individual Lessons and Units	The teacher is a recognized leader in helping others with this activity	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies specific causes of success or difficulty and uses this analysis when making instructional decisions	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement but does not accurately identify causes of success or difficulty	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.

Teacher Evidence

- ☐ The teacher 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)
- ☐ The teacher provides a written analysis of specific causes of success or difficulty
- ☐ When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	The teacher is a recognized leader in helping others with this activity	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students and identifies the reasons for discrepancies	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students but does not accurately identify the reasons for discrepancies	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

53. Developing a Written Growth and Development Plan

The teacher develops a written professional growth and development plan with specific and measureable goals, action steps, manageable timelines and appropriate resources.

Teacher Evidence

- ☐ The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources
- ☐ When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Developing a Written Growth and Development Plan	The teacher is a recognized leader in helping others with this activity	The teacher develops a written professional growth and development plan with clear and measurable goals, actions steps, timelines and resources	The teacher develops a written professional growth and development plan but does not articulate clear and measurable goals, action steps, timelines and appropriate resources	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

54. Monitoring Progress Relative to the Professional Growth and Development Plan

The teacher charts his or her progress toward goals using established action plans, milestones and timelines.

Teacher Evidence

- ☐ The teacher constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)
- ☐ When asked, the teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Monitoring Progress Relative to the Professional Growth and Development Plan	The teacher is a recognized leader in helping others with this activity	The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines and makes modifications or adaptations as needed	The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines but does not make modifications or adaptations as needed	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

55. Promoting Positive Interactions with Colleagues

The teacher interacts with other teachers in a positive manner to promote and support student learning.

Teacher Evidence

- ☐ The teacher works cooperatively with appropriate school personnel to address issues that impact student learning
- ☐ The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust
- ☐ The teacher accesses available expertise and resources to support students' learning needs
- ☐ When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning
- ☐ When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Promoting Positive Interactions with Colleagues	The teacher is a recognized leader in helping others with this activity	The teacher interacts with other colleagues in a positive manner to promote and support student learning and helps to extinguish negative conversations about other teachers	The teacher interacts with other colleagues in a positive manner to promote and support student learning but does not help extinguish negative conversations about other teachers	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

56. Promoting Positive Interactions about Students and Parents

The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.

Teacher Evidence

- ☐ The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust
- ☐ The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns
- ☐ The teacher encourages parent involvement in classroom and school activities
- ☐ The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families
- ☐ The teacher uses multiple means and modalities to communicate with families
- ☐ The teacher responds to requests for support, assistance and/or clarification promptly
- ☐ The teacher respects and maintains confidentiality of student/family information
- ☐ When asked, the teacher can describe instances when he or she interacted positively with students and parents
- ☐ When asked, students and parents can describe how the teacher interacted positively with them
- ☐ When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about students and parents

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Promoting Positive Interactions about Students and Parents	The teacher is a recognized leader in helping others with this activity	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships and helps extinguish negative conversations about students and parents	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships but does not help extinguish negative conversations about students and parents	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Art and Science of Teaching
Long Form Teacher Evaluation Model: Domain 4: Collegiality and Professionalism

Promoting a Positive Environment

55. Promoting Positive Interactions with Colleagues

The teacher interacts with other teachers in a positive manner to promote and support student learning.

Teacher Evidence

- ☐ The teacher works cooperatively with appropriate school personnel to address issues that impact student learning
- ☐ The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust
- ☐ The teacher accesses available expertise and resources to support students' learning needs
- ☐ When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning
- ☐ When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Promoting Positive Interactions with Colleagues	The teacher is a recognized leader in helping others with this activity	The teacher interacts with other colleagues in a positive manner to promote and support student learning and helps to extinguish negative conversations about other teachers	The teacher interacts with other colleagues in a positive manner to promote and support student learning but does not help extinguish negative conversations about other teachers	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

56. Promoting Positive Interactions about Students and Parents

The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.

Teacher Evidence

- ☐ The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust
- ☐ The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns
- ☐ The teacher encourages parent involvement in classroom and school activities
- ☐ The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families
- ☐ The teacher uses multiple means and modalities to communicate with families
- ☐ The teacher responds to requests for support, assistance and/or clarification promptly
- ☐ The teacher respects and maintains confidentiality of student/family information
- ☐ When asked, the teacher can describe instances when he or she interacted positively with students and parents
- ☐ When asked, students and parents can describe how the teacher interacted positively with them
- ☐ When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about students and parents

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Promoting Positive Interactions about Students and Parents	The teacher is a recognized leader in helping others with this activity	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships and helps extinguish negative conversations about students and parents	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships but does not help extinguish negative conversations about students and parents	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Promoting Exchange of Ideas and Strategies

57. Seeking Mentorship for Areas of Need or Interest

The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.

Teacher Evidence

- ☐ The teacher keeps track of specific situations during which he or she has sought mentorship from others
- ☐ The teacher actively seeks help and input in Professional Learning Community meetings
- ☐ The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction
- ☐ When asked, the teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Seeking Mentorship for Areas of Need or Interest	The teacher is a recognized leader in helping others with this activity	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and behaviors	The teacher seeks help and mentorship from colleagues but not at a specific enough level to enhance his or her pedagogical skill	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

58. Mentoring Other Teachers and Sharing Ideas and Strategies

The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.

Teacher Evidence

- ☐ The teacher keeps tracks of specific situations during which he or she mentored other teachers
- ☐ The teacher contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- ☐ The teacher serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- ☐ When asked, the teacher can describe specific situations in which he or she has mentored colleagues

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Mentoring Other Teachers and Sharing Ideas and Strategies	The teacher is a recognized leader in helping others with this activity	The teacher provides other teachers with help and input regarding classroom strategies and behaviors	The teacher provides other teachers with help and input regarding classroom strategies and behaviors but not at a specific enough level to enhance their pedagogical skill	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Promoting District and School Development

59. Adhering to District and School Rules and Procedures

The teacher is aware of the district's and school's rules and procedures and adheres to them.

Teacher Evidence

- ☐ The teacher performs assigned duties
- ☐ The teacher follows policies, regulations and procedures
- ☐ The teacher maintains accurate records (student progress, completion of assignments, non-instructional records)
- ☐ The teacher fulfills responsibilities in a timely manner
- ☐ The teacher understands legal issues related to students and families
- ☐ The teacher demonstrates personal integrity
- ☐ The teacher keeps track of specific situations in which he or she adheres to rules and procedures

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Adhering to District and School Rules and Procedures	The teacher is a recognized leader in helping others with this activity	The teacher is aware of district and school rules and procedures and adheres to them	The teacher is aware of district and school rules and procedures but does not adhere to all of these rules and procedures	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

60. Participating in District and School Initiatives

The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.

Teacher Evidence

- ☐ The teacher participates in school activities and events as appropriate to support students and families
- ☐ The teacher serves on school and district committees
- ☐ The teacher participates in staff development opportunities
- ☐ The teacher works to achieve school and district improvement goals
- ☐ The teacher keeps tracks of specific situations in which he or she has participated in school or district initiatives
- ☐ When asked, the teacher can describe or show evidence of his/her participation in district and school initiatives

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Participating in District and School Initiatives	The teacher is a recognized leader in helping others with this activity	The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability	The teacher is aware of the district's and school's initiatives but does not participate in them in accordance with his or her talents and availability	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Planning Conference Structured Interview Form A

Name of Teacher: _____ Name of Observer: _____

Planning Conference Date: _____ Observation Date: _____ Reflection Conference Date: _____

Instructions: Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference

Classroom Demographics

Briefly describe the students in your classroom (e.g. number of students, gender, special needs etc.)

Answer:

Routine Events

1. What will you do to establish learning goals, track student progress and celebrate success for this lesson?

Answer:

2. What will you do to establish or maintain classroom rules and procedures for this lesson?

Answer:

Content

Please consider the following questions as appropriate for the lesson being observed

3. What will you do to help students effectively interact with new knowledge?

4. What will you do to help students practice new knowledge?

5. What will I do to help students generate and test hypothesis about new knowledge?

Answer:

Enacted on the Spot

6. What will you do to engage students in the lesson?

Answer:

7. What will I do to recognize and acknowledge lack of adherence to classroom rules and procedures?

Answer:

8. What will I do to establish and maintain effective relationships with students during this lesson?
Answer:
9. What will I do to communicate high expectations to students within the lesson?
Answer:
10. How will this lesson be organized as part of a cohesive unit?
Answer:

Planning Conference Structured Interview Form B

Name of Teacher: _____ Name of Observer: _____

Planning Conference Date: _____ Observation Date: _____ Reflection Conference Date: _____

Instructions: Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference

Classroom Demographics

11. Briefly describe the students in your classroom (e.g., number of students, gender, special needs, etc.)

Answer:

Planning and Preparing for Lessons and Units

12. How will you scaffold the content within the lesson?

Please describe:

- the rationale for how the content of the lesson is organized
- the rationale for the sequence of instruction
- how the content is related to previous lessons, units or other content
- possible confusions that may impact the lesson

Answer:

13. How does this lesson progress within the unit over time?

Please describe:

- how lessons within the unit progress toward deep understanding and transfer of content
- describe how students will make choices and take initiative
- how learning will be extended

Answer:

14. How will you align this lesson with established content standards identified by the district and the manner in which that content should be sequenced?

Please describe:

- important content (scope) identified by the district
- sequence of the content to be taught as identified by the district

Answer:

Planning and Preparing for Use of Resources and Technology

15. How will the resources and materials that you select be used to enhance students' understanding of the content?

Please describe the resources that will be used:

- traditional resources
- technology

Answer:

Planning and Preparing for the Special Needs of Students

16. How do you plan to address the special needs of your students to include special education students, ELL students and students who come from home environments that offer little support for schooling?

Please describe:

- specific accommodations that will be made

Answer:

Reflection Conference Structured Interview Form A

Name of Teacher: _____ Name of Observer: _____

Planning Conference Date: _____ Observation Date: _____ Reflection Conference Date: _____

Instructions: Please bring student work, assessments, scoring guides, and/or rubrics to the reflection conference and be prepared to discuss the following questions

General Reflection		
Overall, how do you think the lesson went and why?		
Answer:		
Routine Events		
1. In what ways did students meet or not meet the learning goals you established for this lesson? How did your assessments inform your understanding of student learning?		
Answer:		
2. To what extent did the organization of your classroom (room arrangement, materials) and your rules and procedures maximize student learning?		
Answer:		
Content		
3. How did the strategies you used to introduce new content to students support student learning?	4. How did the strategies you used to help students deepen and practice their understanding of new knowledge support student learning?	5. How did the strategies you used to help students generate and test hypotheses about new knowledge support student learning?
Answer:	Answer:	Answer:
Enacted on the Spot		
6. Which techniques for engaging students were most successful? Which techniques were not successful?		
Answer:		

7. How did the use of positive and negative consequences impact student adherence or lack of adherence to rules and procedures?
Answer:
8. What specific actions did you take during this lesson to build student relationships with your students? What impact did these actions have on your relationships with students?
Answer:
9. What specific actions did you take to communicate high expectations for students? How did these impact students learning?
Answer:
10. How will this lesson inform changes to your instructional plan?
Answer:

Individual Professional Development Plan for 201_-201_ Annual _____ More than 3 years exp. _____
 TEACHER: _____ DIRECTOR _____ SCHOOL _____
 Focus (School Improvement Goal): _____

Student Baseline Data	Needs-based Question for Professional Inquiry	Expected Student Achievement Goal(s)	Related Professional Development Objective(s)	Related Professional Training & Learning Activities	Classroom Implementation
<p>What specific student achievement data and self-assessment information indicates the need for improvement? (Examine self-assessment information and classroom level data that is disaggregated. For example: student performance level, gender, ethnicity, and socio-economic status. <u>Document</u> this disaggregation.)</p> <p><i>Provide this in an attachment. My targeted group is....</i></p>	<p>In reflecting on this student achievement data, what instructional question(s) come to mind? (Considering this specific student data and the results of the self-assessment, formulate a question that will help you improve your practice and student performance.)</p> <p><i>Will I</i></p>	<p>What is your expectation of student achievement as a result of your professional development? (Indicate a measurable result on a specific assessment.)</p>	<p>What practice(s) will you need to enhance/develop in order to answer your question and meet your stated student achievement goals? (Indicate what you need to know and be able to do.)</p> <p><i>In order to meet my goals, I will need to:</i></p>	<p>What research-based knowledge and strategies will you review or learn to help you achieve your stated professional development objective(s)? (List activities that you have planned for your personal professional learning and indicate the documentation you will provide for each activity.)</p>	<p>What new or enhanced practices have you implemented in your classroom as a result of professional development? (Record new strategies as implemented in your classroom and indicate the documentation you will provide for each strategy listed.)</p>

Reflection:

How do you plan to share what you've learned in the IPDP process? (Check all that apply)

☐ Action Research Summary ☐ Professional Learning Community Sharing Session ☐ Sharing at a Workshop or Conference ☐ Web-based Sharing ☐ Dept. or Team Meeting
☐ Other _____

IPDP Conferences:	Initiation:	Date:	Teacher Signature	Administrator's Signature	Interim Review Date(s)
	Final Review	Date:	Teacher Signature	Administrator's Signature	Was the student achievement goal(s) accomplished?
Comments					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> To Be continued
					Principal's Signature

Appendix C

Glossary of Terms

Glossary of Terms

These terms are from the common language document outlined by the Florida Department of Education.

Artifact

An artifact is a work done by students or teachers. Student artifacts may include but are not limited to work samples, portfolios, projects, and creative works. Teacher artifacts may include but are not limited to lesson or unit plans, manipulatives, models, data analyses, or student learning aids.

Assessment

Assessment refers to a collection of processes to estimate a “current reality.” Formative, interim, and summative assessments provide multiple sources of student data to guide decisions about adjusting instruction and/or providing interventions. Standardized assessments provide a basis for assessing status relative to norms or criteria.

Common Language of Instruction

Florida’s common language of instruction is the core collection of terms and expressions used to provide feedback for improvement of instructional proficiency in delivery of a standards based curriculum and in deepening understanding of the complexity of teaching. The common language addresses concepts from instructional practice, curriculum, assessment, continuous improvement, leadership, and student supports and interventions.

Contemporary research

“Contemporary research” in the context of Florida’s goals for improvement in student learning is focused on the deepening understanding of causal relationships between instructional strategies and student learning revealed through research conducted within the last ten years and focused on issues related to current state priorities. Older research findings, such as those in a meta-analysis, when their findings are supported by on-going contemporary research as still being predictive of outcomes in contemporary educational settings, are a useful component in a research base.

Curriculum Based Measurements

Curriculum based measurements are direct skill assessment tools that are aligned with the curriculum, sensitive to instruction, repeatable, and criterion referenced, which are used for a variety of measurement purposes.

Data

Data (plural of "datum") are typically the results of measurements or objective observation and can be the basis of graphs, images, or observations about the state of conditions or situations. Data may be representation of a fact, figure, or idea. Data are numbers, words, images, etc.

Deliberate Practice

This is a “way of work” that supports continuous professional improvement through an entire career. It is a mindset, acquired through pursuit of personal mastery and with collegial support, whereby the educator attends to what they are doing in the classroom on a daily basis to identify what is working and what isn’t and to determine why students are learning or not. In deliberate practice, teachers identify specific instructional strategies (“thin slices”) to focus their efforts to improve – typically 1 to 3 per year. Deliberate practice requires establishing a baseline for performance in a focus area (the “thin slice”) and engaging in focused practice, feedback

and monitoring of progress within a time-bound goal for improvement. Deliberate practice has been revealed by research as a mindset that distinguishes master teachers who improve steadily throughout their career from others whose improvement plateaus after initial growth.

Domain

A body of knowledge defined by research representing a particular aspect of teaching. Domains are a way to group related issues. Domain titles and the components placed in a domain vary with the research base and focus of the content that is organized.

Effective

In Florida's common language, "effective" is an objective rather than subjective status. Effective is a level of effect on student learning where standards and practices (and their essential components) are implemented at a level of proficiency sufficient to cause positive outcomes on student learning goals. Research reveals a substantial difference in student growth in a year between students of the most effective and least effective teachers. Ineffective teachers have minimal or negative impact on student growth. "Effective" teaching is a level of proficiency where student growth is predictably and reliably being accomplished. Effective teachers will have patterns of strength and weakness in their repertoire of strategies, but are able to design lessons that employ their strengths and pursue deliberate practice to improve their instructional weaknesses. Being "effective" in the context of Florida's common language of instruction is about moving from "talking the talk" to "walking the walk". State level evaluation rating of "effective" is intended to represent quality work that is causing desired results through proficient implementation of strategies with a positive effect size.

Evaluation

Evaluation is a judgment on proficiency of an individual's performance at a point in time on elements that have a significant impact on the outcomes of that person's work. Evaluation is associated with assigning a proficiency status and connects an individual to rewards or consequences regarding status. This is true for student (e.g., grade, promotions) and educators (e.g., retention, salary, promotion).

In the context of educators, "evaluation" is not the same as observation. Observations are essential elements that contribute evidence toward an evaluation. Historically, educators have used terms like evaluation, appraisal and review interchangeably. Prior versions of educator "evaluation systems" were often not useful for distinguishing proficiency levels among a workforce and may not have functioned as true evaluation systems. In Florida's redeveloped systems, evaluations distinguish among proficiency levels and are associated with meaningful consequences. Terms like appraisal and review have other uses and are not useful synonyms for evaluation.

Evidence

The employee's observed practices, behaviors, and data of those impacted by the employee's work performance that represents an individual's performance on the measures and indicators in the evaluation system.

Evaluation System

An evaluation system provides evidence over time about proficiency of performance, generates feedback on improving proficiency of performance with a focus on elements that have a significant impact of the outcomes of one's work, and provides periodic summative judgments on the proficiency of both individuals and a collective workforce. Evaluation systems usually have a focus and a link to regulatory expectations. Florida educator evaluation systems, as cited

in Section. 1012.34(10)(a), F.S., is “.....for purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services.

For teachers the Florida Educator Accomplished Practices (FEAPs) are a foundation for evaluation indicators. For school leaders, the Florida Principal Leadership Standards (FPLS) represent that foundation.

Formative Assessment

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Formative assessments are questions, tools, and processes that are embedded in instruction. They are used by teachers and students to provide timely feedback for purposes of adjusting instruction and/or learning efforts to improve learning.

High Effect Size Strategies

This refers to research-based instructional and leadership strategies that have been found to have a high probability of a positive impact of student learning when done correctly and in appropriate circumstances. Research can never identify the instructional strategies that work with every student in every class. The best research can tell us is which strategies have a good chance of working well. Teachers must determine which strategies to use with the right students at the right time. Research-based strategies have a higher probability of raising student learning when they are used at the appropriate level of implementation and within the appropriate instructional context. They are the components within the core standards and expectations described in the FEAPs. A listing is at www.fl.doe.org/profdev/pa.asp.

Indicators

Indicators are guides for evaluation and professional development feedback. Practices, descriptors, indicators, strategies, and behaviors are related terms often used interchangeably. Within the common language of instruction a hierarchy of meaning is assigned to facilitate communications:

- A practice is a collection of related knowledge and competencies that describe a pattern of actions with a focused purpose, typically observable as strategies and behaviors.
- A descriptor is a summary description of a practice (see FEAPs descriptors of practice).
- An indicator is a term used in evaluation and feedback processes to identify specific strategies and/or behaviors that have a causal connection to student learning or are job requirements.
- A strategy is a specific instructional action that has definable elements of proficiency and an instructional purpose for which it is appropriate. Strategies are the building blocks of practice.
- Behaviors are the actions that teachers or students need to engage in to properly implement a strategy. Behaviors are the building blocks of a strategy.

Lesson Segment

A lesson segment is a cluster of research-based instructional strategies addressing a general instructional function. (A strategy is a specific instructional action that has definable elements of proficiency and an instructional purpose for which it is appropriate. Strategies are the building blocks of practice.) In Florida's state model of teacher evaluation, lesson segments are organized into three categories:

- Lesson Segments Addressing Routine Events
- Learning goals and feedback strategy cluster
- Rules and Procedures strategy cluster

- Lesson Segments Addressing Content
 - Interacting with new knowledge strategy cluster
 - Practicing and deepening knowledge strategy cluster
 - Generating and testing hypotheses strategy cluster
- Lesson Segments Enacted on the Spot
 - Student engagement strategy cluster
 - Adherence to rules & procedures strategy cluster
 - Teacher/student relationship strategy cluster
 - High expectations strategy cluster

Lesson design, planning, and delivery involve selection of instructional strategy(ies) from the segments that fit the learning needs of the students, implementing the strategies correctly and in appropriate circumstances.

Lesson Study

Lesson study is a form of long-term professional development in which teams of teachers systematically and collaboratively conduct research closely tied to lessons, and then use what they learn about student thinking to become instructors that are more effective.

Newly Hired

A teacher who is employed fulltime in a district for the first time. The “newly hired” may or may not have prior teaching experience elsewhere, but is required under Florida law to have two (2) evaluations in the first year of employment in a district. “First year teacher” refers to those with no prior teaching experience. Newly hired refers to initial service in a district regardless of teaching experience elsewhere. “Beginning teacher” typically refers to those in their first 3 years of teaching experience.

Observation

- *Informal:* The informal observation is any of a variety of processes where supervisors, mentors, or peers observe specific strategies or behaviors over a sufficient period of time to frame specific feedback that will improve or acknowledge proficiency. The time involved may range from a few minutes to as much time as a formal observation. Informal observations are often unannounced or unscheduled. These observations are useful for providing feedback to teachers, acknowledging professional growth and collecting additional evidence to further inform the annual evaluation process. While planning and reflection conferences are not required, observers usually provide timely and actionable feedback to teachers regarding these observations.
- *Formal:* The formal observation is a primary method for collecting evidence to be used as a source of data for the summative evaluation and to provide a rich source of feedback to teachers regarding their instructional practice and professional growth. It is not the summative evaluation. The formal observation typically consists of an observation for at least of a full class period as deemed appropriate for various levels (early childhood, primary, intermediate, middle and secondary school). The formal observation usually includes a planning and reflection conference with the teacher. These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision making process and help administrators clarify expectations. Both the planning conference and the reflection conference should be conducted in a timely manner (often 1-5 days preceding and following the observation).

Performance Levels

This means the summative ratings of performance over the evaluation period based on accumulated evidence of proficiency in each of the criteria of the evaluation system. There are four performance levels: highly effective, effective, needs improvement or developing (for teachers in the first three years of employment), and unsatisfactory.

Professional Learning Community (PLC)

A professional learning community (PLC) is an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or field. It is often used in schools as a way to organize educators into working groups focused on a targeted improvement issue. A variety of national organizations provides protocols and processes to help PLCs run effectively.

Professional Learning Partner (PLP)

Within the community, Professional Learning Partners (PLP) work together to improve practice and to have a positive impact on learning.

Proficiency Levels

These are the formative judgments of performance on indicators or clusters of indicators in the instructional or leadership practice component of an evaluation process.

Routine Events

Routine events, in the context of effective teaching, are the central organizing strategies that link other strategies into a coherent lesson plan. They are typically such things as learning goals with rubrics, tracking student progress, celebrating student success, feedback, and rules and procedures that enable an effective learning environment.

Rubric

A rubric is a set of criteria used to distinguish between performance and proficiency levels. Rubrics are often called scales. They describe novice to expert performance (level of skills) for each of the 60 strategies included in the four domains of the Marzano Evaluation Framework. The scales provide a means for teachers to gauge their use of particular instructional strategies and for administrators to provide feedback to teachers regarding their use of specific classroom strategies. These are embedded within the observation protocol using the labels: Not Using, Beginning, Developing, Applying, and Innovating.

Snapshot

A snapshot observation is one that records teacher behaviors that are performed “on-the-spot.” These allow the observer to record the teacher’s spontaneous actions during instruction and to recognize the teacher’s actions that include the ability to engage students, maintain adherence to rules and routines, demonstrate effective relationships with the students, and communicate high expectations.

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Newpoint Education Partners

SCHOOL LEADER EVALUATION SYSTEM

*Procedures for Leadership Practice and
the Annual Evaluation of School
Administrators, Including observation
and Evaluation Forms*

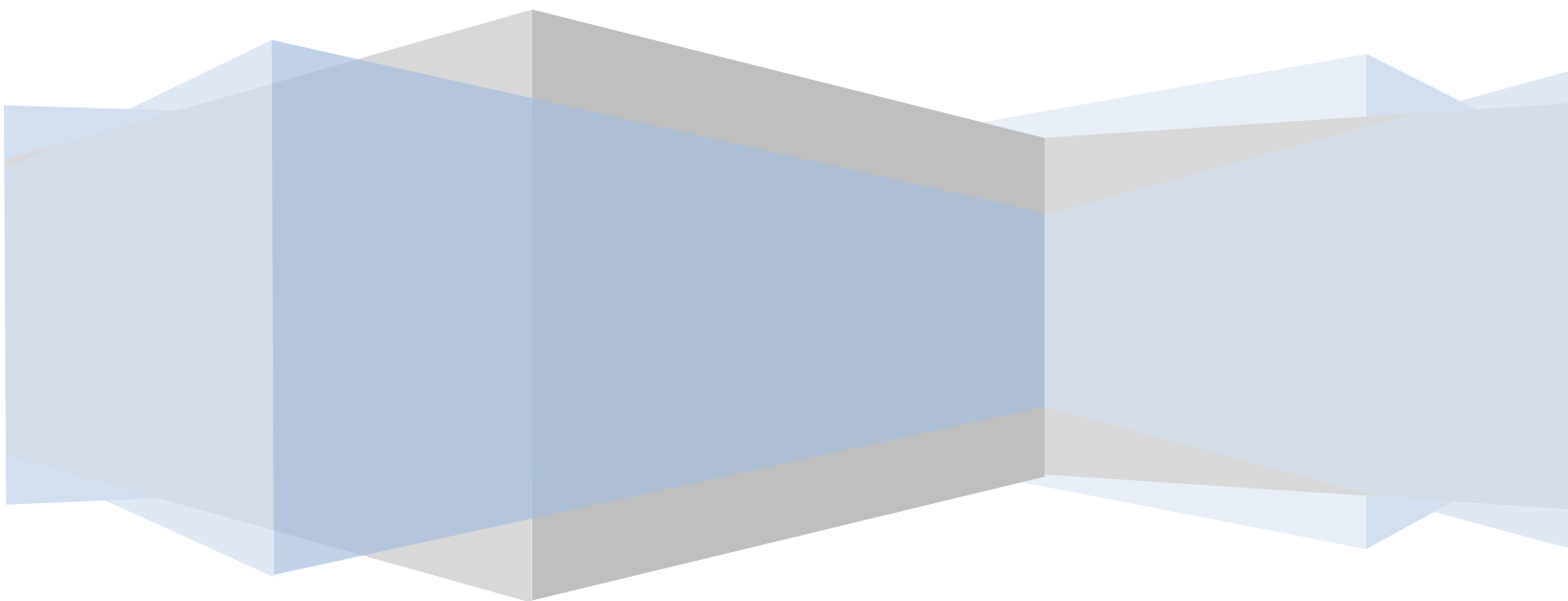


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Empowering Effective School Leaders

The primary objective of the School Leader Evaluation System is to improve teaching and student learning. For teaching and student learning to improve, a professional culture must exist in which school administrators are engaged in activities that identify areas of strength and areas of growth, and that support efforts to improve instructional, operational, and school leadership abilities and skills to advance student achievement.

Newpoint Education Partners' Strategic Plan

VISION

To improve quality of life through learning

MISSION

The Mission of Newpoint Education Partners is to build relationships that foster learning through innovative environments.

Newpoint's core values are Caring, Innovative, Professional, Dedicated, and Responsive.

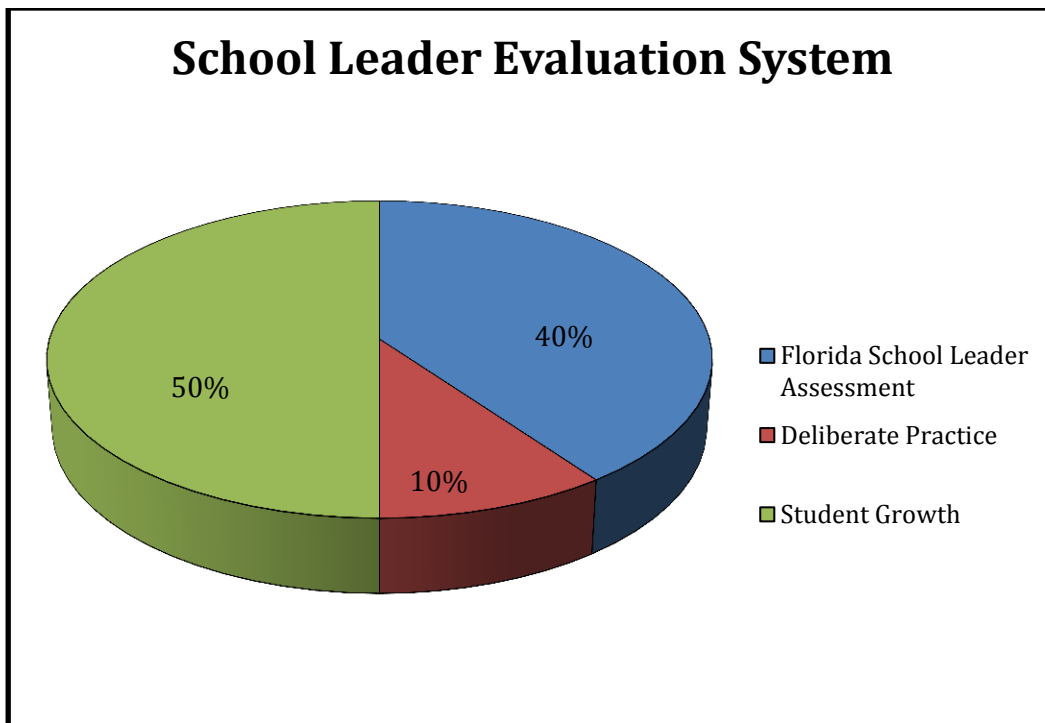
Newpoint Education Partners will be referred to as NEP in this document.

School Leader Evaluation System Overview

Stakeholder participation has been important throughout the process of developing the School Leader Evaluation System. Without input from the NEP Board, staff, and teachers, the system would not meet the needs of those it is designed to serve. Work groups consisting of all stakeholders had input in creating a new school administrator appraisal system.

The Student Success Act placed into law many of the initiatives such as a student growth component. The team had as its primary objective to incorporate these requirements into an appraisal system that would meet DOE requirements.

In January, 2012, the Florida Department of Education revealed the state model for the evaluation of school leaders. This model was developed in partnership with The Leadership and Learning Institute and includes a comprehensive system for professional development and annual evaluation of school administrators. The system is based on the revised Florida Principal Leadership Standards SBE Rule 6A-5.080 and current leadership research and effective practices. The School Leader Evaluation System will consist of three components: the assessment of the school administrator's leadership practices by the evaluator (***Florida School Leader Assessment***), the development and evaluation of the school administrator's professional growth (***Deliberate Practice***), and student growth (Student Growth Measure) based on the aggregated FCAT Value Added Reading measurement for the teachers at their respective school. The Florida Department of Education has identified indicators on "high effect" instructional and leadership strategies that have been associated with increased student performance and should be considered in the evaluation process of both instructional and leadership evaluations. These indicators are posted on www.fldoe.org/profdev/pa.asp.



For the school year 2012-13, the three components that make up the School Leader Evaluation System will have the following percentiles : 1. Student Growth Measure - 50%; 2. Assessment of the school administrator’s leadership practices by the evaluator (**Florida School Leader Assessment**) – 40%, and the evaluation of the school administrator’s professional growth (**Deliberate Practice**) – 10%. NEP will employ the rating scales set forth in the state model as elaborated in this document.

The rubrics and rating scales for the evaluation components are located on the following pages as well as the summative rubric/ rating scale. The rating scale of **Highly Effective, Effective, Needs Improvement** and **Unsatisfactory** will be employed for each evaluation component and for the overall summative rating.

About Evaluation

For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services, our school has established procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school according to Florida Statutes Section 1012.34 (1) (a).

What does this mean?

To accomplish the purpose defined in law, a district evaluation system for school administrators must:

1. Be focused on school leadership actions that impact student learning , and;
2. Support professional learning on the performance of duties and responsibilities that matter most for student learning, and faculty and leadership development.

The evaluation system adopted by NEP 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).

The evaluation system is a new approach to evaluation and 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 (Highly Effective, Effective, Needs Improvement, or Unsatisfactory).

What is Evaluated?

Evaluation of school leaders is based on observation and evidence about how certain leadership behaviors impact behavior of others.

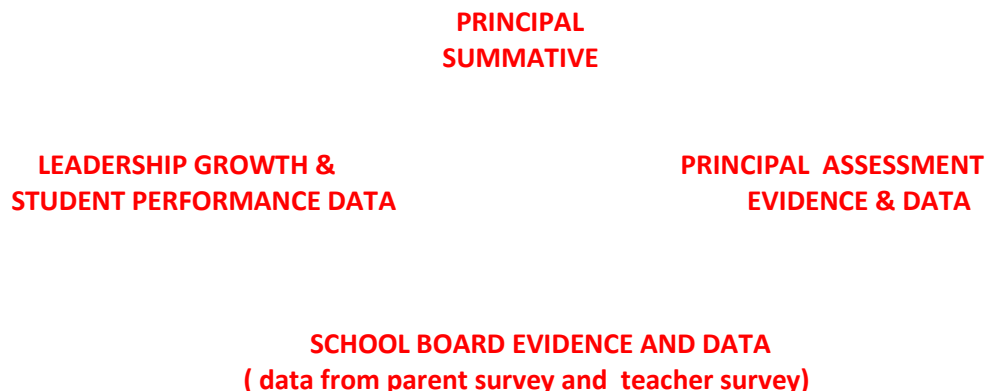
The portion of evaluation that involves “impact on others” comes in two components:

1. Student Growth Measure: This element comprises 50% of a school leader’s annual evaluation and is based on the performance of students in the school on specific state or district assessments (e.g. FCAT, EOC exams). For UA, scores will be determined by those grades taking the State Assessment Test.
2. Leadership Practice: This component contributes the remaining percentage of the school leader’s evaluation. Leadership Practice combines results of the Florida School Leader Assessment (FSLA) and an additional – Deliberate Practice. The Deliberate Practice Targets are aligned to the School Improvement Goals . The alignment between the Deliberate Practice Targets and the School Improvement Goals will be identified on the Deliberate Practice Targets form. The FSLA contribution to evaluation is based on observation of the leader’s actions **and** the leader’s impact on the actions and behaviors of others.

Who Will Contribute to the Evaluation Process?

Principal

Although the NEP’s School Boards(School Board Chairperson as Evaluator) ultimately are responsible for the evaluation of the school leader, it is expected that assistance in the evaluation process will be necessary. A School Board Chairman or President can opt to receive assistance from the Vice President of NewPoint Education Partners to complete the evaluation process. To that end, the following chart illuminates the evaluation process for school leaders who serve as principals.



In addition to the evidence and data that are compiled by the Principal, the School Board will contribute evidence regarding the Principal's performance as a school leader from parents and teachers.

Assistant Directors and Administrative Assistants

At the school level, the Director will evaluate the assistant directors and administrative assistants that are assigned to the school. It is recommended that the director designate some of the responsibilities of the administrative assistant's School Leader Evaluation to the assistant director. This will allow the assistant director to gain experience as an evaluator using the School Leader Evaluation System.

School Leader Evaluation System Guidelines

The content of the School Leader 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 the quality of the individual's work.
- Directors Assessment Leaders and Evaluators provide both recurring feedback to guide growth in proficiency and provide information to the School regarding overall performance to be considered in preparing School Improvement plans.

Things to Know!

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 framework 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.

NEP will employ the Florida model and the research supporting this multi-dimensional framework can be found on subsequent pages.

1. ***Inter-Rater Reliability*** -Evaluators should be able to provide school leaders similar feedback and ratings so that there is consistent use of the evaluation system. 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 proficiency levels.
 - c. Rater reliability checks -- Processes for verifying raters meet district expectations in using the rubrics.
2. ***Specific, Actionable, and Timely Feedback Processes*** - What evaluators observe does not promote improvement unless it is conveyed to employees in a specific, actionable and timely manner. Training is essential. NEP's School Boards and the Vice Presidents of NEP will offer the necessary guidance to ensure appropriate implementation.
3. ***Conferences, Protocols and Use of Forms***- Both evaluators and school leaders must know what is required regarding meetings, conference procedures, use of forms, and records. In addition to the procedural manual, evaluators and school leaders will have access to online forms.

4. Processes and Procedures for Implementing the Evaluation System

- *Evidence gathering -- What sources are to be used? How much evidence will be required?*
- *Timeframes, record keeping*
- *Scoring rules*

System transparency will be of utmost importance throughout the implementation of the evaluation system. Training and communication will assist both school leaders and evaluators to understand processes and procedures.

5. Student Growth Measures - What are the requirements regarding use of student growth measures in the evaluation system?

The District has developed student growth measures for school leaders where students take FCAT.

6. Sources of Information About the Evaluation System- Where can evaluators and employees access manuals, forms, documents etc. regarding the evaluation process?

All information about the School Leader Evaluation System can be found in the procedural manual.

Assessment of Leadership Practices - The Florida School Leader Assessment (FSLA) is based on the 2011 Florida Principal Leadership Standards. This assessment will comprise 40% of the school leader's summative evaluation. The Standards are outlined below:

Florida Principal Leadership Standards

SBE Rule 6A-5.080

Revised November 15, 2011

Purpose and Structure of the Standards

Purpose: The Standards are set forth in rule as Florida's core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements.

Structure: There are ten Standards grouped into categories, which can be considered domains of effective leadership. Each Standard has a title and includes, as necessary, descriptors that further clarify or define the Standard, so that the Standards may be developed further into leadership curricula and proficiency assessments in fulfillment of their purposes.

The Florida Principal Leadership Standards

Domain 1: Student Achievement

Standard 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
- 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.

Standard 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. The leader:

- a. Enables faculty and staff to work as a system focused on student learning;

- b. Maintains a school climate that supports student engagement in learning;
- c. Generates high expectations for learning growth by all students; and
- d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership

Standard 3: 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.

The leader:

- a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
- b. Engages in data analysis for instructional planning and improvement;
- c. Communicates the relationships among academic standards, effective instruction, and student performance;
- 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
- e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 4: Faculty Development.

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.

The leader:

- 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;
- b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
- c. Employs a faculty with the instructional proficiencies needed for the school population served;
- 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;
- e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
- f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Standard 5: Learning Environment.

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

The leader:

- 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;
- 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;
- c. Promotes school and classroom practices that validate and value similarities and differences among students;
- d. Provides recurring monitoring and feedback on the quality of the learning environment;
- e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.
- 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.

Domain 3: Organizational Leadership

Standard 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.

The leader:

- a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;
- b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
- c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;

- d. Empowers others and distributes leadership when appropriate; and
- e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

Standard 7: Leadership Development.

Effective school leaders actively cultivate, support, and develop other leaders within the organization.

The leader:

- a. Identifies and cultivates potential and emerging leaders;
- b. Provides evidence of delegation and trust in subordinate leaders;
- c. Plans for succession management in key positions;
- d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and
- e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 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.

The leader:

- a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
- b. Establishes appropriate deadlines for him/herself and the entire organization;
- c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
- d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 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.

The leader:

- a. Actively listens to and learns from students, staff, parents, and community stakeholders;
- b. Recognizes individuals for effective performance;
- c. Communicates student expectations and performance information to students, parents, and community;
- d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
- e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
- f. Utilizes appropriate technologies for communication and collaboration; and
- g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Domain 4: Professional and Ethical Behavior

Standard 10: Professional and Ethical Behaviors.

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

The leader:

- a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
- 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;
- 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;
- d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
- e. Demonstrates willingness to admit error and learn from it;
- f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

Rulemaking Authority 1001.02, 1012.34, 1012.55, 1012.986 FS. Law Implemented 1012.55, 1012.986, 1012.34 FS. History—New 5-24-05, Formerly 6B-5.0012, Amended 11-15-11.

Leadership Evaluation: A Multi-Dimensional Framework

The School Leader Evaluation System 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 that, done correctly and in appropriate circumstances, have a positive probability of improving student learning and faculty proficiency on instructional strategies that positively impact student learning.

ILLUSTRATIVE REFERENCE LIST

An illustrative reference list of works associated with the **Multi-Dimensional Leadership Framework** is provided below:

- 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.

Florida School Leader Assessment

Conference/Proficiency Status Short Form

The **Florida School Leader Assessment (FSLA) Conference Summary/Proficiency Status Update – Short Form** is designed to summarize and provide feedback about proficiency on the indicators, standards, and domains to the school leader within a designated timeframe. It allows for ongoing feedback to be afforded in a specific, actionable and timely manner. It is expected that this form will be used by the school leader and the Principal Assessment Leader or evaluator throughout the school year.

Florida School Leader Assessment (FSLA) Conference Summary/Proficiency Status Update - Short Form

Leader:
Principal Assessment Leader/Evaluator:
This form summarizes feedback about proficiency on the indicators, standards, and domains marked below based on consideration of evidence encountered during this timeframe: _____

Domain 1: Student Achievement				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.				
Proficiency Area 1 - 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.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 1.1 – Academic Standards	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.2 – Performance Data	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.3 – Planning and Goal Setting	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.4 - Student Achievement Results	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 2.1 - Learning Organization	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.2 - School Climate	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.3 - High Expectations	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.4 - Student Performance Focus	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Domain 2: Instructional Leadership				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.				
Proficiency Area 3 - 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.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				

Indicator 3.1 - FEAPs	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 3.2- Standards based Instruction	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 3.3 - Learning Goals Alignments	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 3.4 - Curriculum Alignments	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 3.5 - Quality Assessments	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 3.6 - Faculty Effectiveness	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.				
	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 4.1 - Recruitment and Retention	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 4.2- Feedback Practices	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 4.3 - High effect size strategies	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 4.4 - Instructional Initiatives	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 4.5 - Facilitating & Leading Prof. Learning	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 4.6 -Faculty Development Alignments	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 4.7 - Actual Improvement	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.				
	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 5.1 - Student Centered	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 5.2 - Success Oriented	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 5.3- Diversity	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 5.4 - Achievement Gaps	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory

Domain 3 - Organizational Leadership				
	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Scale Levels: <i>(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.</i>				
Proficiency Area 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; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.				
	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 6.1- Prioritization Practices	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 6.2- Problem Solving.	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 6.3 - Quality Control	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 6.4 - Distributive Leadership	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 6.5 - Technology Integration	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.				
Indicator 7.1- Leadership Team	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 7.2 - Delegation	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 7.3 - Succession Planning	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 7.4 - Relationships	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Proficiency Area 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; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.				
	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 8.1 - Organizational Skills	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 8.2- Strategic Instructional Resourcing	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 8.3 - Collegial Learning Resources	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory

Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.

	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.1-- Constructive Conversations	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.2 - Clear Goals and Expectations	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.3 - Accessibility	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.4 - Recognitions	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Domain 4 - Professional and Ethical Behaviors

☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.*

Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.1 – Resiliency	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.2 - Professional Learning	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.3 - Commitment	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.4 – Professional Conduct	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Signature of School Leader

Signature of Evaluator

Date

Signature of Vice President of NEP

Deliberate Practice Guidelines

Deliberate Practice: The leader’s work on specific improvements in mastery of educational leadership is a separate metric and is combined with the FSLA Domain Scores to determine a summative leadership practice score.

Deliberate Practice (DP) Proficiency Area(s) and Target(s) for School Leader Growth
<p>Deliberate Practice Priorities: The leader and the evaluator identify 1 to 4 specific and measurable priority learning goals related to teaching, learning, or school leadership practices that impact student learning growth. One or two targets are recommended.</p> <ul style="list-style-type: none">• 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.• <u>The targets are “thin slices” of specific gains sought</u> – 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. <p>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 pursuit 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.</p> <p>Selecting Growth Targets: Growth target 1: An issue that addresses a school improvement need related to student learning and 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.</p> <ul style="list-style-type: none">• 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). <p>The description of a target should be modeled along the lines of learning goals.</p> <ul style="list-style-type: none">• 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. <p>Rating Scheme</p> <ul style="list-style-type: none">• 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 visits classes and engaging students in discussion 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 engages teachers in discussion on how they align instruction and learning goals with course standards.

School Leader Evaluation System

Deliberate Practice Growth Target

School Leader's Name and Position: _____

Evaluator's Name and Position: _____

Target for school year: 20 - Date Growth Targets Approved: _____

School Leader's Signature: _____

Evaluator's Signature _____

Deliberate Practice Growth Target #: ____ (Insert target identification number here, the check one category below)

() School Growth Target

() Leader's Growth target

Focus issue(s): Why is the target worth pursuing?

Growth Target: *Describe what you expect to know or be able to do as a result of this professional learning effort.*

Anticipated Gain(s): What do you hope to learn?

-
-

Plan of Action: A general description of how you will go about accomplishing the target.

Progress Points: List progress points or steps toward fulfilling your goal that enable you to monitor your progress. If you goal

- 1.
- 2.
- 3

Notes:

Florida School Leader Assessment

A Multi-Dimensional Leadership Assessment

4 Domains - 10 Proficiency Areas - 45 Indicators

A summative performance level is based 50% on Student Growth Measures (SGM) that conform to the requirements of s. 1012.34, F.S., and 50% on a Leadership Practice Score. In the Florida State Model, the Leadership Practice Score is obtained from two metrics:

- Florida School Leader Assessment (FSLA)
- Deliberate Practice Score

The school leader's FSLA Score is combined with a Deliberate Practice Score to generate a Leadership Practice Score. The tables below list the school leader performance proficiencies addressed in the four domains of the FSLA and the Deliberate Practice Metric.

Domain 1: 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.

Domain 1: Student Achievement 2 Proficiency Areas – 8 Indicators This domain contributes 20% of the FSLA Score
Proficiency Area 1 - 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 1.1 – <u>Academic Standards</u> : The leader demonstrates understanding of student requirements and academic standards (Common Core and NGSSS).
Indicator 1.2 – <u>Performance Data</u> : The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.
Indicator 1.3 – <u>Planning and Goal Setting</u> : The leader demonstrates planning and goal setting to improve student achievement.
Indicator 1.4 – <u>Student Achievement Results</u> : The leader demonstrates evidence of student improvement through student achievement results.
Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.
Indicator 2.1 – <u>Learning Organization</u> : 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 2.2 – <u>School Climate</u> : The leader maintains a school climate that supports student engagement in learning.
Indicator 2.3 – <u>High Expectations</u> : The leader generates high expectations for learning growth by all students.
Indicator 2.4 – <u>Student Performance Focus</u> : 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.

Domain 2: The focus is on instructional leadership – what the leader does and enables others to do that supports teaching and learning.

Domain 2: Instructional Leadership 3 Proficiency Areas – 17 Indicators This domain contributes 40% of the FSLA Score
Proficiency Area 3 - 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 3.1 – <u>FEAPs</u> : The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (FEAPs) (Rule 6A-5.065, F.A.C.), and models use of Florida's common language of instruction to guide faculty and staff's implementation of the foundational principles and practices.

Indicator 3.2 - <u>Standards-based Instruction</u> : The leader delivers an instructional program that implements the state's adopted academic standards (Common Core and NGSSS) 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.
Indicator 3.3 - <u>Learning Goals Alignments</u> : The leader implements recurring monitoring and feedback processes to insure 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 3.4 - <u>Curriculum Alignments</u> : The leader implements systemic processes to insure alignment of curriculum resources with state standards for the courses taught.
Indicator 3.5 - <u>Quality Assessments</u> : The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.
Indicator 3.6 - <u>Faculty Effectiveness</u> : 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.
Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.
Indicator 4.1 - <u>Recruitment and Retention</u> : The leader employs a faculty with the instructional proficiencies needed for the school population served.
Indicator 4.2 - <u>Feedback Practices</u> : 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 4.3 - <u>High Effect Size Strategies</u> : Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.
Indicator 4.4 - <u>Instructional Initiatives</u> : 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 4.5 - <u>Facilitating and Leading Professional Learning</u> : 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.
Indicator 4.6 - <u>Faculty Development Alignments</u> : The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement); aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty.
Indicator 4.7 - <u>Actual Improvement</u> : The leader improves the percentage of effective and highly effective teachers on the faculty.
Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.
Indicator 5.1 - <u>Student-Centered</u> : 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.
Indicator 5.2 - <u>Success-Oriented</u> : The leader initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.
Indicator 5.3 - <u>Diversity</u> : To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.
Indicator 5.4 - <u>Achievement Gaps</u> : 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.

Domain 3: The focus is on school operations and leadership practices that integrate operations into an effective system of education.

Domain 3 - Operational Leadership 4 Proficiency Areas – 16 Indicators This domain contributes 20% of the FSLA Score	
Proficiency Area 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; manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.	
Indicator 6.1 - <u>Prioritization Practices</u> : The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.	
Indicator 6.2 - <u>Problem-Solving</u> : The leader uses critical thinking and problem-solving techniques to define problems and identify solutions.	
Indicator 6.3 - <u>Quality Control</u> : 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 implements actions as needed.	
Indicator 6.4 - <u>Distributive Leadership</u> : The leader empowers others and distributes leadership when appropriate.	
Indicator 6.5 - <u>Technology Integration</u> : 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.	
Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.	
Indicator 7.1 - <u>Leadership Team</u> : The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.	
Indicator 7.2 - <u>Delegation</u> : The leader establishes delegated areas of responsibility for subordinate 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.	
Indicator 7.3 - <u>Succession Planning</u> : The leader plans for and implements succession management in key positions.	
Indicator 7.4 - <u>Relationships</u> : The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.	
Proficiency Area 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; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.	
Indicator 8.1 - <u>Organizational Skills</u> : The leader organizes time, tasks, and projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.	
Indicator 8.2 - <u>Strategic Instructional Resourcing</u> : 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.	
Indicator 8.3 - <u>Collegial Learning Resources</u> : The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.	
Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.	
Indicator 9.1 - <u>Constructive Conversations</u> : The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.	
Indicator 9.2 - <u>Clear Goals and Expectations</u> : 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 receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.	
Indicator 9.3 - <u>Accessibility</u> : The leader 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.	
Indicator 9.4 - <u>Recognitions</u> : The leader recognizes individuals, collegial work groups, and supporting organizations for effective	

Domain 4: The focus is on the leader's professional conduct and leadership practices that represent quality leadership.

Domain 4 - Professional and Ethical Behaviors
1 Proficiency Area - 4 Indicators
This domain contributes 20% of the FSLA Score

Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

Indicator 10.1 – Resiliency: The leader demonstrates resiliency in pursuit of student learning and faculty development by staying focused on the school vision and reacting constructively to adversity and barriers to success, acknowledging and learning from errors, constructively managing disagreement and dissent with leadership, and 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.

Indicator 10.2 - Professional Learning: The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

Indicator 10.3 – 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.

Indicator 10.4 - Professional Conduct: The leader adheres to the Code of Ethics of the Education Profession in Florida (Rule 6B-1.001, F.A.C.) and to the Principles of Professional Conduct for the Education Profession (Rule 6B-1.006, F.A.C.).

Florida School Leader Assessment Process

NEP will 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

1. Orientation
2. Pre-evaluation and planning
3. Initial meeting between evaluator and leader
4. Collect data and application of practice
5. Mid year review
6. Prepare a performance assessment
7. Year end review

Seven Steps of the School Leader Assessment

Step 1: Orientation:

The orientation step can occur at the start of a new work year, at the start of a new school year, or at the start of assignment as a principal/school leader. The depth and detail of orientation may vary based on prior training and whether changes in the evaluation model have occurred, but an annual orientation or re-fresher orientation should occur. The orientation step should include:

- Training on the Florida Principal Leadership Standards (FPLS), Student Success Act, applicable State Board of Education rules, and school specific expectation.
- All leaders and evaluators will 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 the 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 . 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 school leader and evaluator prepare for a formal conference to address evaluation processes and expectations. Two things occur:

- Leader's self-assessment from the orientation step moves to more specific identification of improvement priorities. These may be student achievement priorities or leadership practice priorities. The leader gathers any data or evidence that supports an issue as an improvement priority. This will include School

Improvement Plan, student achievement data, prior faculty evaluations, and evidence of systemic processes that need work.

- The evaluator articulates a perspective on strengths and growth needs for the leader and for student achievement issues at the school.

Step 3: Initial Meeting between the leader and evaluator:

A meeting on “expectations” held between the school leader and evaluator to address the following:

- Evaluation processes are reviewed and questions answered.
- Perceptions (of both) from Pre-evaluation Planning are shared.
- Domain, Proficiency Areas, Indicators from evaluation system that will be focus issues are identified and discussed.
- Student growth measures that are of concern are discussed.
- Relationship of evaluation indicators from school improvement process.
- Such a meeting is typically face-to-face but may also be via phone.
- Proposed targets for Deliberate Practice are discussed and determined, or a timeframe for selection of Deliberate Practice targets are set. While a separate meeting or exchange of information may be implemented to complete the Deliberate Practice targets, they should be discussed at the Step 3 Conference given their importance to the leader’s growth and the summative evaluation.

Step 4: Monitoring, Data Collection, and Application to Practice:

Evidence is gathered that provides insights on the school leader’s proficiency on the issues in the evaluation system by those with input into the leader’s evaluation.

- The leader shares with the evaluator evidence on practice on which the leader seeks feedback or wants the evaluator to be informed.
- The evaluator accumulates data and evidence on leader’s actions or impact of leader’s actions during the routine conduct of work. Such data and evidence may come from site visits, be provided by the leader, from formal or informal observations, or from evidence, artifacts or input provided by others. The accumulated information is analyzed in the context of the evaluation system indicators.
- As evidence and observations are obtained that generate specific and actionable feedback, it is provided to the leader in a timely manner. Feedback may be provided face-to-face, via email or telephone.
- Collegial groups, mentors, communities of practice, professional learning communities, and lesson study groups in which the leader participates may provide specific and actionable feedback for proficiency improvement.
- These monitoring actions occur before and continue after the mid-year Progress Check (step 5).

Step 5: Mid-year Progress Review between leader and evaluator:

At a mid-year point, a progress review is conducted.

- Actions and impacts of actions taken on priorities identified in Step 3 Initial Meeting are reviewed.
- Any indicators which the evaluator has identified for a specific status update are reviewed. (The leader is given notice of these indicators prior to the Progress Check, as the feedback expected is more specific than that for the general indicator overview.)
- The leader is prepared to provide a general overview of actions/processes that apply to all of the domains and proficiency areas and may include any of the indicators in the district system. Any indicator that the evaluator or the leader wishes to address should be included.
- 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 the evaluator decides that the absence of evidence indicates unsatisfactory proficiency because actions or impacts of action should be evident if leader was proficient, the leader is provided notice that the indicator(s) will be addressed in a follow-up meeting.

- The absence of evidence is explained by lack of opportunity for the evaluator to note anything relevant, and leader is asked to provide follow-up data on the indicator prior to the year-end conference.
- If the lack of evidence on one indicator is balanced by substantial evidence on other indicators in the same proficiency area, no follow-up is required until evidence supporting a Needs Improvement (NI) or Unsatisfactory (U) rating emerges.
- Any actions or inactions which might result in an unsatisfactory rating on a domain or proficiency area if not improved are communicated.
- Any indicators for which there is insufficient evidence to rate proficiency at this stage, but which will be a priority for feedback in remainder of the year, are noted.
- *FSLA Feedback and Protocol Form* is used to provide feedback on all indicators for which there is sufficient evidence to rate proficiency. Notes or memorandums may be attached to the forms as appropriate to reflect what is communicated in the Progress Check.

Step 6: Prepare a consolidated performance assessment:

The summative evaluation form is prepared by the evaluator for the school leaders and a performance rating assigned.

- Consider including relevant and appropriate evidence by any party entitled to provide input into the leader's evaluation.
- Review evidence on leader's proficiency on indicators.
- Use accumulated evidence and rating on indicators to rate each proficiency area.
- Consolidate the ratings on proficiency areas into domain ratings.
- Consolidate Domain ratings, using FSLA weights, to calculate a FSLA score.

Step 7: Year-end Meeting between school leader(s) and evaluator:

The year-end meeting addresses the FSLA score, the Deliberate Practice Score and Student Growth Measures.

- The FSLA score is explained.
- The leader's growth on the Deliberate Practice targets is reviewed and a Deliberate Practice Score is assigned.
- The FSLA Score and Deliberate Practice Score are combined (as per weighting formula) to generate a Leadership Practice Score.
- If the Student Growth Measurement (SGM) score is known, inform the leader how the Leadership Practice Score and SGM Score combine to a summative performance level of Highly Effective, Effective, Needs Improvement, or Unsatisfactory.
- If the SGM score is not known, inform leader of possible performance levels based on known Leadership Practice Score and various SGM outcomes.
- If recognitions or employment consequences are possible based on performance level, inform leader of the process moving forward.
- Review priority growth issues that should be considered at next year's step 2 and step 3 processes.

School Leader Evaluation System Timeline

Prior to First Day of Student Attendance

1. Orientation and training on evaluation criteria and process (step 1)
2. Pre-Evaluation Meeting (step 2)
3. Initial Meeting Between School Leader and Evaluator(s) ; Deliberate Targets Established (step 3)

August to April

1. Monitoring, Data Collection and Application to Practice

By February 1

1. Mid-Year Progress Review Between School Leader and Evaluator (step 5)

Prior to April 15

1. The School Leaders Consolidated Performance Assessment Prepared by Evaluator (step 6)

Prior to May 1

1. Evaluator Meets With School Leader for Review of Evaluation (step 7)

When Student Performance Data Arrives

1. Summative Evaluations are Finalized

Scoring Guide for State Model Metrics

An evaluation system that is aligned with the purpose of Section 1012.34, F.S. and applicable State Board rules (e.g., 6A-5.065, 6A-5.080) has two functions:

- Providing quality feedback during a work year that focuses improvement effort on essential proficiencies, and
- Generating an annual summative performance level based on the proficiency exhibited by the school leader during the work year.

For Florida school leaders being evaluated using the FSLA, the Florida state model for the evaluation of school leaders, the summative annual performance level is based on two factors:

- **Student Growth Measures Score (SGM)- 50%:**

The performance of students under the leader's supervision represents 50% of the annual performance level. The specific growth measures used conform to Florida Statutes and State Board rules. Annual evaluations will include school wide assessment scores of students taking the FCAT. This measure will count 50% of the overall evaluation unless there is less than 3 years of data. In that case the scores will count 40% of the overall evaluation. UA will use District calculations of the SGM. By 2014-15 the District will develop assessment measures for those grades not tested by FCAT. District calculations will parallel state rules, policies and procedures.

- **Leadership Practice Score – 50%:**

The Leadership Practice Score is an assessment of the leader's proficiency on the Florida Principal Leadership Standards (FPLS). 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 contributes 80% of the Leadership Practice Score.
- **Deliberate Practice (DP):** Deep learning and growth on a few very specific aspects of educational leadership. The DP Score contributes 20% of the Leadership Practice Score.

Summary of Scoring Processes

1. Score Indicators	Based on rubrics in the "long forms"
2. Score Proficiency Areas	Based on tables in this guide
3. Score Domains	Based on tables in this guide
4. Score FSLA	Based on formula in this guide
5. Score Deliberate Practice Metric	Based on directions in this guide
6. Calculate Leadership Practice Score	Combine FSLA and Deliberate Practice Scores Based on formula in this guide
7. Calculate Student Growth Measure Score	Based on goal review with Pinellas County Schools
8. Assign Proficiency Level rating label	Combine Leadership and GM scores

Scoring Guide

The subsequent sections of the procedural manual include the scoring guidelines for the Florida School Leader Assessment. These guidelines and procedures will be employed University Academy. Included are:

Section One: How to “score” the FSLA

Section Two: How to “score” Deliberate Practice

Section Three: Leadership Practice Score

Section Four: Student Growth Score

Section Five: Annual Performance Rating

Section One: How to Score the FSLA

About the FSLA Scoring Process

The state scoring model has these features:

- The summative performance labels specified in Section 1012.34, F.S. are also used in the FSLA to summarize feedback on domains, proficiency areas, and indicators. They are:
 - Highly Effective (HE)
 - Effective (E)
 - Needs Improvement (NI)
 - Unsatisfactory (U)
- Direct Weighting: The FSLA score is based on ratings for each of the four domains, but the system specifically gives added weight to Domain 2: Instructional Leadership. The weightings are:
 - Domain 1: Student Achievement: 20%
 - Domain 2: Instructional Leadership: 40%
 - Domain 3: Organizational Leadership: 20%
 - Domain 4: Professional and Ethical Behavior: 20%
- Embedded Weighting: The use of Domain scores to generate an FSLA score results in embedded weighting as the Domains have different numbers of indicators. For example: Domain 1 has eight indicators, Domain 3 has 16 indicators and Domain 4 has four indicators, but each Domain contributes 20% to the FSLA score. The result of this is:
 - Domain 2 indicators have the most impact on the FSLA results due to direct weighing. There are 17 indicators, but the Domain is weighted at 40%, thus magnifying the impact of that domain on the final rating.
 - Domain 4 has the next highest level of impact due to embedded weighting. There are only four indicators in this Domain, but the Domain contributes 20% of the FSLA score.
 - Domain 1 has more impact than Domain 3 since Domain 1 has eight indicators and Domain 3 has 16 indicators, but each Domain contributes 20% of the FSLA score.
- Proficiency on Indicators leads to an FSLA Score.

- Ratings on indicators (using rubrics in the FSLA) are combined to generate a rating (HE, E, NI, or U) on each Proficiency Area.
- Ratings on Proficiency Areas are combined (using the tables in this scoring guide) to generate a Domain Rating.
- Ratings on Domains are combined (using tables in this scoring guide) to generate a FSLA Score.

How to determine an FSLA Score

Generating a score for the FSLA has four steps:

Step One: Rate each Indicator

Start with judgments on the indicators. Indicators in each Proficiency Area are 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.
- Ratings can be recorded on the long form or the short form.

Rating Labels: What do they mean?

The school leader should complete a self-assessment by scoring each of the indicators. The evaluator also will score each of the indicators. At 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 ratings on the indicators aggregate to a rating on the Proficiency Areas based on tables in this guide. The ratings on the Proficiency Areas within a Domain aggregate to a domain rating, using tables and formulas in this scoring guide.

The FSLA rubrics are designed to give school leaders 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 use by the school leader’s supervisor, they do reflect the key behaviors about which evaluators and school leaders should be conversing frequently throughout the year. Moreover, these behavioral leadership descriptions will form the basis for coaching and mentoring sessions.

Distinguishing between proficiency ratings:

Effective

The “Effective” level describes leadership performance that has a local impact 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. Prior ratings for school leaders generally will not provide any guidance as to where those leaders 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.

Highly Effective

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.

Needs Improvement

The “Needs Improvement” level describes school leaders who understand what is required for success, are willing to work toward that goal, and, with coaching and support, can increase proficiency. 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.

Unsatisfactory

Performance at the “Unsatisfactory” level describe leaders who do not understand what is required to be proficient 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 for their school faculty to develop.

Step Two: Rate each Proficiency Area

Ratings on the indicators in a Proficiency Area are combined to assign a proficiency level (HE, E, NI, or U) to a Proficiency Area: The distribution of indicator ratings within a Proficiency Area result in a Proficiency Area Rating. Since the number of indicators in a Proficiency Area varies, the following formulas are applied to assign Proficiency Area ratings. For each Proficiency Area, use the appropriate table.

Table 1

For Proficiency Areas 1,2,5,7,9 and 10 with four Indicators, each Proficiency Area is rated:		
Highly Effective (HE) if: three or more indicators are HE and none are less than E.		
Examples:	HE+HE+HE+HE= HE	HE+HE+HE+E=HE
Effective (E) if: at least three are E or higher and no more than one are NI. None are U.		
Examples:	E+E+E+HE=E	E+E+E+NI=E E+E+E+E=E
Needs Improvement (NI) if: Criteria for E not met and no more than one is U.		
Examples:	E+E+NI+NI=NI	HE+HE+NI+NI=NI HE+E+U+NI=NI
Unsatisfactory (U) if: two or more are U.		
Examples:	HE+U+U+HE=U	E+NI+U+U=U E+E+U+U=U

For the Proficiency Areas with fewer or more than four indicators, use the appropriate table below:

Table 2

For proficiency Area 3 with six Indicators, each Proficiency Area is rated:	
Highly Effective (HE) if: four or more indicators are HE and none are less than E.	
Examples:	HE+HE+HE+HE+HE+HE=HE HE+HE+HE+HE+E+E=HE
Effective (E) if: at least four are E or higher and no more than two are NI. None are U.	

Examples:	HE+HE+E+E+E+E=E	E+E+E+E+NI+NI=E
Needs Improvement (NI) if: Criteria for E not met and no more than two are U.		
Examples:	HE+HE+NI+NI+NI+NI=NI	NI+NI+NI+NI+U+U=NI E+E+E+NI+NI+NI=NI HE+HE+E+E+E+U=NI
Unsatisfactory (U) if: two or more are U.		
Examples:	HE+HE+HE+HE+U+U=U	NI+NI+NI+NI+U+U=U

Table 3

For Proficiency Area 4 with seven Indicators , each Proficiency Area is rated:		
Highly Effective (HE) if: five or more indicators are HE and none are less than E.		
Examples:	HE+HE+HE+HE+HE+E+E=HE	
Effective (E) if: at least five are E or higher and no more than two are NI. None are U.		
Examples:	HE+HE+E+E+E+NI+NI=E E+E+E+E+E+NI+NI=E	
Needs Improvement (NI) if: Criteria for E not met and no more than two are U.		
Examples:	E+E+E+E+NI+NI+NI=NI HE+HE+E+E+E+U+U=NI HE+HE+HE+HE+HE+HE+U=NI	
Unsatisfactory (U) if: two or more are U.		
Examples:	HE+HE+HE+HE+HE+U+U=U NI+NI+NI+NI+NI+U+U=U	

Table 4

For Proficiency Area 6 with five Indicators , each Proficiency Area is rated:		
Highly Effective (HE) if: four or more indicators are HE and none are less than E.		
Examples:	HE+HE+HE+HE+HE=HE	HE+HE+HE+HE+E=HE
Effective (E) if: at least four are E or higher and no more than one are NI. None are U.		
Examples:	E+E+E+E+E=E	HE+HE+E+E+E=E HE+E+E+E+NI=E E+E+E+E+NI=E
Needs Improvement (NI) if: Criteria for E not met and no more than one is U.		
Examples:	HE+HE+NI+NI+NI=NI	E+E+NI+NI+U=NI NI+NI+NI+NI+U=NI
Unsatisfactory (U) if: two or more are U.		
Examples:	HE+HE+HE+U+U=U	NI+NI+NI+U+U=U

Table 5

For Proficiency Area 8 with three Indicators , each Proficiency Area is rated:			
Highly Effective (HE) if: two or more indicators are HE and none are less than E.			
Examples:	HE+HE+HE=HE	HE+HE+E=HE	
Effective (E) if: two or more are E or higher and no more than one is NI. None are U.			
Examples:	E+E+E=E	E+E+HE=E	E+HE+NI=E HE+HE+NI=E
Needs Improvement (NI) if: Criteria for E not met and no more than one is U.			
Examples:	NI+NI+NI=NI	NI+NI+U=NI	HE+E+U=NI HE+NI+NI=NI
Unsatisfactory (U) if: two or more are U.			
Examples:	HE+U+U=U	NI+U+U=U	

When you have a rating (HE, E, NI, or U) for each Proficiency Area in a Domain, you then generate a Domain rating.

Step Three: Rate Each Domain

Domains are rated as HE, E, NI, or U based on the distribution of ratings on Proficiency Areas within the Domain. The tables below provide rating criteria for each FSLA Domain.

Table 6

Domain Rating	Domain I: Student Achievement (Two Proficiency Areas)
Highly Effective if:	Both Proficiency Areas rated HE
Effective if:	<ul style="list-style-type: none"> One Proficiency Area rated HE and one Effective, or Both rated Effective
Needs Improvement if:	<ul style="list-style-type: none"> One Proficiency Area rated HE or E and one rated NI or U Both Proficiency Areas rated NI

Unsatisfactory if:	<ul style="list-style-type: none"> One Proficiency Area rated NI and the other is rated U Both are rated U
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Table 7

Domain Rating	Domain 2: Instructional Leadership (Three Proficiency Areas)
Highly Effective if:	<ul style="list-style-type: none"> All three Proficiency Areas are HE Two Proficiency Areas rated HE and one E
Effective if:	<ul style="list-style-type: none"> Two Proficiency Area rated E and one Effective or NI All three Proficiency Areas rated E
Needs Improvement if:	<ul style="list-style-type: none"> Any two Proficiency Areas rated NI One Proficiency Area rated NI, one Proficiency Area rated U and one Proficiency Area rated E or HE
Unsatisfactory if:	<ul style="list-style-type: none"> Two or more Proficiency Areas rated U

Table 8

Domain Rating	Domain 3: Organizational Leadership (Four Proficiency Areas)
Highly Effective if:	<ul style="list-style-type: none"> All four Proficiency Areas are HE Three Proficiency Areas rated HE and one E
Effective if:	<ul style="list-style-type: none"> Two Proficiency Areas rated E and two rated HE All four Proficiency Areas rated E Three Proficiency Areas rated E and one rated either NI or HE
Needs Improvement if:	<ul style="list-style-type: none"> Two Proficiency Areas rated E and two rated NI Any three Proficiency Areas rated NI One Proficiency Area rated NI, one Proficiency Area rated U and two Proficiency Area rated E or HE
Unsatisfactory if:	<ul style="list-style-type: none"> Two or more Proficiency Areas rated U

Table 9

Domain Rating	Domain 4: Professional Behaviors (One Proficiency Area)
Highly Effective if:	If Proficiency Area 10 rated HE
Effective if:	If Proficiency Area 10 rated E
Needs Improvement if:	If Proficiency Area 10 rated NI
Unsatisfactory if:	If Proficiency Area 10 rated U

When you have determined Domain ratings, you then combine those ratings to generate an FSLA score.

Step 4: Calculate the FSLA Score

- In Step One, proficiency ratings for indicators were made based on an assessment of available evidence and the rating rubrics.
- In Step Two, the apportionment of Indicators ratings, using the tables provided, generated a rating for each Proficiency Area within a Domain.
- In Step Three, Domain ratings were generated. All of these steps were based on evidence on the Indicators and scoring tables.

At the FSLA scoring stage the model shifts to a weighted point system. Points are assigned to Domain ratings, direct weights are employed, and scores are converted to a numerical scale. The following point model is used:

Table 10

DOMAIN RATING	POINTS ASSIGNED
A Domain rating of Highly Effective	3 points
A Domain rating of Effective	2 points
A Domain rating of Needs Improvement	1 point
A Domain rating of Unsatisfactory	0 points

The Domain points are multiplied by the Domain's direct weight: The rating is entered in column 2 ("Rating"), the points in column 3 ("Points"), and a weighted score calculated in column 5.

Table 11

Domain	Rating	Points	Weight	Domain Weighted Score
Domain I: Student Achievement			.20	
Domain 2: Instructional Leadership			.40	
Domain 3: Organizational Leadership			.20	
Domain 4: Professional and Ethical Behavior			.20	

Example

Table 12

Domain	Rating	Points	Weight	Domain Weighted Score
Domain I: Student Achievement	HE	3	.20	.6
Domain 2: Instructional Leadership	E	2	.40	.8
Domain 3: Organizational Leadership	HE	3	.20	.6
Domain 4: Professional & Ethical Behavior	NI	1	.20	.2

After a Domain Weighted Score is calculated, the scores are converted to a 100 point scale. This process results in a FSLA Score range of 0 to 300 Points.

This table illustrates the conversion of a Domain Weighted value to a 100 point scale.

Example

Table 13

Domain	Rating	Points	Weight	Weighted value	Convert to 100 point scale	Domain Score
Domain I Student Achievement	HE	3	.20	.6	x 100	60
Domain 2 Instructional Leadership	E	2	.40	.8	x 100	80
Domain 3 Organizational Leadership	HE	3	.20	.6	x 100	60
Domain 4 Professional and Ethical Behavior	NI	1	.20	.2	x 100	20

FSLA Score						220
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The Domain scores are added and an FSLA score determined. The FSLA Score is converted to an FSLA rating of HE, E, NI, or U based on this scale:

Table 14

FSLA SCORE	FSLA Proficiency Rating
240 to 300	Highly Effective
151 to 239	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

The FSLA score is combined with a Deliberate Practice Score to generate a Leadership Practice Score. Section Two provides scoring processes for Deliberate Practice.

The FSLA score will be 80% of the Leadership Practice Score.

The Deliberate Practice Score will be 20% of the Leadership Practice Score.

Section Two: How to Score Deliberate Practice

Deliberate Practice Score

- The DP score is 20% of the Leadership Practice Score.
- The DP metric will have 1 to 4 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 15

Scoring a DP Growth Target	Rating Rubrics
Highly Effective	Target met, all progress points achieved, and verifiable improvement in leader's 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 16

Number of growth targets	Maximum points per target	Maximum Point Range
One Target	300	300
Two Targets	150 (300/2)	300 (150 x 2)
Three Targets	100 (300/3)	300 (100 x 3)
Four Targets	75 (300/4)	300 (75 x 4)

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 17

Rating	Point values	If 1 target	If 2 targets	If 3 targets	If 4 targets
HE	max points	300	150	100	75
E	.80 of max	240	120	80	60
NI	.5 of max	150	75	50	37.5
U	.25 if some progress	75	37.5	25	18.75
U	.0 if 1 progress stage	0	0	0	0

A DP score is based on ratings of the targets and the points earned for each rating.

Examples

If the DP has three Growth Targets:

Table 18

DP Target	Rating	Points (based on table 17 – column 5) *
DP TARGET 1	HE	100
DP TARGET 2	E	80
DP TARGET 3	NI	50
DP Score (target score added together)		230

* Points available vary based on total number of growth targets. Use Table 17 to select point values.

Deliberate Practice rating

Table 19

DP Score Range	DP Rating
241 to 300	Highly Effective
151 to 240	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

Section Three: How to Calculate a Leadership Practice Score

80% of the Leadership Practice Score is based on the Florida School Leader Assessment Proficiency Score

20% of the Leadership Practice Score is based on the Deliberate Practice Growth Score

A. FSLA Score:

_____ X .80 = _____

B. Deliberate Practice Score:

_____ X .20 = _____

C. Add scores from calculations A and B above to obtain Leadership Practice Score =

D. Use the Leadership Practice Rubric to determine the Leadership Practice Rating

Leadership Practice Score Range	Leadership Practice Rating
240 to 300	Highly Effective
151 to 239	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

Example:

FSLA score of 220 x .80 = 176

DP score of 230 x .20 = 46

Leadership Practice Score is 222

Leadership Practice Rating is *Effective*

Section Four: Student Growth Measure (SGM)

According to the Student Success Act (SB 736), at least 50% of the school administrator's evaluation must be based on student growth. It further stipulates that student learning growth must be assessed annually and measured by statewide assessments or, for subjects not measured by state assessments, by assessments. Whenever possible, three years of data should be considered. The Committee determined that for the 2012-13 school year, school level student growth will comprise 50% of the school leader's evaluation.

Student Growth Measure (50%)

Administrator of School Where Students Take FCAT

For the 2012-13 school year, the administrator's School Level Student Growth Measure will be determined based on the administrator's school FCAT-reading Value Added measurement.

As other value added state assessment measures are developed by the Florida Student Growth Implementation Committee, our school will transition to a more inclusive student growth model.

FCAT Student Growth Measure Score Calculation:

An administrator's student growth score will be determined by aggregating a teacher's VAM measurement for reading across grade levels and up to three years where available. This method will allow utilization of the same cut scores and grade scales as teachers (Category 1, 2 & 3). In the simplest of terms, the VAM is determined as an average of teacher scores and adjusted by a standard of error. After determining the composite scores, administrators will be ranked within a category and the score adjusted to match the ratio of possible scores within the proper range of a 300 point scale.

The formula for the ratio is:

Final score = $((\text{VAM} - \text{Min Earned Score}) * (\text{Max Possible Score} - \text{Min Possible Score}) / (\text{Max Earned Score} - \text{Min Earned Score})) + \text{Minimum Possible score}$ rounded to the nearest whole number

Example: Where the administrator is found to be 'effective' with a score of = -.016520535, a maximum score of .67036605 and a minimum of -.373419438 within the range the computation would be:

181 = Rounded $((-.016520535 - (-.373419438)) * (239-151)) / ((.67036605 - (-.373419438) + 151))$

Rubric for FCAT School Level Student Growth Measure

Student Growth Score Range	School Leader's Student Growth Rating
240 – 300	Highly Effective
151 – 239	Effective
75 – 150	Needs Improvement
0 – 74	Unsatisfactory

Note: For the 2012-13 School Year, Cut Scores will be based on one year of data

Section Five: How to Calculate an Annual Performance Level

Cut Scores for Student Growth Measure Using a 300 Point Scale

Above 240= Highly Effective

151-239 = Effective

75 – 150 = Needs Improvement

0 – 74 = Unsatisfactory

Step 1: Enter Leadership Practice Score: _____

Step 2: Enter Student Growth Measure Score: _____

Step 2: Add Leadership Practice Score and SGM Score: _____

Step 3: Determine Performance Rating: _____

Performance Score Ranges	Performance Level Rating
480 to 600	Highly Effective
301 to 479	Effective
150 to 300	Needs Improvement
0 to 149	Unsatisfactory

Example:

SGM score of 212 + Leadership Practice Score of 222 = 432 Performance Score

Performance Score of 432 = Performance Level Rating of Effective

Step 4: Enter rating on School Leader Summative Evaluation form

School Leader Summative Evaluation

FCAT student growth data likely will not be made available until after the close of the 2012-13 school year. Therefore, the school leader's Student Growth Measure Score will not be available to determine the administrator's overall proficiency levels at the typically scheduled evaluation time. The first two sections of the School Leader Summative Evaluation will be completed prior to the end of the school year and an interim score and rating will be given. Once the student growth data becomes available, the remainder of the evaluation will be completed and a final score and rating will be determined.

The rating labels and weighting scales/scoring system for the School Leader Summative Evaluation is illustrated on the following pages.

School Leader Summative Evaluation

2012-13

School Leader's Name _____
 School/Department _____
 School Leader's ID# _____
 Evaluator _____

1. Florida School Leader Assessment

Domain 1: Student Achievement				
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory	
Scale Levels: <i>(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.</i>				
Proficiency Area 1 - 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.				
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory	
Indicator 1.1 – Academic Standards	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.2 – Performance Data	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.3 – Planning and Goal Setting	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.4 - Student Achievement Results	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.				
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory	
Indicator 2.1 - Learning Organization	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.2 - School Climate	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.3 - High Expectations	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.4 - Student Performance Focus	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Domain 2: Instructional Leadership				
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory	
Scale Levels: <i>(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.</i>				
Proficiency Area 3 - 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.				
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory	
Indicator 3.1 - FEAPs	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.2- Standards based Instruction	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.3 - Learning Goals Alignments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.4 - Curriculum Alignments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.5 - Quality Assessments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.6 - Faculty Effectiveness	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.				
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory	
Indicator 4.1 - Recruitment and Retention	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.2- Feedback Practices	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.3 - High effect size strategies	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.4 - Instructional Initiatives	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.5 - Facilitating & Leading Prof. Learning	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Indicator 4.6 –Faculty Development Alignments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.7 - Actual Improvement	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population.				
	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.1 - Student Centered	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.2 - Success Oriented	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.3- Diversity	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.4 - Achievement Gaps	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Domain 3 - Organizational Leadership <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.				
Proficiency Area 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; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.				
	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.1- Prioritization Practices	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.2- Problem Solving,	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.3 - Quality Control	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.4 - Distributive Leadership	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.5 - Technology Integration	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.				
Indicator 7.1- Leadership Team	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.2 - Delegation	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.3 - Succession Planning	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.4 - Relationships	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Proficiency Area 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; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.				
	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 8.1 - Organizational Skills	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 8.2- Strategic Instructional Resourcing	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 8.3 – Collegial Learning Resources	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.				
	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.1-- Constructive Conversations	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.2 - Clear Goals and Expectations	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.3 - Accessibility	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.4 - Recognitions	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Domain 4 - Professional and Ethical Behaviors				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.				
Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.				
	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.1 – Resiliency	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.2 - Professional Learning	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.3 - Commitment	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.4 – Professional Conduct	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Domain	Rating	Points	Weight	Weighed value	Convert to 100 point scale	Domain Score
Domain 1 Student Achievement			.20		x 100	
Domain 2 Instructional Leadership			.40		x 100	
Domain 3 Organizational Leadership			.20		x 100	
Domain 4 Professional and Ethical Behavior			20		x 100	
FSLA Score						*

FSLA Score _____

FSLA SCORE	FSLA Proficiency Rating
240 to 300	Highly Effective
151 to 239	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

2. Deliberate Practice

Table 1

Rating	Point values	If 1 target	If 2 targets	If 3 targets	If 4 targets
HE	max points	300	150	100	75
E	.80 of max	240	120	80	60
NI	.5 of max	150	75	50	37.5
U	.25 if some progress	75	37.5	25	18.75
U	.0 if 1 progress stage	0	0	0	0

A DP score is based on ratings of the targets and the points earned for each rating.

DP Target	Rating	Points (based on Table1) *
DP TARGET 1		
DP TARGET 2		

DP TARGET 3		
DP TARGET 4		
DP Score (target score added together)		

Deliberate Practice Score _____

DP Score Range	DP Rating
241 to 300	Highly Effective
151 to 240	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

3. Leadership Practice Score

FSLA Score _____ X .80 = _____

Deliberate Practice Score _____ X .20 = _____

Combined Leadership Practice Score _____

Leadership Score Range	Leadership Practice Rating
240 to 300	Highly Effective
151 to 239	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

Leadership Practice Rating:

____ Highly Effective ____ Effective ____ Needs Improvement ____ Unsatisfactory

*If the Student Growth Measure Score is not known, the Leadership Practice Rating will be the Interim Evaluation Performance Rating.

_____ Date ____/____/____

School Leader's Signature (Signature is required; however, it does not imply agreement. Rebuttal statement may be attached.)

_____ Date ____/____/____

Evaluator's Signature

4. Student Growth Measure Score (Based on Applicable Computation Formula) _____

Student Growth Score Range	School Leader's Student Growth Rating
240 – 300	Highly Effective
151 – 239	Effective
75 – 150	Needs Improvement
0 – 74	Unsatisfactory

Student Growth Measure Rating:

____ Highly Effective ____ Effective ____ Needs Improvement ____ Unsatisfactory

5. Summative School Leader Evaluation Score

Leadership Practice Score _____ +
 Student Growth Measure Score _____ =
 Summative School Leader Evaluation Score _____

Performance Score Ranges	Performance Level Rating
480 to 600	Highly Effective
301 to 479	Effective
150 to 300	Needs Improvement
0 to 149	Unsatisfactory

6. Summative Performance Level Rating:

____ Highly Effective ____ Effective ____ Needs Improvement ____ Unsatisfactory

____ Date ____/____/____

Administrator's Signature (Signature is required; however, it does not imply agreement. Rebuttal statement may be attached.)

____ Date ____/____/____

Evaluator's Signature

Copy 1 – School Board
 Copy 2 – Evaluator
 Copy 3 – School Leader

Continuous Improvement and Professional Development

In order to monitor the effectiveness of the Leader Evaluation System, a Committee will be established to review and analyze performance data and make recommendations for improvements to the system. The committee will consist of board members, parents and teachers. It is anticipated that the Committee will meet quarterly to monitor the effectiveness of the procedures and amend the process as required. An annual report of the evaluation process will be presented to the School Board for review.

The school leaders' performance evaluation results will be scrutinized to determine school leadership needs that should be addressed and incorporated into the school level improvement plan and professional development plans. The review of the leader proficiency data will provide a realistic assessment of the impact of this evaluation process and the impact from professional development activities. NEP Schools may participate in any relevant professional development activities as outlined in the Master In-service Plan for Pinellas County Schools or any professional development activities designed by NEP or FLDOE.

APPENDIX

Florida School Leader Assessment Data Collection and Feedback Protocol Forms and Evaluation Rubrics for Domains 1, 2, 3 and 4

These forms provide guidance to school leaders and evaluators on what is expected regarding each indicator.

The forms provide:

- The text of all Proficiency Areas and FSLA indicators
- Rubrics to distinguish among proficiency levels
 - A generic rubric that applies to each indicator and
 - An indicator specific rubric that applies to the individual indicator
- Narratives to assist in understanding the focus and priorities embedded in the FSLA
- Illustrative examples of Leadership Actions and Impacts on Others of Leadership Action that assist in understanding how the issue(s) in an indicator are observed “on the job”.
- Reflection questions to guide personal growth

Domain 1 - 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.

Narrative: This proficiency area focuses on the leader's knowledge and actions regarding academic standards, use of performance data, planning and goal setting related to targeted student results, and capacities to understand what results are being obtained. This proficiency area is aligned with Florida Principal Leadership Standard #1.

Proficiency Area 1. 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.

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. Common Core Standards and Next Generation Sunshine State Standards (NGSSS) assigned to each course are found at www.floridastandards.org.

Indicator 1.1 - Academic Standards: The leader demonstrates understanding of student requirements and academic standards (Common Core Standards and Next Generation Sunshine State 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.
Every faculty meeting and staff development forum is focused on student achievement on the Common Core Standards and NGSSS, including periodic reviews of student work. The leader can articulate which Common Core 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.	Common Core Standards and NGSSS 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. <u>Illustrative examples</u> 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. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> 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. Common Core Standards shared by multiple courses are identified and teachers with shared Common Core Standards 		<ul style="list-style-type: none"> 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. 	

are organized by the leader into collegial teams to coordinate instruction on those shared standards.	
<ul style="list-style-type: none"> Other leadership evidence of proficiency on this indicator. 	
<p>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. If not being rated at this time, leave blank:</p> <p> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p>	
<p>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):</p>	

Reflection Questions for Indicator 1.1

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 Common Core Standards or NGSSS?	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 insure that instruction and curriculums are aligned to academic standards?	Where do you find the standards that are required for the courses in your master schedule?

Indicator 1.2 – 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

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>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.</p> <p>The leader has coached school administrators in other schools to improve their data analysis skills and to inform instructional decision making.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) are seldom used to inform instructional leadership decisions.</p>	<p>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.</p>

<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • 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. 	<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • 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.
<p>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. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>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):</p>	

Reflection Questions for Indicator 1.2

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 faculties 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 1.3 – 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.
<p>The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement.</p> <p>Other leaders credit this leader with sharing ideas, coaching, and providing technical</p>	<p>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.</p> <p>Priorities for student growth are established, understood by staff and students, and plans to</p>	<p>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.</p> <p>Priorities for student growth are established in some areas,</p>	<p>Planning for improvement in student achievement is not evident and goals are neither measurable nor specific.</p> <p>The leader focuses more on student characteristics as an explanation for student results than on the actions of the teachers and leaders in the</p>

Indicator 1.4 - 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.
<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>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.</p>	<p>The leader reaches the required numbers, meeting performance goals for student achievement.</p> <p>Results on accomplished goals are used to maintain gains and stimulate future goal setting.</p> <p>The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.</p>	<p>Accumulation and exhibition of student improvement results are inconsistent or untimely.</p> <p>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.</p> <p>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.</p>	<p>Evidence of student improvement is not routinely gathered and used to promote further growth.</p> <p>Indifferent to the data about learning needs, the leader blames students, families, and external characteristics for insufficient progress.</p> <p>The leader does not believe that student achievement can improve.</p> <p>The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none">• 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.		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none">• 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.	
<p>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. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>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):</p>			

Reflection Questions for Indicator 1.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Proficiency Area 2. Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.			
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?

Narrative: This proficiency area is aligned with Florida Principal Leadership Standard #2. A learning organization has essential elements regarding the behavior of people in the organization. When all elements are present and interacting, productive systemic change is possible. This proficiency area is focused on the degree to which learning organization elements exist in the school and reflect the following priorities on student learning:

- Supports for personal mastery of each person's job focus on job aspects related to student learning
- Team learning among faculty is focused on student learning
- Processes for exploring and challenging mental models that hamper understanding and progress on student learning are in use
- A shared vision has student learning as a priority
- Systems thinking is employed to align various aspects of school life in ways that promote learning

Indicator 2.1 – 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?

Note: Indicator 5.4 from Florida Principal Leadership Standard #5 addresses actual success in reducing achievement gaps.

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.
<p>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.</p> <p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p>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.</p>

elements of a learning organization.			
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> 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. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none">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.Other leadership evidence of proficiency on this indicator.		<ul style="list-style-type: none">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.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. If not being rated at this time, leave blank:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> 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 2.1

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 2.2 – 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.
<p>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.</p> <p>Respect for students' cultural, linguistic and family background is evident in the leader's conduct and expectations for the faculty.</p> <p>The leader is proactive in guiding faculty in adapting the learning environment to accommodate the differing needs and diversity of students.</p> <p>School-wide values, beliefs, and goals are supported by individual and class behaviors through a well-planned management system.</p>	<p>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.</p> <p>Policies and the implementation of those policies result in a climate of respect for student learning needs and cultural, linguistic and family background.</p> <p>Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are consistently applied throughout the school.</p>	<p>Some practices promote respect for student learning needs and cultural, linguistic and family background, but there are discernible subgroups who do not perceive the school climate as supportive of their needs.</p> <p>The school climate does not generate a level of school-wide student engagement that leads to improvement trends in all student subgroups.</p> <p>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.</p>	<p>Student and/or faculty apathy in regard to student achievement and the importance of learning is easily discernible across the school population and there are no or minimal leadership actions to change school climate.</p> <p>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.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none">• 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.		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none">• Classroom rules and posted procedures stress positive expectations and not just "do not's."• 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.	
<p>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. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples</p>			

Indicator 2.3 – High Expectations: The leader generates high expectations for learning growth by all students.

above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 2.2

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?	<p>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?</p> <p>How could you share with your colleagues across the district the successes (or failures) of your efforts?</p>	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?

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 ...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.
<p>The leader incorporates community members and other stakeholder groups into the establishment and support of high academic expectations.</p> <p>The leader benchmarks expectations to the performance of the state's, nation's, and world's highest performing schools.</p> <p>The leader creates systems and approaches to monitor the level of academic expectations.</p> <p>The leader encourages a culture in which students are able to clearly articulate their diverse</p>	<p>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.</p> <p>The leader ensures that students are consistently learning, respectful, and on task.</p> <p>The leader sets clear expectations for student academics and establishing consistent practices across</p>	<p>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.</p> <p>The leader sets expectations, but fails to empower teachers to set high expectations for student academic performance.</p>	<p>The leader does not create or support high academic expectations by accepting poor academic performance.</p> <p>The leader fails to set high expectations or sets unrealistic or unattainable goals.</p> <p>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.</p>

personal academic goals.	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.		
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> 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. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> 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 2.3

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 2.4 – 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	Effective: Leader's actions or	Needs Improvement:	Unsatisfactory: Leader's
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actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following: <ul style="list-style-type: none">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.		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following: <ul style="list-style-type: none">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. If not being rated at this time, leave blank: <div><input type="checkbox"/> Highly Effective<input type="checkbox"/> Effective<input type="checkbox"/> Needs Improvement<input type="checkbox"/> Unsatisfactory</div>			
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 2.4

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?

Domain 2 - 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 skill sets and knowledge bases employed for this domain generate 40% of the FSLA Score. 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.

Narrative: Proficiency Area 3 is focused on Florida Principal Leadership Standard #3 (FPLS). Aligning the key issues identified in the indicators into an efficient system is the leader's responsibility. This area stresses the leader's proficiency at understanding the current reality of what faculty and students know and can do regarding priority practices and goals.

Proficiency Area 3. 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 3.1 – FEAPs: The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (Rule 6A-5.065, F.A.C.) and models use of the Florida common language of instruction to guide faculty and staff implementation of the foundational principles and practices.

Narrative: Indicator 3.1 is focused on the school leader's understanding of the Florida Educator Accomplished Practices (FEAPs) and ability to use Florida's common language of instruction. To be effective participants in school, district and statewide communities of practice working collegially for high quality implementation of the FEAPs, educators at the school level must be able to communicate and organize their efforts using the terms and concepts in the FEAPs and the Florida common language of instruction. This indicator is about the school leader's proficiency in making that happen by using a core set of expectations (the FEAPs) and terminology (the common language) to guide and focus teacher discussions on instructional improvements. Florida's common language of instruction is used so that educators in Florida use the core terms in the same way and with a common understanding.

Note: The FEAPs, a FEAPs brochure, and Florida's common language may be explored at <http://www.floridaschoolleaders.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.
<p>The instructional program and practices are fully aligned with the FEAPs. Faculty and staff implementation of the FEAPs is consistently proficient and professional conversations among school leadership and faculty about instruction use the Florida common language of instruction and the terminology of the FEAPs.</p> <p>The leader's use of FEAPs and common language resources results in all educators at the school site having access to and making use of the FEAPs and common language.</p> <p>Teacher-leaders at the school use the FEAPs and common language.</p>	<p>The leader's use of FEAPs content and terms from the common language is a routine event and most instructional activities align with the FEAPs.</p> <p>Coordinated processes are underway that link progress on student learning growth with proficient FEAPs implementation.</p> <p>The leader's use of FEAPs and common language resources results in most faculty at the school site having access to and making use of the FEAPs and common language.</p> <p>The leader uses the common language to enable faculty to recognize connections between the FEAPs, the district's evaluation indicators, and contemporary research on effective instructional practice.</p>	<p>The leader demonstrates some use of the FEAPs and common language to focus faculty on instructional improvement, but is inconsistent in addressing the FEAPs.</p> <p>The leader's use of FEAPs and common language resources results in some faculty at the school site having access to and making use of the FEAPs and common language.</p> <p>There are gaps in alignment of ongoing instructional practices at the school site with the FEAPs. There is some correct use of terms in the common language but errors or omissions are evident.</p>	<p>There is no or minimal evidence that the principles and practices of the FEAPs are presented to the faculty as priority expectations.</p> <p>The leader does not give evidence of being conversant with the FEAPs or the common language.</p> <p>The leader's use of FEAPs and common language resources results in few faculty at the school site having access to and making use of the FEAPs and common language.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. <u>Illustrative examples</u> of such evidence may</p>	

following:	include, but are not limited to the following:
<ul style="list-style-type: none"> The leader's documents, agendas, memorandum, etc. make reference to the content of the FEAPs and make correct use of the common language. School improvement documents reflect concepts from the FEAPs and common language. The leader can articulate the instructional practices set forth in the FEAPs. Faculty meetings focus on issues related to the FEAPs. The leader's monitoring practices result in written feedback to faculty on quality of alignment of instructional practice with the FEAPs. The leader's communications to parents and other stakeholders reflect use of FEAPs and common language references. Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> Teachers are conversant with the content of the FEAPs. Teachers can describe their primary instructional practices using the terms and concepts in the FEAPs. Teachers use the common language and attribute their use to the leader providing access to the online resources. School level support programs for new hires include training on the FEAPs. FEAPs brochures and excerpts from the common language are readily accessible to faculty. Faculty members are able to connect indicators in the district's instructional evaluation system with the FEAPs. Sub-ordinate leaders (e.g. teacher leaders, assistant principals) use FEAPs and common language terms accurately in their communications. 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. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> 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 3.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How are you able to provide specific feedback to teachers on improving proficiency in the FEAPs and/or common language?	How do you recognize practices reflected in the FEAPs and/or common language as you conduct teacher observations?	Do you review the FEAPs and/or common language resources frequently enough to be able to recall the main practices and principles contained in them?	Do you know where to find the text of the FEAPs and common language?

Indicator 3.2 – Standards-Based Instruction: The leader delivers an instructional program that implements the state's adopted academic standards (Common Core and NGSSS) 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 (Common Core, NGSSS, 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: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal
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effective levels and constitute models of proficiency for other leaders.	appropriate reflections of quality work with only normal variations.	evident but are inconsistent or of insufficient scope or proficiency.	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 Common Core 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. <u>Illustrative examples</u> 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. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> 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): <div>Enter data here:</div>			

Reflection Questions for Indicator 3.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>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?</p> <p>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?</p>	<p>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?</p> <p>How do you engage teachers in deliberate practice focused on mastery of standards-based instruction?</p>	<p>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?</p> <p>How can your leadership in curriculum and instruction convey respect for the diversity of students and staff?</p> <p>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?</p> <p>What are ways you can ensure that staff members are aligning their instructional practices with state standards?</p>	<p>Where do you go to find out what standards are to be addressed in each course?</p> <p>How might you open up opportunities for all students to meet high expectations through your leadership in curriculum and instruction?</p> <p>Do you have processes to monitor how students spend their learning time?</p> <p>In what ways are you monitoring teacher implementation of effective, research-based instruction?</p> <p>In what ways are you monitoring teacher instruction in the state's academic standards?</p>

Indicator 3.3 – Learning Goals Alignments: The leader implements recurring monitoring and feedback processes to insure 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.

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.
<p>Recurring leadership involvement in the improvement in quality of daily classroom practice is evident and is focused on student progress on priority learning goals.</p> <p>Routine and recurring practices are evident that support celebration of student success in accomplishing priority learning goals and such celebrations</p>	<p>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.</p> <p>Standards-based instruction is an evident priority in the school and student results on</p>	<p>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.</p> <p>Learning goals are posted/provided in some classes are not current, do not relate to the students current assignments</p>	<p>Clearly stated priority learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are <u>not</u> systematically provided across the curriculum to guide student learning, <u>or</u> learning goals, where provided, are <u>not</u> aligned to state standards in the course description.</p>

<p>focus on how the success was obtained.</p> <p>The leader routinely shares examples of effective learning goals that are associated with improved student achievement.</p> <p>Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful use of learning goals in standards-based instruction.</p>	<p>incremental measures of success, like progress on learning goals, are routinely monitored and acknowledged.</p> <p>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.</p> <p>Clearly stated learning goals aligned to state or district initiatives in support of student reading skills are in use school wide.</p>	<p>and/or activities, or are not recognized by the students as priorities for their own effort.</p> <p>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.</p> <p>Processes that enable students and teachers to track progress toward mastery of priority learning goals are not widely implemented throughout the school.</p>	<p>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).</p> <p>There are minimal or no leadership practices to monitor faculty practices on tracking student progress on priority learning goals.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of learning goals with scales to 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. 		<ul style="list-style-type: none"> Clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal 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 priority 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 	
<p>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. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>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):</p> <p>Enter data here:</p>			

Reflection Questions for Indicator 3.3

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 3.4 – 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.

Note: Where gaps or misalignments are noted by the processes addressed in this indicator, the leader's actions relevant to Indicator 8.2 (Strategic Instructional Resourcing) should be addressed.

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.
<p>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.</p> <p>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.</p> <p>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.</p>	<p>Specific and recurring procedures are in place to monitor the quality of alignment between curriculum resources and standards.</p> <p>Procedures under the control of the leader for acquiring new curriculum resources include assessment of alignment with standards.</p> <p>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.</p>	<p>Processes to monitor alignment of curriculum resources with standards in the course descriptions are untimely or not comprehensive across the curriculum.</p> <p>Efforts to align curriculum with standards are emerging but have not yet resulted in improved student achievement.</p> <p>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.</p>	<p>There are no or minimal processes managed by the leader to verify that curriculum resources are aligned with the standards in the course descriptions.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> 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. NGSSS and Common Core standards are routinely used to frame discussions on the quality and sufficiency of curriculum 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> 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. Student feedback/questionnaire results indicate recognition that 	

support materials. • Other leadership evidence of proficiency on this indicator.	the curriculum is focused on what students need 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. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> 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 3.4

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 3.5 – 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,	The leader systematically seeks, synthesizes, and applies knowledge and skills of assessment literacy and data analysis. The leader routinely shares	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	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.

<p>data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement.</p> <p>Formative assessments are part of the school culture and interim assessment data is routinely used to review and adapt plans and priorities.</p>	<p>knowledge with staff to increase students' achievement.</p> <p>Formative assessment practices are employed routinely as part of the instructional program.</p> <p>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.</p>	<p>analysis.</p> <p>The leader inconsistently shares knowledge with staff to increase student achievement.</p> <p>There is inconsistency in how assessment data are used to change schedules, instruction, curriculum, or leadership.</p> <p>There is rudimentary use of assessment data from state, district, school, and classroom.</p>	<p>The leader is indifferent to data and does not use data to change schedules, instruction, curriculum or leadership.</p> <p>Student achievement remains unchanged or declines.</p> <p>The leader does not use assessment data from state, district, school, and classroom.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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. 	
<p>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. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>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):</p> <p>Enter data here:</p>			

Reflection Questions for Indicator 3.5

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?	How might you engage teacher leaders in sharing quality examples of formative assessment practices with other faculty?	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'	How are you expanding your knowledge and/or skills of assessment literacy and data analysis?
What procedures might you	How can you provide ongoing		What strategies have you considered that would increase your interaction with staff

Indicator 3.6 – 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.

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?	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?	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?	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?
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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.

Note: Indicator 3.1 is focused on the leader’s grasp of the FEAPs whereas this indicator focuses on monitoring the faculties’ grasp of the FEAPs. Indicator 4.2 is focused on the leader’s use of monitoring data to provide timely feedback.

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 effectiveness 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. <u>Illustrative examples</u> 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. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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 	

<p>reflect attention to FEAPs issues and research-based practices.</p> <ul style="list-style-type: none"> 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. 	<p>address issues arising from monitoring process.</p> <ul style="list-style-type: none"> 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.
<p>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. If not being rated at this time, leave blank:</p> <p> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p>	
<p>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):</p> <p>Enter data here:</p> <div style="height: 150px; border: 1px solid black; margin-top: 10px;"></div>	

Reflection Questions for Indicator 3.6

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How do you convey to highly effective teachers specific feedback that would move them toward even higher levels of proficiency?</p> <p>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"?</p>	<p>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?</p>	<p>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?</p>	<p>How do you improve your own grasp of what the FEAPs require so that your monitoring has a useful focus?</p>

Proficiency Area 4: Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.

Narrative: This proficiency area is aligned with FPLS standard 4. It moves the focus from “what is the current reality” of faculty proficiency to continuous progress toward what the faculty can achieve with effort and focus.

Indicator 4.1 – Recruitment and Retention: The leader employs a faculty with the instructional proficiencies needed for the school population served.

Narrative: The focus of this indicator is on the leader’s actions to staff the school with the best faculty possible for the needs of the school population. It addresses actions taken to anticipate staffing needs, seek out quality applicants, and efforts to retain quality staff once on the faculty.

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.
<p>The leader tracks the success of her or his recruitment and hiring strategies, learns from past experience, and revisits the process annually to continually improve the process.</p> <p>The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where they find their most effective teachers.</p> <p>Effective recruiting and hiring practices are frequently shared with other administrators and colleagues throughout the system.</p>	<p>The leader works collaboratively with the staff in the human resources office to define the ideal teacher based upon the school population served.</p> <p>The leader is sensitive to the various legal guidelines about the kind of data that can be sought in interviews.</p> <p>A hiring selection tool that helps interviewers focus on key instructional proficiencies that are aligned with the teacher evaluation criteria is developed and effectively utilized.</p> <p>A hiring process is clearly communicated including how staff is involved.</p>	<p>The leader relies on the district office to post notices of vacancies and identify potential applicants.</p> <p>Efforts to identify replacements tend to be slow and come after other schools have made selections.</p> <p>Interview processes are disorganized, not focused on the school’s needs, and do not improve from year to year.</p>	<p>The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint. Consequently, the process may not be well thought out, is disjointed, and not aligned with key success criteria embedded within the teacher evaluation documents essential to organizational success.</p> <p>No coherent plan or process is employed to encourage quality staff to remain on the faculty.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> The leader maintains an updated assessment of the instructional capacities needed to improve faculty effectiveness and uses that assessment in filling vacancies. Samples of hiring documents (e.g., posting notices, interview questions with look/listen for) that identify highly desirable instructional proficiencies needed in teacher applicants. Documentation that the recruitment and select process is subjected to an in-depth review and evaluation for continuous improvement purposes. The leader has an established record of retaining effective and highly effective teachers on the staff. The leader has a systematic process for selecting new hires and reviews that process for its impact on faculty effectiveness. Programs for new and transfer teachers that promote adjustment to the school culture and instructional responsibilities 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> Teachers can describe a hiring process that incorporates a specific focus on essential instructional proficiencies needed for the school population served. Teachers confirm that a critical part of the hiring process includes an evaluation of the effectiveness of the process. Teacher leaders are involved in monitoring staffing needs and providing input to the leader. Teachers new to the school can describe effective induction processes that had a positive impact on their adjustment to the school. Teacher leaders (e.g. department heads, team leaders) can describe the instructional capacities needed in finding candidates to fill vacancies on the faculty. Other impact evidence of proficiency on this indicator. 	

is provided. <ul style="list-style-type: none"> • Evidence that the leader has shared successful hiring practices with other administrators and colleagues within the district. • Other leadership 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. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> 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 4.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What can be done to encourage quality teachers to stay with your school and quality applicants to seek to join the faculty?	What connections do you have to reach potential applicants other than the district's personnel office?	Have you gathered data about why teachers choose to leave your faculty? What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?	At what point in the school year do you check on staff retention and estimate future staffing needs? In what ways are professional learning opportunities linked to individual faculty needs?

Indicator 4.2 – Feedback Practices: The leader monitors, evaluates proficiency, 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.

Narrative: Where indicator 3.6 focuses on monitoring to maintain awareness of faculty effectiveness, 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,	The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce proficient performance	The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve	There is no or only minimal monitoring that results in feedback on proficiency. Formal feedback, when

<p>timely, and specific recognition of proficiency and improvement in proficiency.</p> <p>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.</p> <p>The leader balances individual recognition with team and organization-wide recognition.</p>	<p>and highlight the strengths of colleagues and staff.</p> <p>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.</p> <p>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.</p>	<p>teaching or organizational performance, or there are faculties to whom feedback is not timely or not focused on priority improvement needs.</p> <p>The leader tends to view feedback as a linear process; something they provide teachers rather than a collegial exchange of perspectives on proficiency.</p>	<p>provided, is nonspecific.</p> <p>Informal feedback is rare, nonspecific, and not constructive.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> Rubrics that distinguish among proficiency levels on evaluation indicators are used by the leader to focus feedback needed improvements in instructional practice. Samples of written feedback provided 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 observation of teaching and learning School improvement plan reflects monitoring data analyses. Evidence 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 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. 		<ul style="list-style-type: none"> 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. Feedback and evaluation data is used by teachers to formulate growth plans. Other impact evidence of proficiency on this indicator. 	
<p>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. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>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):</p> <p>Enter data here:</p>			

Reflection Questions for Indicator 4.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How frequently do teachers recognize that your feedback is directly linked to improving both	What are some examples of focused, constructive, and meaningful feedback that you	In what ways do you currently recognize faculty in providing feedback and affirmation to	How can frequent, focused and constructive feedback support teachers in improving their

Indicator 4.3 – High effect size strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size strategies.			
their personal performance and that of the school? What might you do to ensure that they see this important connection?	provide to your staff? How does this support their learning?	them? To what extent do you acknowledge the efforts of teams, as well as that of individuals?	instructional practice?

Narrative: Teaching is a complex process. The “right thing to do” varies with conditions in the classroom. However, teachers need proficiency on a core repertoire of high importance strategies. These are strategies all teachers are expected to be able to use effectively. This indicator is focused on the leader’s proficiency in focusing faculty attention on improvement of those “high effect size” strategies – those with higher probabilities of causing student growth when done correctly and in appropriate circumstances.

Note: Department lists of high-effect size strategies are posted at www.fldoe.org and www.floridaschoolleaders.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.
<p>The leader uses a variety of creative ways to provide positive and corrective feedback on the implementation of high effect size strategies. As a result, the correct and appropriate implementation of high effect size instructional strategies across the curriculum and grades is a routine part of the learning environment for all students.</p> <p>The entire organization reflects the leader’s focus on accurate, timely, and specific recognition of correct and appropriate implementation of high effect size strategies.</p> <p>The leader balances individual recognition on high effect size strategies with team and organization-wide recognition.</p>	<p>In addition to the formal feedback consistent with the district evaluation system indicators, the leader provides recurring informal feedback on high effect size strategies to reinforce proficient performance and highlight the strengths of colleagues and staff.</p> <p>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 high effect size strategies.</p> <p>Corrective and positive feedback on high effect size strategies is linked to organizational goals.</p> <p>Both the leader and employees can cite examples of where feedback on high effect size strategies is used to improve individual and organizational performance.</p>	<p>The leader adheres to the district evaluation system requirements for providing formal feedback on high effect size strategies, but the feedback is general rather than providing details that improve teaching or organizational performance related to high effect size strategies.</p> <p>The leader tends to view feedback as a linear process; something they provide teachers rather than two way communications where the leader also learns from the teachers’ expertise.</p>	<p>The leader is not aware of the high effect size strategies expected to be used in district schools or fails to communicate them to faculty.</p> <p>Feedback on high effect size strategies is rare, nonspecific, and not constructive.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> Professional learning supports on the high effective size strategies are readily available to faculty. Samples of written feedback provided teachers high effect size instructional strategies. 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> Teachers can attest to regularly scheduled formal and informal observations with feedback on high effect strategies. Teachers report recognition as team members and as individuals for quality work on high effect strategies. 	

Indicator 4.4 - 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.

<ul style="list-style-type: none"> • Walkthrough and observation practices are designed to emphasize feedback on use of high effective size strategies. • School improvement plan includes actions to improve proficiency in high effect size strategies. • Evidence the leader has a system for securing specific feedback from teachers on their implementation of high effect size strategies correctly and in appropriate circumstances. • Documentation of an instructional monitoring schedule that supports frequent (every other week) instructional monitoring of high effect size strategies. • The leader provides feedback that describes ways to enhance performance on high effect size strategies and reach the next level on same. • The leader manages schedules that enable teachers to make observational rounds or view video examples of other teachers using the high effect size strategies. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • 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 on high effect size strategies. • High effect size strategies provided through various state and district initiatives are employed by teachers to whom the initiatives apply. • Departments routinely discuss their capacity to implement the high effect strategies applicable to their subject area. • Teachers are afforded opportunities to observe mentor teachers using the high effect size strategies. • Lesson study teams use the process to improve application of high effect strategies to the content of targeted lessons. • Other impact evidence of proficiency on this indicator.
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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. If not being rated at this time, leave blank:

☐ **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 4.3

Reflection Questions			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
How frequently do teachers recognize that your feedback is directly linked to improving both their personal performance on high effect size strategies and as well as the organizational performance? What might you do to ensure that they see this important connection?	What are some examples of focused, constructive, and meaningful feedback on high effect size strategies 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 on high effect size strategies? 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?

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. 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.	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. 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. 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.	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. 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.	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. 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: <ul style="list-style-type: none">• 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.		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: <ul style="list-style-type: none">• 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. If not being rated at this time, leave blank: <div><input type="checkbox"/> Highly Effective<input type="checkbox"/> Effective<input type="checkbox"/> Needs Improvement<input type="checkbox"/> Unsatisfactory</div>			
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 4.4

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 4.5 – 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 4.5 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.
<p>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 at high effect size strategies.</p> <p>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.</p> <p>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.</p> <p>Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.</p>	<p>The leader provides recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency at high effect size strategies and student learning needs.</p> <p>The leader removes barriers to time for professional learning and provides needed resources as a priority.</p> <p>Participation in specific professional learning that target improved instruction and student learning is recognized by the faculty as a school priority.</p> <p>Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.</p>	<p>Less than a majority of the faculty can verify participation in professional learning focused on student needs or faculty proficiency at high effect size strategies.</p> <p>Time for professional learning is provided but is not a consistent priority.</p> <p>Minimal effort expended to assess the impact of professional learning on instructional proficiency.</p> <p>Leadership monitoring of professional learning is focused primarily participation with minimal attention given to the impact of instructional proficiency on student learning.</p>	<p>Focused professional development on priority learning needs is not operational.</p> <p>Few faculty members have opportunities to engage in collegial professional development processes on the campus.</p> <p>Individual professional learning is not monitored and is not connected to the school improvement plan or student learning needs.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> 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. Budget records verify resources allocated to support prioritized professional learning. Documents generated provide evidence that administrators are 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> 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 accessible for faculty. Other impact evidence of proficiency on this indicator. 	

monitoring faculty participation in professional learning. • Other leadership 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. If not being rated at this time, leave blank:	
Indicator 4.6 – Faculty Development Alignments: The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by: <ul style="list-style-type: none"> generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan, identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement), aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and using instructional technology as a learning tool for students and faculty. 	
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> 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 4.5

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 at 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 at 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 at high effect size strategies?

Narrative: Faculty development has many aspects. This indicator addresses the leader's proficiency at developing faculty capacity to implement culturally relevant differentiated instruction by aligning the various faculty developments processes and practices with certain key issues (Standards-based content, research-based methods, data for planning, etc. as specified in the text of the standard.)

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 demonstrated a record of differentiated professional learning for faculty based on student needs. The leader has developed a	Professional learning includes a plan for the implementation of the prioritized instructional needs (e.g., research-based instruction, data analysis, instructional	The leader attempts to implement all of the priority instructional needs without a plan for doing so. The leader is aware of the	Professional learning is typically "one size fits all," and there is little or no evidence of recognition of individual faculty needs or matching of faculty

<p>system of job-embedded professional learning that differentiates training and implementation of instructional priorities based on teacher needs, which help retain proficient and highly exemplary staff.</p> <p>The leader routinely shares professional learning opportunities with other schools, departments, districts, and organizations.</p>	<p>technology, culturally relevant) aligned to school improvement plan and some effort has been made to differentiate (coaching, mentoring, collaborative teams, coaching) and embed professional development to meet the needs of all faculty members. The leader is able to use data from evaluation of instructional personnel to assess proficiencies and identify priority needs to support and retain proficient and exemplary faculty members.</p>	<p>differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings at this time, rather than incorporating the use of collaboration, study teams, etc. in order to meet the unique needs of staff.</p>	<p>needs to student achievement needs. Consequently, retaining proficient and exemplary staff is problematic.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> Documentation that professional learning is determined on the basis of student achievement and teacher competency data. Evidence that professional learning includes culturally relevant instructional practices. Faculty meetings focus on professional learning related to the schools instructional priorities. The leader examines data on teacher proficiencies and identifies needs that are subsequently addressed by professional learning. Technology resources are provided to maximize faculty access to online learning and sharing video exemplars for quality instructional practices. Individualized professional development plans approved by the principal are clearly aligned with school improvement priorities. Meeting agendas and memorandum to faculty provide evidence of on-going monitoring of the implementation of critical initiatives (e.g., data analysis, text complexity), standards-based instructional program, multi-tiered system of supports, and differentiated instruction. The leader's documents and agendas provide evidence of guiding faculty toward deeper understanding of the cultures of students in the school and how instruction is adapted to improve student engagement in learning. Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> Staff describes ways that professional learning is culturally relevant to the population served and differentiated to meet their unique instructional needs. Lesson study groups and PLCs have explicitly stated goals and a focus for their collegial learning. Teachers can articulate a process that helps them develop individualized learning plans. Faculty requests for professional learning are filtered to ensure that they relate to identified needs within the school improvement plan. Teachers can identify their learning needs as they relate to student learning needs. Faculty can demonstrate their use of course descriptions as the source of learning goals and objectives. Faculty can provide evidence of culturally relevant and differentiated instruction. Other impact evidence of proficiency on this indicator. 	
<p>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. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>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):</p> <p>Enter data here:</p>			

Reflection Questions for Indicator 4.6

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What procedures have you	What system do you use to	What strategies have you	In what ways are professional

established to increase professional knowledge opportunities for colleagues across the school system?	prioritize learning needs and empower faculty to create individual learning plans?	employed to meet the learning needs of your faculty, from novice to veteran to expert?	learning opportunities linked to individual faculty needs?
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Narrative: An indicator required by 1012.34 F.S., the focus is on whether the accumulated impact of the leader's actions result in positive trend lines on teacher effectiveness. Evidence gathered from proficiency area #3 provide a base line that, along with teacher rating in the district's teacher evaluation system and student growth measures, enable assessment of whether actual improvement in teacher's proficiency is occurring.

Indicator 4.7 – Actual Improvement: The leader improves the percentage of effective and highly effective teachers on the faculty.

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 percentage of teachers rated effective or highly effective increases while the percentage rated needs improvement for two consecutive years declines. Student growth measure and instructional practice ratings are in substantial agreement for at least 75 percent of the faculty.	The percentage of teachers rated effective or highly effective increases or remains stable within five percentage points of the prior year, but there is evidence of specific improvements in student growth measures or proficiency in high effect size strategies.	There is no evidence of improvement in student growth measures for the majority of the teachers rated as effective, needs improvement, or unsatisfactory. There is significant variation between teachers' student growth measures and principal's assessment of instructional practices.	The percentage of teachers rated effective or highly effective declines and cannot be explained by changes in staff membership. There is no evidence of improvement in student growth measures for the majority of the teachers rated as needs improvement or unsatisfactory.
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. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none">Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members on student growth measures and identifies those making demonstrable progress.Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members on high effect size strategies and identifies those making demonstrable progress.Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members rated as needs improvement or unsatisfactory and can identify specific areas of improvement.The leader tracks student growth data and teacher assessment data aligned to learning goals to track actual improvement in teacher performance and maintains records of the percentage of staff showing growth over time.Other leadership evidence of proficiency on this indicator.		<ul style="list-style-type: none">The percentage of teachers rated highly effective increases.The percentage of teachers rated effective increases.The percentage of teachers previously rated as needing improvement (developing) or unsatisfactory decreases.The percentage of teachers ranking at or above the district average on student growth measures increases.The percentage of teachers with highly effective rating on high effect size instructional strategies increases.Lesson studies produce revised lessons with improved student outcomes.Tracking of learning goals produces data and trend lines showing improvement in teacher effectiveness.State and district tests show improved student performance.VAM scores in teacher assessment show improvement and trend lines show improvement in percentage of results based on VAM scores.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. If not being rated at this time, leave blank:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> 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 4.7

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How well aligned are your assessments of instructional practice with the results of student growth measures? In what ways are you assisting the better performing teachers to improve as much as you are assisting the lower performers?	How would you describe your efforts to improve instruction? In what ways are you providing feedback on instructional practice that result in improved student learning for those teachers most in need of growth?	How would you describe your efforts to understand what instructional improvements are needed and then communicate that in useful ways? What information are you collecting to help you know what is or is not happening in the classrooms where teachers need improvement?	How are you making a difference in the quality of teaching in your school? What are some of the strategies you are employing that help you be aware of where the greatest problems are in terms of instructional proficiency?

Proficiency Area 5: Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

Narrative: This proficiency area is aligned with FPLS standard 5. Much of what student's experience in school is a result of decisions and actions by the adults in the school. Learning environments that are success oriented, student centered, treat diversity as an asset, and focus on eliminating achievement gaps support students preparation for fulfilling lives.

Indicator 5.1 – 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 they ensure 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 they create and maintain 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 they create 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 s/he make 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. <u>Illustrative examples</u> 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. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> Documents that establish safe, respectful, and inclusive school-wide common expectations for students and staff. 		<ul style="list-style-type: none"> Teachers can describe a specific policies, practices, and procedures that result in a safe, respectful, and inclusive 	

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>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. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>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):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 5.1

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 5.2 - 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 5.1 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.
<p>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).</p> <p>Where student are not successful on core instruction, problem solving is employed to identify and implement targeted supplemental supports (data based interventions and progress monitoring).</p> <p>Where targeted supplemental supports are not successful, intensive individual supports are employed based on individual student needs.</p> <p>Skillful problem solving to ensure staff have adequate time and support, and effectively monitoring teacher's effective use of research-based instruction.</p>	<p>Problem solves 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.</p> <p>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.</p> <p>Most grades and subject track student learning growth on priority instructional targets.</p> <p>MTSS operational across the grades and subjects.</p>	<p>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.</p> <p>Celebrations of student success are provided but are inconsistent in focusing on how/why students succeeded.</p> <p>MTSS operational in some classes.</p>	<p>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.</p> <p>MTSS not operational.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> 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 hamper their success. Leader does surveys and other data collections that assess 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> 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. Teacher and student tracking of progress results in data on student success. 	

Indicator 5.3 – Diversity: To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> 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 5.2

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?

Narrative: "Diversity practices" refers to the capacity of teachers and school leaders to recognize the many variations in students that impact learning growth (e.g. learning processes, prior learning experiences, family and cultural backgrounds); implement practices that respect diversity in learning needs (e.g. multi-tiered system of supports) and make adjustments at the classroom level that make use of student strengths and promote growth needs.

Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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 shares with others throughout the district strategies	The leader systematically acts on the belief that all students can	The leader inconsistently acts on the belief that all students can	The leader limits opportunities for all students to meet high

<p>that help them put into action their belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>The leader provides an instructional program where recurring adaptations in instructional to address variations in student learning needs, styles, and learning strengths are routine events in all classes.</p>	<p>learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>Classroom practices consistently reflect appropriate adjustments based on cultural, racial, ethnic backgrounds of students.</p> <p>The leader's expectations that teachers adapt instructional strategies to meet individual student needs are an accepted part of the shared vision of the leader and faculty.</p>	<p>learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>The leader has taken some actions that set expectations for teachers adapting instructional strategies to meet individual student needs and such individualization is evident in some but not most classes.</p>	<p>expectations by allowing or ignoring practices in curriculum, instruction, and assessment that are culturally, racially, or ethnically insensitive and/or inappropriate.</p> <p>Takes no actions that set expectations for teachers adapting instructional strategies to meet individual student needs.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> Documents that support the use of diversity as an asset in the development and implementation of procedures and practices. Agendas, memorandum, etc., reflecting recurring attention at faculty meetings to capacity to recognize diversity issues and adapt instruction accordingly. Leader's actions in providing professional learning for faculty that deepens understanding of a range of diversity issues and evidence of monitoring for implementation in the classroom of appropriate diversity practices. School policies, practices, procedures that validate and value similarities and differences among students. The school leader collects and reviews agenda and minutes from departmental or team meetings to monitor attention to diversity issues in pursuit of student learning growth. Other leadership evidence of proficiency on this indicator. 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> Teachers can describe a specific policies, practices, and procedures that validate and value similarities and differences among students. Professional development opportunities are provided for new teachers regarding ways to adapt instruction to address diversity issues in the student body and community. Student questionnaire results reflect belief that their individual characteristics are respected by school leader and faculty. Parent questionnaire results reflect belief that their individual characteristics are respected by school leader and faculty. A multi-tiered system of supports (MTSS) is implemented in the classrooms in ways that respect and make adjustments for diversity factors. The school provides an interactive website for students, parents, and the community designed to be "user friendly" and sensitive to diversity issues in the community, providing information of interest to various segments of the school community Other impact evidence of proficiency on this indicator. 	
<p>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. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>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):</p> <p>Enter data here:</p>			

Reflection Questions for Indicator 5.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What procedures might you establish to increase your ability to help your colleagues develop curriculum, instruction, and assessment that reflect and respect the diversity of students	What strategies might you employ so that you could share with others throughout the district practices that help them put into action your belief that all students can learn at high levels	How might you increase the consistency with which you act on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that	How might you expand the opportunities for all students to meet high expectations by leading curriculum, instruction, and assessment that reflect and respect the diversity of students

and staff?	by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?	reflect and respect the diversity of students and staff?	and staff?
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Indicator 5.4 – 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: Where indicator 5.3 is focused on the broad array of diversity factors that impact success of individual students and student sub-groups, indicator 5.4 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.
<p>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.</p> <p>Achievements gaps have been eliminated or substantially minimized with trend lines consistently moving toward elimination of such gaps.</p>	<p>Processes to minimize achievement gaps within all impacted sub-groups are employed for all sub-groups with positive trend lines showing reduction of gaps for all subgroups.</p> <p>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.</p>	<p>Sub-groups within the school and associated with achievement gaps have been identified and some processes are underway to understand root causes.</p> <p>Some actions to minimize the gaps have been implemented but either do not reach all sub-group students or have inconsistent or minimal results.</p> <p>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.</p>	<p>The leader does not identify nor implement strategies to understand the causes of sub-group achievement gaps.</p> <p>No changes in practices or processes have been implemented under the leader's direction that is designed to address achievement gaps.</p> <p>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.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Faculty and staff can describe the school-wide achievement goals focused on narrowing achievement gaps and relate how that 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 	

<ul style="list-style-type: none"> Other leadership evidence of proficiency on this indicator. 	achievement gap. <ul style="list-style-type: none"> 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. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> 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 5.4

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?

Domain 3: 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: This proficiency area is aligned to FPLS standard #6. How decisions are made can be as important as what decisions are made. The leader's proficiency at balancing the various aspects of decision-making is the focus of this area.

Indicator 6.1 – Prioritization Practices: The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.

Narrative: Leaders make many decisions. Those that impact student learning and teacher proficiency require priority attention. The focus is the leader's ability to make sure that decisions on student learning and faculty proficiency are not lost among the lower priority issues or given inadequate attention because of all the other things leaders do.

Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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 produces clear, convincing, and consistent evidence that demonstrates an understanding of learning,	The leader's decisions consistently demonstrate an understanding of learning, teaching, and student	The leader provides limited evidence that demonstrates understanding of learning, teaching, and student	The leader provides little or no evidence that demonstrate awareness of learning, teaching, and student development to

<p>teaching, and student development to inform all decisions and continuously uses this information to enhance teaching and learning.</p> <p>The leader produces clear, convincing, and consistent evidence that, on an ongoing basis, all decisions are made in a way that promotes the school's vision and mission.</p> <p>Effective decision-making practices are frequently shared with other administrators and colleagues throughout the system.</p>	<p>development.</p> <p>The leader produces clear evidence of making most decisions in a way that supports the school's vision and mission regarding student learning and faculty proficiency.</p>	<p>development to inform decisions or is inconsistent in using this information to enhance decisions about teaching and learning.</p> <p>The leader produces limited evidence that the school's vision and mission impacts decision making.</p>	<p>inform decisions.</p> <p>The leader produces little to no evidence of making decisions that are linked to the school's vision and mission.</p> <p>Decisions adverse to student growth and/or faculty development are made.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> The school's vision and mission statement developed under this leader is focused on student growth and improving faculty proficiency. Staff evaluations and professional development documents emphasize student learning or faculty proficiency growth. Documents showing the development and modification of teacher and student schedules are based on data about student needs. Leader's meeting schedules reflect recurring attention to student learning and faculty proficiency issues. Artifacts substantiating school improvement and curriculum review/revision are based on student learning needs or assessments of teacher proficiency. Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> Teachers can describe a decision-making process that reflects an emphasis on vision, mission, student learning, and teacher proficiency requirements. Teachers can recall decisions that were made resulting in changes to their teaching schedule to support student learning. Team and department meeting minutes reflect student learning and faculty proficiency as priority issues. Sub-ordinate leaders give priority attention to issues impacting student learning and teacher proficiency. Principal's secretary prioritizes mail based on relation to student learning and faculty growth. Office staff handles routine events to protect leader's time for instructional and faculty development issues. Other impact evidence of proficiency on this indicator. 	
<p>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. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>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):</p>			

Reflection Questions for Indicator 6.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What procedures have you established to increase professional knowledge opportunities for colleagues across the school system?</p> <p>How do you promote and foster continuous improvement with new staff? What changes might you make to your decision-making process for further improvement?</p>	<p>What system do you use to prioritize learning needs and empower faculty to create individual learning plans?</p> <p>How might you reinforce and establish your efforts so that direct reports and your entire school community understand the link between decisions and your priorities?</p>	<p>What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?</p> <p>Why is it necessary to explicitly reference your vision and mission, even though they are visibly posted in high traffic areas of your school?</p>	<p>How should your awareness of learning, teaching, and student development inform decisions?</p> <p>How might you better align your decisions with the vision and mission of your school?</p>

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.

Rating Rubric

Rating Rubric			
Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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.
<p>The leader demonstrates the ability to construct a clear and insightful problem statement with evidence of relevant contextual factors.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>The leader demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors and the problem statement is adequately detailed.</p> <p>The leader identifies multiple approaches for solving a problem.</p> <p>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.</p> <p>Evaluation of solutions is adequate and includes: history of the problem, reviews logic and reasoning, examines feasibility of solution, and weighs impact.</p> <p>The solution is implemented and the results reviewed with some consideration for further work.</p>	<p>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.</p> <p>Typically, a single "off the shelf" solution is identified rather than designing a solution to address the contextual factors.</p> <p>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.</p>	<p>The leader demonstrates a limited ability to identify a problem statement or related contextual factors.</p> <p>Solutions are vague or only indirectly address the problem statement.</p> <p>Solutions are implemented in a manner that does not directly address the problem statement and are reviewed superficially with no consideration for further work.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none">• 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.		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none">• 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.	
<p>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. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>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):</p>			

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Reflection Questions for Indicator 6.2

Indicator 6.3 – 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.

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?

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

Rating Rubric			
Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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 record of evaluating and revising decisions based on new data.	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.	There is little or no evidence of reflection and reevaluation of previous decisions.
The leader has a regular pattern of decision reviews and previous decisions are reevaluated in light of the most current data.	Review of decision and follow-up actions are consistently timely.		Sub-ordinate leaders are not encouraged to evaluate prior decisions.
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.			
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:	
<ul style="list-style-type: none">• 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.• Principal's work schedule reflects time for monitoring the implementation of priority decisions.• Other leadership evidence of proficiency on this indicator.		<ul style="list-style-type: none">• 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. If not being rated at this time, leave blank:			
<div><input type="checkbox"/> Highly Effective</div> <div><input type="checkbox"/> Effective</div> <div><input type="checkbox"/> Needs Improvement</div> <div><input type="checkbox"/> Unsatisfactory</div>			

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 6.3

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 reevaluate 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 6.4 – Distributive Leadership: The leader empowers others and distributes leadership when appropriate.

Narrative: A school is too complex for one person to make all decisions. Some of the functions of leadership must be shared with others. Developing capacity for success in a workforce requires enabling other people to be responsible for meaningful decisions. The leader's capacity to share the "right stuff" and distribute decision making among other appropriate staff is the focus here.

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.
<p>Innovation and improvement in instructional processes, faculty development, or school operations have resulted from distributive leadership.</p> <p>The leader encourages staff members to accept leadership responsibilities outside of the school building.</p> <p>The leader incorporates teacher and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers.</p>	<p>The leader creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles.</p> <p>The leader supports the decisions made as part of the collective decision-making process.</p> <p>Decision-making delegations are clear: Sub-ordinates know what decisions are made by the leader, which by the leader after input from others, and which are delegated to sub-ordinates to decide.</p>	<p>Some well-understood leadership roles other than the school principal are functioning and contributing to effective and timely decisions on some school priorities, but there are recurring delays in reaching decisions on other issues.</p> <p>Decisions are often rushed or made without appropriate input due to lack of planning and implementation of development activities by staff members.</p>	<p>There is no or only minimal evidence that anyone other than the principal has a meaningful role in making timely decisions.</p> <p>The leader rarely seeks input on significant issues from a variety of stakeholder groups (e.g. faculty leaders, teachers, student, parents, community, or business leaders).</p>
<p>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:</p> <ul style="list-style-type: none"> Organizational charts or other documents reveal how leadership is distributed and informs who is involved in what. School improvement plan process reflects involvement by a variety of parties. Evidence of shared decision-making and distributed leadership 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> Sub-ordinate leaders and teacher leaders report meaningful roles in decision making. Minutes, agendas, and other records of meetings held by sub-ordinate leaders reflect their involvement in significant decision making. 	

is present in leader's memorandums, e-mails, and other communications. <ul style="list-style-type: none"> Leader's communication to faculty and stakeholders recognizes the role of those to whom leadership functions were distributed. Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> Teachers are able to identify which colleagues have a leadership or decision making role in any given issue. Teacher and or parent surveys reflect satisfaction with access to sub-ordinate and teacher leaders rather than requiring access only to the principal. 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. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> 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): <div style="height: 150px; border: 1px solid black;"></div>	

Reflection Questions for Indicator 6.4

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 6.5 – 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	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	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	There is no or only minimal evidence that decision-making prioritization, problem solving, decision evaluation or distributed leadership processes are supported by technology integration.

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.	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.	some, but not all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership.	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. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> 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 6.5

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?	<p>How might you increase the range and scope of technology integration to support communications and information acquisition processes used by faculty and staff?</p> <p>How might the technology improve the quality of decisions at your school?</p>	<p>Under what circumstances would you be willing to support increased use of technology to support efficiency in communication and decision-making processes?</p> <p>How might you use the function of delegation to empower staff and faculty at your school to make more proficient use of technology integration?</p>	What factors prevent you from supporting technology integration?

Proficiency Area 7. Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.

Narrative: This proficiency area aligns to Standard 7. Leaders are developed by other leaders. This is a process critical to an organization's capacity to improve over time and sustain quality processes. This proficiency area focuses on what leaders do to develop leadership in others.

Indicator 7.1 – Leadership Team: The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.

Narrative: The FPLS are based on a presumption that the school leader works with and through a team of other people to insure coordination and focus of school operations and improvements. Leadership teams get things done!

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.
<p>The participants in the school's leadership team function independently with clear and efficient implementation of their role(s) and work in a collegial partnership with other leadership team participants to coordinate operations on student growth and faculty development.</p> <p>Leadership development processes employed by the school leader are shared with other school leaders as a model for developing quality leadership teams.</p> <p>The leader has specifically identified at least two emerging leaders in the past year, and has entered them into the ranks of leadership training or provided personal mentoring on site.</p> <p>Other school leaders cite this leader as a mentor in identifying and cultivating emergent leaders.</p>	<p>Those who are assigned or have accepted leadership functions have consistent support from the school leader in focusing their efforts on instructional improvement and faculty development.</p> <p>The leader has specifically identified and cultivated potential and emerging leaders for the major functions of the school.</p> <p>The leader has personally mentored at least one emerging leader to assume leadership responsibility in instructional leadership or at an administrative level, with positive results.</p>	<p>The leader has identified staff for leadership functions, follows district personnel guidelines for accepting applications for new leaders, but has not implemented any systemic process for identifying emergent leaders, or is inconsistent in application of such a process.</p> <p>The leader provides some training to some of the people assigned leadership functions, but does not involve staff other than those in the designated roles.</p>	<p>The leader does not recognize the need for leadership by other people. Staff with leadership titles (e.g., department heads, team leaders, deans, assistant principals) has little or no involvement in processes that build leadership capacities.</p> <p>Persons under the leader's direction are unable or unwilling to assume added responsibilities.</p> <p>There is no or only minimal evidence of effort to develop leadership potential in others.</p>
<p>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:</p> <ul style="list-style-type: none"> Organizational charts identify the leadership roles and team members. The leader has a system for identifying and mentoring potential leaders. The leader can cite examples in which s/he coached several emerging leaders to assume greater levels of responsibility within the organization. Minutes, e-mails, and memorandums reflecting exchanges among leadership team members are focused on school improvement goals, student growth, and faculty development. 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> Teachers at the school can describe informal and formal opportunities to demonstrate and develop leadership competencies. Teachers at the school report that leadership development is supported and encouraged. Current leadership team members can describe training or mentoring they receive from the school leader regarding leadership. Teachers can describe processes that encourage them to be involved in school improvement and prepare for leadership 	

<ul style="list-style-type: none"> The leader's communications to faculty and stakeholders reflect recognition of the leadership team. Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> roles. Other impact evidence of proficiency on this indicator.
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Indicator 7.2 – 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.

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. If not being rated at this time, leave blank:

☐ 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 7.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How do you provide guidance and mentorship to emerging leaders outside of your personal job description and leadership responsibilities?</p> <p>How would you describe the system you use to ensure that emerging leaders pursue job opportunities when they are available? How might you embed this preparation into their job duties, and what changes will you need to make to help build such leadership capacity at your school?</p>	<p>How have you designed the school improvement process to develop leadership capacity from existing faculty?</p> <p>What strategies and lessons might you impart to your direct reports to better prepare them for expanded leadership opportunities?</p>	<p>What process do you employ to encourage participation in leadership development?</p> <p>When do you release responsibility to your assistants to own key decisions? How do you leverage school improvement activities to build leadership capacity for assistants and emerging teacher leaders?</p>	<p>What process is available to you that help you screen and develop potential leaders?</p> <p>How might you spend time explicitly preparing your assistants to assume your role as principal?</p> <p>What steps would you take to spend more time in preparing your assistants to assume your role as principal?</p>

Narrative: Leadership teams engage other skilled people in the business of the school. However, involvement does not insure 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.
<p>Staff throughout the organization is empowered in formal and informal ways.</p> <p>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.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization.</p> <p>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.</p>	<p>The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.</p> <p>Clarity of the scope of delegated authority is inconsistent from one delegation to another.</p> <p>Actions taken by those to who tasks are delegated are sometimes overruled without explanation.</p>	<p>The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment.</p> <p>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.</p>

The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.			
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> 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. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> • A Responsibility Matrix or chart of "who does what" provides evidence that the leader trust 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 staffs 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. 		<ul style="list-style-type: none"> • 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) <i>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. If not being rated at this time, leave blank:</i> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> 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 7.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for delegating authority to subordinates?	<p>How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams?</p> <p>In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?</p>	<p>Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty?</p> <p>How might you use the function of delegation to empower staff and faculty at your school?</p>	What factors prevent you from releasing responsibilities to staff?

Indicator 7.3 – Succession Planning: The leader plans for and implements succession management in key positions.

Narrative: When the leader is off campus – who is in charge? When the leader changes jobs or retires, who is prepared to take over? What about the school's sub-ordinate leaders? Who takes over for them? Succession planning is building relationships and preparation processes for involving others in ways that prepare them to move into key positions as they become vacant.

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.
<p>In addition to the practices at the effective level, the leader systematically evaluates the success of the succession program, making adjustments as needed and engaging sub-ordinate leaders in succession management processes in their own areas of responsibility.</p> <p>Central office personnel rely upon this leader to share highly successful succession planning practices with other leaders throughout the district.</p>	<p>The leader proficiently implements a plan for succession management in key positions that includes identification of key and hard-to-fill positions for which critical competencies have been identified.</p> <p>In conjunction with central office staff, the leader identifies and evaluates applicant pools, collects information on competency levels of employees in identified applicant pools and identifies competency gaps.</p> <p>Based on an analysis of these gaps, the leader develops and uses programs and strategies for smooth succession including temporary strategies for getting work done during vacancy periods.</p>	<p>Inasmuch as the leader understands the need to establish a plan for succession management, the plan remains simply that - a plan - as thoughts about the plan and its component parts have yet to be implemented.</p> <p>The leader primarily relies on central office staff to identify and evaluate applicant pools, the competency levels of employees in identified applicant pools, and the competency gaps.</p> <p>Little to no effort on the part of the leader is made to increase the competency level of the potential successor leaders within the faculty or such efforts are limited in scope.</p>	<p>The leader takes little or no actions to establish a plan for succession management.</p> <p>Staffs are hired to fill vacancies in key positions that do not possess the critical instructional capabilities required of the school, which compromises the school's efforts to increase student academic achievement, and no processes to remedy the trend are taken.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none">• Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development that addresses succession management priorities.• The leader has processes to monitor potential staff departures.• The leader accesses district applicant pools to review options as soon as district processes permit.• Informal dialogues with faculty routinely explore their interests in expanded involvement and future leadership roles.• Leader has documents or processes to inform potential leaders of the tasks and qualifications involved in moving into leadership roles.• A succession management plan that identifies succession problems, key and hard-to-fill positions for which critical competencies have been identified, and key contacts within the school community.• Other leadership evidence of proficiency on this indicator.		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none">• Select teachers can attest to having been identified into applicant pools for leadership in key and hard-to-fill positions that may develop in the future.• Select teachers report that the principal has identified various competency levels needed for key or hard-to-fill leadership positions.• Select teachers describe providing the leader feedback as to gaps in their personal competency for which the leader has developed professional learning experiences.• Teachers can describe transparent processes for being considered for leadership positions within the school.• Sub-ordinate leaders engage other faculty in competency building tasks that prepare them for future leadership roles.• Other impact evidence of proficiency on this indicator.	
<p>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. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>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):</p>			

Reflection Questions for Indicator 7.3

Reflection Questions			
Highly Effective	Effective	Needs Improvement	Unsatisfactory

Indicator 7.4 – Relationships: The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.			
<p>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 succession management practices?</p> <p>What have you prepared to assist your successor when the time comes?</p>	<p>In what ways are you interacting with central office personnel to share highly effective succession planning practices with other leaders throughout the district?</p> <p>What are some of your strategies you have employed that help your school get work done during vacancy periods?</p>	<p>What are the key components of within your succession management plan?</p> <p>What might be the one or two personal leadership practices to which you will pay particular attention as you implement your succession management plan?</p>	<p>In what ways would a plan for succession management be helpful to you as you move to replace key and hard-to-fill positions at your school?</p>

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.
<p>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 parent organizations, community leaders, and businesses, and mentors other school leaders in quality relationship building.</p> <p>The leader has effective relationships throughout all stakeholder groups and models effective relationship building for other school leaders.</p>	<p>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., school leaders, parents, community members, higher education, and business leaders) in order to cultivate, support, and develop potential and emerging leaders.</p> <p>Leader has effective collegial relationships with most faculty and subordinates.</p>	<p>The leader is inconsistent in planning and taking action to network with stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) to support leadership development.</p> <p>Relationship skills are employed inconsistently.</p>	<p>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.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> 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 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. 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> Parents report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. Community members report that the leader has developed sustainable and supportive relations 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 relations 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 relations 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. If not being rated at this time, leave blank:

☐ **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 7.4

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?

Proficiency Area 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; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.

Narrative: This proficiency area aligns with Standard 8. A school is an “organization.” School leaders manage implementation of many rules, regulations, and policies. However, the “organization” is the people working together to provide learning to students. What leaders do to manage those people and the environment in which they work is the focus of this area.

Indicator 8.1 – Organizational Skills: The leader organizes time, tasks, and projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.

Narrative: Time, tasks, and projects all need organization to have the desired impact. This indicator focuses on the key aspects of organization 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.
<p>The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization.</p> <p>The leader uses complex project management to build system thinking throughout the organization.</p> <p>Project plans are visible in heavily trafficked areas, so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p> <p>Successful project results can be documented.</p>	<p>Project management documents are revised and updated as milestones are achieved or deadlines are changed.</p> <p>The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization.</p> <p>Task and project management and tracking of deadlines are routinely monitored with an emphasis of issues related to instruction and faculty development.</p>	<p>Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep tasks and projects on time and within budget.</p> <p>The impact of changes in an action plan or deadline is inconsistently documented and communicated to people within the organization.</p>	<p>There is little or no evidence of time, task or project management focused on goals, resources, timelines, and results.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Examples of projects that have been adjusted based on the input from a variety of sources. • Examples of timely completion of learning environment improvement projects focused on issues like safety, efficiency, effectiveness, or legal compliance. • Examples of multiple projects and timelines managed by the leader by strategically delegating time, resources, and responsibilities. • School Improvement Plan implementation records reveal planning of tasks with clear stages of progress and timelines to measure progress. • Leadership responsibility matrix or chart describes how management of tasks and projects are allocated and reflects monitoring tasks. 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Reports that require teacher input are submitted on time and in compliance with expectations. • Sub-ordinate leaders' records reveal specific levels of fiscal support to projects delegated to them and processes for tracking the expenses are implemented. • Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe ongoing projects and tasks. • Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe how school leadership monitors work in progress and due dates. • Minutes, agendas, records and/or anecdotal information from teachers reveal the preponderance of teacher meetings have clear objectives or purposes focused on system instructional goal, professional learning, or improvement planning. 	

<ul style="list-style-type: none"> School financial information showing meeting deadlines and procedures and processes for assessing the adequacy of fiscal resources budgeted to tasks. (Is there a way to recognize when funds will run short or if there will be an excess which can be repurposed?) Examples of "systems planning tools" (e.g., tree diagram, matrix diagram, flowchart, PERT Chart, Gant Chart) are used that display the chronological interdependence of the project events that unfold over time. Tasks and reports for parties outside the school are monitored for timely completion. Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> School-wide teacher questionnaire results related to school management issues reflect awareness of a positive impact of organization on school operations. Teachers are aware of time and task management processes and contribute data to them. Other impact evidence of proficiency on this indicator.
<p>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. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>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):</p>	

Reflection Questions for Indicator 8.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How much of your work on organization of time and projects is reactive to establish conformity with deadlines and short term situations and how much is proactive focused on creating capacity for continuous improvement.?	To what extent are tasks and major tasks delineated in your overall project design? What might you do to emphasize the most important components over minor tasks?	How do you ensure unanticipated changes do not derail or prevent completion of key projects at your school?	What changes in your practice are needed to ensure necessary projects are identified, realistically designed, carefully implemented, and supported with sufficient time and resources?
Are you able to identify and articulate to others the systemic connections between the various projects and tasks you manage?	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 monitor whether work needed to meet deadlines is proceeding at a necessary pace?	How to you distribute workloads so the appropriate people are involved and with sufficient clarity on goals and timeframes to get work done?

Indicator 8.2 – 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	The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.	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 has no clear plan for focusing resources on instructional priorities and little or no record of keeping commitments for schedules and budgets.

Indicator 8.3 – Collegial Learning Resources: The leader manages schedules, delegates, and

<p>indicate the positive impact of redeployed resources in achieving strategic priorities.</p> <p>The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.</p>	<p>The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments.</p> <p>The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, and instructional strategies.</p>	<p>The leader lacks proficiency in using the budget to focus resources on school improvement priorities.</p> <p>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.</p> <p>The leader makes minimal attempts to secure added resources.</p>	
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none">• School financial information shows alignment of spending with instructional needs.• Documents are provided to faculties 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.		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none">• 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.	
<p>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. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p> <p>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):</p>			

Reflection Questions for Indicator 8.2

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?

allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.

Narrative: Team learning is an essential element in a learning organization. Does the leader provide needed supports to collegial learning? Are barriers to success removed? Everyone working in isolation reduces the probability of improvements. Collegial processes need resource support. This indicator assesses the leader's proficiency at providing that support.

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.
<p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize the impact of available dollars on collegial processes and faculty development.</p> <p>Results indicate the positive impact of deployed resources in achieving a culture of deliberate practice focused on school improvement needs.</p> <p>The leader has established processes to support collegial processes and faculty development through grants, business or higher education partnerships, and/or community resourcefulness.</p>	<p>The leader has established routines regarding allocation of time and facility resources that result in wide faculty participation in collegial processes and faculty development.</p> <p>School fiscal resources are allocated to support collegial processes and faculty development.</p> <p>Clear delegations of responsibility are evident that involve highly effective faculty in sustaining collegial processes and faculty development.</p>	<p>The leader lacks proficiency in using budget, work schedules, and/ or delegation of involvement to focus time and resources on collegial processes and faculty development.</p> <p>There is a lack of sustained and focused resource allocation on these issues.</p>	<p>The leader has little or no record of making plans or keeping commitments to provide resources or build schedules of events that support collegial processes and faculty development.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none">• School financial information identifies resources employed in support of collegial learning.• Procedures for collegial groups to reserve rooms for meetings are provided to all faculties.• Protocol for accessing school resources to support collegial learning needs.• School Improvement Plan reflects role(s) of collegial learning teams.• Leader's memorandums, e-mails, and other documents reflect support for team learning processes both on-campus and via digital participation on communities of practice.• Master schedules are modified to promote collegial use through common planning times.• Other leadership evidence of proficiency on this indicator.		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none">• Teachers routinely recount examples of collegial work, team learning or problem solving focused on student achievement.• Lesson study groups, PLC's, and other forms of collegial learning teams are operational.• School-wide teacher questionnaire results reflect teacher participation in collegial learning groups.• Teachers' professional learning plans incorporate participation in collegial learning.• Department, team, or grade level meetings devote a majority of their time to collegial learning processes.• Other impact evidence of proficiency on this indicator.	
<p>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. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>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):</p>			

Reflection Questions for Indicator 8.3

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 in the quality of collegial processes?	<p>To what extent are faculty and staff aware of your focus on collegial processes?</p> <p>How are faculty given opportunities to request or recommend time or resource allocations that support collegial processes and faculty development?</p>	<p>Have there been instances in which you failed to act on opportunities to support collegial processes or faculty development?</p> <p>What did you learn from that experience and how did you apply lessons from it?</p>	When resources are limited, what actions do you take as the school leader to reallocate them to the high impact functions like collegial processes and faculty development?

Proficiency Area 9. Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by:

- **Practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;**
- **Managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; and**
- **Recognizing individuals for good work; and maintaining high visibility at school and in the community.**

Narrative: The “voice of the school” represents a core set of communication processes that shape perceptions about the school – the leader’s communications central among them. The leader must manage the “voice of the school” so clear, coherent and accurate information flows to faculty, students, and stakeholders. The perceptions of those involved in the success of the school need to be heard, acknowledged, and understood.

Indicator 9.1 – Constructive Conversations: The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.

Narrative: Skillful “speaking” is important. So is skillful listening. People can engage in conversation on many things, but some things are more important to school improvement than others. Making sure speaking and listening occurs on the important issues is a leader’s task.

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 highly effective leader routinely mentors others within the district to effectively employ key active listening skills (e.g. wait time, paraphrasing, asking clarifying questions) when interacting with diverse stakeholder groups about high achievement for all students. There is evidence of the leader making use of what was learned in constructive conversations with others in the leader’s subsequent actions, presentations, and adjustments to actions.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) and reciprocally listens to and communicates with students, parents, staff, and community using multiple methods (i.e., oral, written, and electronic) to seek input/feedback and to inform instructional and leadership practices. The leader systematically communicates with diverse stakeholders about high achievement for all students.	The leader’s involvement in regard to listening to and communicating with students, parents, staff, and community is primarily unplanned and/or initiated by others rather than the leader “reaching out.” The leader has only a few methods to seek input/feedback with the intent to inform instructional and leadership practices. The leader’s communications with stakeholders about high achievement for all students are not carefully planned and implemented.	The leader’s visibility within the community is virtually non-existent; conducts little to no interactions with stakeholders regarding the work of the school. The leader is isolated from students, parents, staff, and community and engages in no or minimal listening to and communicating with them to seek input/feedback and inform instructional and leadership practices. The leader avoids engaging faculty and/or stakeholders in conversations on controversial issues that need to be addressed in the interest of school improvement.
Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> 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. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> • Samples of communication methods used by the leader. • A School Improvement Plan that demonstrates knowledge of the specific school community and the impact of community factors 		<ul style="list-style-type: none"> • Students confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback. 	

<ul style="list-style-type: none"> on learning needs of students and faculty. A school-wide plan to engage families and community in understanding student needs and participating in school improvement efforts. Evidence of opportunities for families to provide feedback about students' educational experiences. Logs of community interaction (e.g., number of volunteers, community members in the school, telephone conversations and community presence at school activities). Leader writes articles for school or community newspapers. Leader makes presentations at PTSA or community organizations. Leader hosts informal "conversations" with faculty, parents, and/or business leaders to share perceptions about the school and pertinent educational issues. The leader can identify influential "opinion leaders" in the school community and has processes for engaging them in school improvement efforts. Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> Faculty members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback. Parents and community members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback. Local newspaper articles report involvement of school leader and faculty in school improvement actions. Letters and e-mails from stakeholders reflect exchanges on important issues. Other impact evidence of proficiency on this indicator.
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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. If not being rated at this time, leave blank:

☐ **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 9.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How might you further expand your influence over your colleagues within the district relative to the implementation of effective listening and communication techniques?	What support might you provide your colleagues within the school that would help them become as capable in the area of listening and communicating as you?	<p>How would you describe your efforts to implement a plan to communicate with various stakeholders within your school community?</p> <p>What might be some of the things you are taking away from this experience that will influence your communication practice in the future?</p>	How might listening with the intent to learn from students, staff, parents, and community stakeholders be beneficial to the successful operation of the school?

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.

Indicator 9.2 – 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.

Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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.	The leader conducts frequent interactions with students, faculty, and stakeholders to communicate and enforce clear expectations, structures, and fair rules and procedures.	Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding some student and faculty performance issues.	Expectations and goals regarding student and faculty performance are not provided or are not communicated in a timely, comprehensible and actionable form.
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.	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.	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.	The leader's actions demonstrate a lack of understanding of the importance of establishing clear expectations, structures, rules, and procedures for students and staff.
The leader coaches others within the district to effectively employ the Florida common language of instruction in communicating school goals and expectations.	Is proficient in use of the Florida common language of instruction to align school goals with district and state initiatives.	Has a limited capacity to employ Florida's common language of instruction in aligning school goals and expectations with district and state initiatives.	Uses terms in the Florida common language of instruction incorrectly thus misleading others.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> 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. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none">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.		<ul style="list-style-type: none">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. If not being rated at this time, leave blank:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> 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):			

Indicator 9.3 – 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.

Reflection Questions for Indicator 9.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What additional strategies have you established to diffuse your practices on goals and expectations among your colleagues across the school system?</p> <p>How does feedback from key stakeholder groups inform the work of the school?</p>	<p>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?</p>	<p>How might you improve your consistency of interactions with stakeholders regarding the work of the school?</p> <p>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?</p>	<p>What are your priority goals for school improvement?</p> <p>How do you know whether others find them clear and comprehensible?</p>

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.
<p>In addition to the practices at the effective level, the leader initiates processes that promote subordinate leaders access to all through a variety of methods stressing the need for engagement with stakeholder groups.</p> <p>The leader serves as the "voice of the school" reaching out to stakeholders and advocating for school needs.</p> <p>The leader mentors other school leaders on quality processes for accessibility, engaging stakeholders, and using technologies to expand impact.</p>	<p>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.</p> <p>Leader is consistently visible within the school and community focusing attention and involvement on school improvement and recognition of success.</p> <p>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</p>	<p>Leader's actions to be visible and accessible are inconsistent or limited in scope.</p> <p>Limited use of technology to expand access and involvement.</p> <p>Leadership is focused within the school with minimal outreach to stakeholders.</p>	<p>Leader is not accessible to staff, student, or stakeholders and does not engage stakeholders in the work of the school.</p> <p>Leader has low visibility to students, staff, and community.</p>

	faculty development.		
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> 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. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> • 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 implementation of access policies to insure timely and responsive accessibility. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • 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. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> 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 9.3

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 9.4 – 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 in such recognitions.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> 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. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none">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.		<ul style="list-style-type: none">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. If not being rated at this time, leave blank:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> 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 9.4

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?

Domain 4 - 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.

Narrative: There are two broad proficiency areas that are the focus of evaluation of behavior and ethics. One is approached as Proficiency Area 10 of the FSLA which is focused on Florida Principal Leadership Standard #10 (FPLS). The indicators in proficiency area 10 address resiliency, professional learning, commitment, and conduct. The other major professional behavior area, Deliberate Practice, is a separate metric, scored separately and, when combined with the overall FLSA score, generates the Leadership Practice Score.

Indicator 10.1 – 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 the problem is han

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 resiliency 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	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	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	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

<p>back quickly from adversity while remaining focused on the vision of the organization.</p> <p>The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.</p> <p>The influence of previous evaluations has a positive impact not only on the leader, but on the entire organization.</p>	<p>discussing errors and failures.</p> <p>There is evidence of learning from past errors. Defined structures and processes are in place for eliciting input.</p> <p>Improvement needs noted in the leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.</p>	<p>processes to enable revision of levels of engagement, mental models, and/or misconceptions.</p> <p>The leader is aware of improvement needs noted in previous evaluations, but has not translated them into an action plan.</p>	<p>previous leadership evaluations is present in the leader's choices of tasks and priorities.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> 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 and 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. 		<ul style="list-style-type: none"> 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. 	
<p>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. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>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):</p>			

Reflection Questions for Indicator 10.1

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	How might you reconcile your opinions with final decisions in supporting and implementing organizational policy and	When or how is it appropriate to challenge policy and leadership decisions, if at all?	How do you deal with decisions with which you are uncomfortable? Do you think about the impact when

<p>supporting and executing organizational policy and leadership decisions?</p> <p>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?</p>	<p>leadership decisions?</p> <p>How can you help your staff grow to acknowledge and implement systems for gaining multiple perspectives in decision-making?</p>	<p>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?</p>	<p>unpopular or difficult policy decisions are undermined, ignored, or executed with public disagreement or lack of enthusiasm from yourself or your staff?</p> <p>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?</p>
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Indicator 10.2 – Professional Learning: The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

Narrative: Professional learning is addressed in several FSLA indicators, each from a different perspective. Indicator 4.5 is focused on what the leader does to engage faculty in meaningful professional learning (which includes being involved in what the faculty is learning). Indicator 4.4 focuses on professional learning needed to implement priority initiatives. Indicator 4.6 addresses alignment of faculty professional learning with improvement of instruction. The Deliberate Practice metric concentrates on a very few issues where the leader drives for deep learning and personal mastery of a few “thin slices.” Indicator 10.2 is focused on the impact of the leader’s professional learning – does the leader’s learning result in improved performance?

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.
<p>Performance improvements linked to professional learning are shared with other leaders thus expanding impact.</p> <p>The leader approaches every professional learning opportunity with a view toward multidimensional impact.</p> <p>Knowledge and skills are shared throughout the organization and with other departments, schools, and districts.</p> <p>Rather than merely adopting the tools of external professional learning, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are “home-grown” rather than externally generated.</p> <p>The leader provides evidence of leverage, applying each learning opportunity throughout the organization. This leader creates forms, checklists, self-assessments, and other tools so that concepts learned in professional development are</p>	<p>The leader routinely shows improvement in areas where professional learning was implemented.</p> <p>The leader engages in professional learning that is directly linked to organizational needs.</p> <p>The priority is given to building on personal leadership strengths.</p> <p>The leader personally attends and actively participates in the professional learning that is required of other leaders in the organization.</p> <p>The leader personally attends and actively participates in the professional learning required of teachers.</p> <p>There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and</p>	<p>The leader demonstrates some growth in some areas based on professional learning.</p> <p>The leader actively participates in professional learning, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization.</p> <p>The leader attends professional learning for colleagues, but does not fully engage in it and set an example of active participation.</p> <p>The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization.</p>	<p>There is no or only minimal impact of professional learning on the leader’s performance.</p> <p>The leader might introduce a professional learning program, but does not participate in the learning activities along with the staff.</p> <p>The leader is not strategic in planning a personal professional learning focus aligned with the school or district goals.</p> <p>Even on those rare occasions when the leader engages in professional learning, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional learning is an expense, not an investment in constructive improvements.</p>

applied in the daily lives of teachers and leaders throughout the organization.	money in professional learning programs that lack clear evidence of success when applied in the organization.		
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> 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. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> The leader is an active participant in professional learning provided for faculty. The leader's professional growth plan includes professional learning topics that are directly linked to the needs of the school or district. Evidence the leader has applied lessons learned from the research to enhance personal leadership practices. Case studies of action research shared with subordinates and/or colleagues. Forms, checklists, self-assessments, and other learning tools the leader has created that help the leader apply concepts learned in professional development. Membership and participation in professional learning provided by professional organizations. The leader shares professional learning with other school leaders. Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> Teachers' anecdotal evidence of the leader's support for and participation in professional learning. The frequency with which faculty members are engaged in professional learning with the school leader. Changes in student growth data, discipline data, etc., after the leader's professional development. Teachers can articulate professional learning shared by the leader after the leader's professional learning was implemented. 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. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> 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 10.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What has been most effective in creating a focus on professional learning? How might you lead this effort across the district? How have you synthesized new professional learning into existing learning for more sophisticated application? How have you applied this learning to support and encourage the growth of other leaders? How will you leverage your professional learning throughout the school, district, and beyond?	To what degree do you explicitly identify the focus areas for professional development in faculty and grade level/department meetings? How will you determine whether application of your own professional learning is impacting student achievement and the school as a whole? How are you adjusting application when clear evidence of success is not apparent?	How are you investing your professional learning and applying it to your school on daily basis? How do you apply this learning in multiple leadership venues?	What steps can you take to participate in professional learning focused on school and district goals with your staff? What steps can you take to begin to apply professional learning to your daily work?

Indicator 10.3 – 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:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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 schools 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 faculties 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. <u>Illustrative examples</u> 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. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none">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.		<ul style="list-style-type: none">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. If not being rated at this time, leave blank:			
<div><input type="checkbox"/> Highly Effective</div> <div><input type="checkbox"/> Effective</div> <div><input type="checkbox"/> Needs Improvement</div> <div><input type="checkbox"/> Unsatisfactory</div>			
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 10.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What actions are needed to sustain the role of the school in	What outreach can you initiate to expand the involvement of	Have you presented an effective challenge to perceptions that	Do you know enough about the students and the community in

generating a community wide effort to insure students succeed?	parents and community leaders in supporting student success and deepening understanding of the barriers and actions that mitigate them?	student apathy or lack of parent involvement is an acceptable explanation for lack of success by some students or sub-groups?	which they live to recognize the barriers that prevent success by all of the students?
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Indicator 10.4 – 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.
<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>The leader's behaviors enable recurring misunderstanding and misperceptions about the leader's conduct and ethics as expressed in the Code and Principles.</p> <p>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.</p> <p>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.</p>	<p>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.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • 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's focus on student success and evidence of actions taken to accomplish such plans. • School safety and behavioral expectations promoted by the leader for the benefit of students. 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • 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. 	

<ul style="list-style-type: none"> Other leadership 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. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> 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 10.4

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?

High Effect Size Indicators (2012)

Student learning needs and faculty and leadership development needs will vary from school to school and from district to district. However, contemporary research reveals a core of instructional and leadership strategies that have a higher probability than most of positively impacting student learning in significant ways. The indicators below link formative feedback and evaluation to contemporary research on practices that have a positive impact on student learning growth.

- Research on the cause and effect relationships between instructional and leadership strategies and student outcomes address the effect size of a strategy: What degree of impact does it have?
- In the context of district instructional and leadership evaluation systems, effect size is a statistical estimation of the influence a strategy or practice has on student learning. Effect size calculations result from statistical analyses in research focused on student learning where the correct and appropriate use of a strategy yields better student learning growth than when the strategy is not used or is used incorrectly or inappropriately.
- In research terms, those strategies often identified as “high effect size” are those with higher probabilities of improving student learning.

Classroom teachers need a repertoire of strategies with a positive effect size so that what they are able to do instructionally, after adapting to classroom conditions, has a reasonable chance of getting positive results. As school leaders and mentor teachers begin to focus on feedback to colleagues to improve proficiency on practices that improve student learning growth, emphasis should be on those strategies that have a high effect size. Where every Florida classroom teacher and school leader has a core repertoire of highly effective practices, progress on student learning is accelerated.

The Department’s identified set of indicators on high effect size instructional and leadership strategies with a causal relationship to student learning growth constitute priority issues for deliberate practice and faculty development.

Classroom Teacher High Effect Indicators

Learning Goal with Scales:

The teacher provides students with clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal.

Tracking Student Progress: The teacher facilitates the tracking of student progress on learning goals using a formative approach to assessment.

Established Content Standards: The teacher ensures that lesson and unit plans are aligned with established state content standards identified by the state and the manner in which that content should be sequenced.

Multi-tiered System of Supports: The teacher provides a learning environment with multiple tiers of support to meet individual needs and affect positive change. 2

Tracking Rate of Progress: The teacher’s implementation of a multi-tiered system of supports (MTSS) routinely collects, analyzes, and uses on-going progress monitoring data to evaluate student rate of progress aligned with behavioral and grade-level academic standards.

Clear Goals: The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Text Complexity: The teacher cognitively challenges students through the use of “complex text” to learn content information and routinely includes close reading, rereading, and use of dependent questions to deepen student understanding of text incorporating these two processes:

- writing in response to text
- text-based discussions with students

ESOL Students: The teacher provides instruction to ESOL students on the development of the English language learners’ ability to produce and respond to spoken and written English texts, from pronunciation and formation of individual sounds and letters, through word and sentence level, to patterns of text structure utilizing the appropriate ESOL teaching strategies.

School Leadership High Effect Indicators

Feedback Practices: The school leader monitors, evaluates proficiency, and provides timely 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.

Facilitating Professional Learning: The school leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.

Clear Goals and Expectations: The school 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 that the faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

Instructional Resources: The school leader maximizes the impact of school personnel and fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.

High Effect Size Strategies: The school leader takes actions to ensure that instructional personnel receive recurring feedback on their proficiency in high effect size instructional strategies.

Instructional Initiatives: District-supported state initiatives focused on student growth are supported by the school 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. The following indicators relate to leadership focused on specific instructional improvement initiatives: 3

- **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)

References to contemporary research on instructional and leadership strategies may be found at www.fldoe.org/profdev/pa.asp. These research findings provide guidance on instructional and leadership practices that support professional growth and student learning growth.

Deliberate Practice Growth Target

SAMPLE

School Leader's Name and Position: <u>Charlotte Marzano, Principal Vireo Glenn Middle School</u>
Evaluators Name and Position: <u>Bob Danielson, District Director</u>
Target for school year: <u>2012-13</u> Date Growth Targets Approved: <u>7/19/12</u>
School Leader's Signature: _____
Evaluator's Signature _____
Deliberate Practice Growth Target #: <u>1</u> (Insert target identification number here, the check one category below)
<input checked="" type="checkbox"/> District Growth Target <input type="checkbox"/> School Growth Target <input type="checkbox"/> Leader's Growth target
Focus issue(s): Why is the target worth pursuing?
Making the use of the instructional strategies of Learning Goals with Scales and Tracking Student Progress a routine event in the school's classrooms will help to implement standards based instruction in a way that improves student learning growth. The faculty needs better leadership on use of high effect size instructional strategies and I need more depth of understanding on how to support teacher proficiency in the learning goals/tracking student progress strategies.
Growth Target: Describe what you expect to know or be able to do as a result of this professional learning effort.
I will be able to develop and implement a sustainable process for providing classroom teachers feedback on (a) their use of learning goals to provide alignment between state standards for a course and student learning activities and, (b) their processes for tracking student progress on the learning goals.
Anticipated Gain(s): What do you hope to learn?
<ul style="list-style-type: none"> Greater understanding of what contemporary research on these high effect size instruction strategies reveals about how to improve student learning growth. More effective observation and feedback practices that can help deepen teacher understanding of the links between standards, learning goals, and learning activities.
Plan of Action: A general description of how you will go about accomplishing the target.
<ul style="list-style-type: none"> Study module on www.floridaschoolleaders.org on Learning goals Explore learning goals repository on CPALMS Meet with faculty leaders on what feedback to teachers will be helpful on lg implementation Build a monitoring schedule and implement
Progress Points: List progress points or steps toward fulfilling your goal that enable you to monitor your progress. If you goal
1. I can access course descriptions at www.floridastandards.org (CPALMS) and have provided faculty with training on how to identify the state standards that are assigned to each course on the teacher's schedule for 2012-13. 2. I have completed the online module on Learning Goals posted on www.floridastandards.org (or www.floridaschoolleaders.org .) provided faculty an orientation session on how they can access this module, and provided faculty training on developing learning goals aligned with state standards in their course description. 3. I have learned to use the online Learning Goals Repository at www.floridastandards.org and have engaged assistant principals and teacher leaders in collegial discuss on how learning goals and tracking student progress should be implemented in our classrooms in ways that engage students in tracking their own progress on the goals. 4. TARGET: I have developed and implemented a sustainable process for providing classroom teachers feedback on (a) their use of learning goals to provide alignment between state standards for a course and student learning activities and, (b) their processes for tracking student progress on the learning goals. 5. <i>Going Beyond:</i> Make presentations to other school leaders on how to increase the percent of teachers who effectively align state standards to student learning activities though use of learning goals and tracking student progress.

Fill in identification information

Summarize how this goal improves instructional leadership or faculty

What is the actual deliberate practice

Summarize what you expect to learn.

How will you get it done?

List progress points leading to meeting your growth target. The actual target aligns with ~~sample target~~

**INTERNATIONAL HIGH SCHOOL
OPERATING BUDGET
FISCAL YEARS 2015 - 2019**

	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>
ENROLLMENT	300	400	400	400	400
FUND BALANCE, BEGINNING	<u>4,897</u>	<u>20,514</u>	<u>101,096</u>	<u>172,322</u>	<u>285,999</u>
REVENUES					
FEFP	1,736,071	2,337,978	2,361,358	2,384,972	2,408,821
Start Up Funding	-	-	-	-	-
Capital Outlay	-	-	-	100,000	100,000
Miscellaneous Revenue	40,500	54,000	54,000	54,000	54,000
Transportation	26,025	35,047	35,397	35,751	36,109
TOTAL REVENUES	<u>1,802,596</u>	<u>2,427,025</u>	<u>2,450,756</u>	<u>2,574,723</u>	<u>2,598,930</u>
EXPENDITURES					
INSTRUCTION					
Classroom Teachers	333,000	485,810	490,668	533,696	539,033
Specialty Teachers	113,000	153,520	155,055	156,606	158,172
Total Instruction Salaries	<u>446,000</u>	<u>639,330</u>	<u>645,723</u>	<u>690,302</u>	<u>697,205</u>
Retirement	6,690	9,590	9,686	10,355	10,458
Payroll Taxes	36,387	52,122	52,611	56,210	56,738
Health Insurance	28,800	41,208	41,620	44,509	44,954
Workers Compensation	4,460	6,393	6,457	6,903	6,972
Total Instruction Benefits	<u>76,337</u>	<u>109,313</u>	<u>110,374</u>	<u>117,977</u>	<u>119,122</u>
Contracted Services	22,500	90,900	91,809	92,727	93,654
Travel	3,000	3,000	3,000	3,000	3,000
Supplies	13,575	18,458	18,642	19,009	19,199
Tutoring Services	15,000	20,200	20,402	20,606	20,812
Textbooks	15,000	6,565	2,040	2,061	2,081
Furniture and Equipment	9,000	4,697	1,301	2,086	1,405
Computers	56,400	31,512	48,475	57,862	52,946
Software	37,500	50,000	50,000	50,000	50,000
Substitutes	9,600	13,736	13,873	14,836	14,985
Total Instruction Other	<u>181,575</u>	<u>239,067</u>	<u>249,543</u>	<u>262,187</u>	<u>258,082</u>
Total Instruction	<u>703,912</u>	<u>987,710</u>	<u>1,005,640</u>	<u>1,070,465</u>	<u>1,074,409</u>
CURRICULUM DEVELOPMENT					
Contracted Services	<u>15,000</u>	<u>20,200</u>	<u>20,402</u>	<u>20,606</u>	<u>20,812</u>
STAFF TRAINING					
Contracted Services	<u>7,000</u>	<u>9,595</u>	<u>9,691</u>	<u>10,303</u>	<u>10,406</u>

**INTERNATIONAL HIGH SCHOOL
OPERATING BUDGET
FISCAL YEARS 2015 - 2019**

	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>
BOARD					
Legal Fees	2,000	2,000	2,000	2,000	2,000
Contracted Services - Oversight	262,798	358,008	361,588	365,014	368,664
Contracted Services - Oversight Forgiven	(20,000)	-	-	-	-
Contracted Services - Audit	-	10,000	10,100	10,201	10,303
Travel	3,000	3,030	3,060	3,091	3,122
Insurance	10,000	10,100	10,201	10,303	10,406
Licenses & Fees	2,500	2,525	2,550	2,576	2,602
District Fee	72,336	73,062	73,792	74,530	75,276
Contingency	49,912	113,246	114,378	115,522	116,677
Total Board	<u>382,546</u>	<u>571,971</u>	<u>577,671</u>	<u>583,237</u>	<u>589,049</u>
SCHOOL ADMINISTRATION					
Principal	85,000	85,850	86,709	87,576	88,451
Asst Principal	55,000	55,550	56,106	56,667	57,233
Admin Support	94,000	94,940	95,889	96,848	97,817
Total Administration Salaries	<u>234,000</u>	<u>236,340</u>	<u>238,703</u>	<u>241,090</u>	<u>243,501</u>
Retirement	3,510	3,545	3,581	3,616	3,653
Payroll Taxes	18,846	19,025	19,206	19,388	19,573
Health Insurance	12,000	12,120	12,241	12,364	12,487
Workers Compensation	2,340	2,363	2,387	2,411	2,435
Total Administration Benefits	<u>36,696</u>	<u>37,054</u>	<u>37,415</u>	<u>37,779</u>	<u>38,148</u>
Travel	5,000	5,050	5,101	5,152	5,203
Equipment Rental	9,000	9,090	9,181	9,273	9,365
Postage	9,000	9,090	9,181	9,273	9,365
Advertising	10,000	2,000	2,020	2,040	2,061
Supplies	9,000	9,090	9,181	9,273	9,365
Equipment	8,300	808	-	-	-
Software	1,250	126	128	129	130
Total Administration Other	<u>51,550</u>	<u>35,254</u>	<u>34,791</u>	<u>35,139</u>	<u>35,490</u>
Total School Administration	<u>322,246</u>	<u>308,648</u>	<u>310,909</u>	<u>314,008</u>	<u>317,139</u>
FACILITIES ACQUISITION					
Rents	<u>200,000</u>	<u>250,000</u>	<u>255,000</u>	<u>260,100</u>	<u>265,302</u>
FISCAL					
Contracted Services - Finance	33,275	45,298	45,751	46,209	46,671
Contracted Services - HR	3,400	4,378	4,422	4,657	4,704
Total Fiscal	<u>36,675</u>	<u>49,677</u>	<u>50,173</u>	<u>50,866</u>	<u>51,374</u>

**INTERNATIONAL HIGH SCHOOL
OPERATING BUDGET
FISCAL YEARS 2015 - 2019**

	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>
TRANSPORTATION					
Contracted Services	<u>30,000</u>	<u>40,400</u>	<u>40,804</u>	<u>41,212</u>	<u>41,624</u>
PLANT OPERATIONS					
Contracted Services	18,000	21,210	21,422	21,636	21,853
Insurance	15,000	15,150	15,302	15,455	15,609
Telephone	4,800	4,848	4,896	4,945	4,995
Utilities	36,000	42,420	42,844	43,273	43,705
Supplies	6,000	8,080	8,161	8,242	8,325
Equipment	<u>2,000</u>	<u>2,020</u>	<u>2,040</u>	<u>2,061</u>	<u>2,081</u>
Total Plant Operations	<u>81,800</u>	<u>93,728</u>	<u>94,665</u>	<u>95,612</u>	<u>96,568</u>
PLANT MAINTENANCE					
Contracted Services	<u>6,000</u>	<u>6,060</u>	<u>6,121</u>	<u>6,182</u>	<u>6,244</u>
DEBT SERVICE					
Principal & Interest	<u>1,800</u>	<u>8,455</u>	<u>8,455</u>	<u>8,455</u>	<u>8,455</u>
TOTAL EXPENDITURES	<u>1,786,979</u>	<u>2,346,443</u>	<u>2,379,530</u>	<u>2,461,046</u>	<u>2,481,382</u>
EXCESS REVENUES OVER EXPENDITURES	<u>15,617</u>	<u>80,582</u>	<u>71,225</u>	<u>113,677</u>	<u>117,548</u>
FUND BALANCE, ENDING	<u>20,514</u>	<u>101,096</u>	<u>172,322</u>	<u>285,999</u>	<u>403,547</u>

**INTERNATIONAL HIGH SCHOOL
BUDGET NARRATIVE
FISCAL YEARS 2015 - 2019**

REVENUES	
FEFP	Per Worksheet attached. Subsequent years reflect increases in per pupil funding of 1% per year.
Start Up Funding	Note payable, terms include: FY15 - 15: Interest only payments @ 6%; Thereafter, 60 month amortization.
Capital Outlay	\$250 / student, with eligibility commencing in 4th year.
Miscellaneous Revenue	\$135/ student, based on other schools operated by ESP
Transportation	Per Worksheet attached.
EXPENDITURES	
All expenses include increases of 1% per year. Small differences due to rounding may exist between the amount budgeted and the amount calculated as the product of quantity and price.	
INSTRUCTION	
Classroom Teachers	Based on student / teacher ratio in compliance with CSR + Resource Teachers. FY15: 9 @ \$37,000; FY16: 13 @ \$37,370; FY17: 13 @ \$37,744; FY18: 14 @ \$38,121; FY19: 14 @ \$38,502.
Specialty Teachers	2 ESE Teachers @ \$37,000 + 1 Employability Specialist @ 39,000; Add 1 Employability Specialist in FY16, per Staffing Schedule: FY15: 2 @ \$37,000 + 1 @ \$39,000; FY16: 2 @ \$37,370 + 2 @ \$39,390; FY17: 2 @ \$37,744 + 2 @ \$39,784; FY18: 2 @ \$38,121 + 2 @ \$40,182; FY19: 2 @ \$38,502 + 2 @ \$40,584.
Retirement	1.5% of gross salaries
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first \$7,000 per employee
Health Insurance	\$400 per month per employee / 50% participation
Workers Compensation	1% of gross salaries
Contracted Services	Includes ESE services such as OT/PT, speech, etc. @ \$500 / ESE student. Beginning in FY16, includes supplemental instruction @ \$150 / student: FY15: 45 @ \$500; FY16: 60 @ \$505 + 400 @ \$152; FY17: 60 @ \$510 + 400 @ \$153; FY18: 60 @ \$515 + 400 @ \$155; FY19: 60 @ \$520 + 400 @ \$156.
Travel	Estimated amount
Supplies	\$40 / student + \$175 / classroom teacher: FY15: 300 @ \$40 + 9 @ \$175; FY16: 400 @ \$40 + 13 @ \$177; FY17: 400 @ \$41 + 13 @ \$179; FY18: 400 @ \$41 + 14 @ \$180; FY19: 400 @ \$42 + 14 @ \$182.
Tutoring Services	\$50 / student: FY15: 300 @ \$50; FY16: 400 @ \$51; FY17: 400 @ \$51; FY18: 400 @ \$52; FY19: 400 @ \$52.
Textbooks	\$50 / new student and \$5 per returning student: FY15: 300 @ \$50; FY16: 100 @ \$51 + 300 @ \$5; FY17: 0 @ \$51 + 400 @ \$5; FY18: 0 @ \$52 + 400 @ \$5; FY19: 0 @ \$52 + 400 @ \$5.
Furniture and Equipment	\$750 / new teacher and \$75 per returning teacher: FY15: 12 @ \$750; FY16: 5 @ \$758 + 12 @ \$76; FY17: 0 @ \$765 + 17 @ \$77; FY18: 1 @ \$773 + 17 @ \$77; FY19: 0 @ \$780 + 18 @ \$78.
Computers	4 computers @ \$600 per each teacher, server, 48 computers in lab, replace 20% of computers each year beginning in FY17. See schedule in application narrative.
Software	Software at \$125 / student. See schedule in application narrative.
Substitutes	\$100 / 8 days / teacher: FY15: 12 @ \$800; FY16: 17 @ \$808; FY17: 17 @ \$816; FY18: 18 @ \$824; FY19: 18 @ \$832

**INTERNATIONAL HIGH SCHOOL
BUDGET NARRATIVE
FISCAL YEARS 2015 - 2019**

CURRICULUM DEVELOPMENT	
Contracted Services	\$50 / student: FY15: 300 @ \$50; FY16: 400 @ \$51; FY17: 400 @ \$51; FY18: 400 @ \$52; FY19: 400 @ \$52.
STAFF TRAINING	
Contracted Services	FY15: \$500 / teacher, administrator: FY15: 14 @ \$500; FY16: 19 @ \$505; FY17: 19 @ \$510; FY18: 20 @ \$515; FY19: 20 @ \$520.
BOARD	
Legal Fees	Estimated amount
Contracted Services - Oversight	18% of net FEFP, less accounting and HR services.
Contracted Services - Oversight Forgive	Amount forgiven to maintain fiscal integrity of school.
Contracted Services - Audit	Estimated amount
Travel	Estimated amount
Insurance	Estimated amount
Licenses & Fees	Estimated amount
District Fee	5% of FEFP on 250 students
Contingency	FY15: 3% of Net FEFP; FY16-19: 5%.
SCHOOL ADMINISTRATION	
Principal	1 Principal @ \$85,000.
Asst Principal	1 Asst Principal @ \$55,000.
Admin Support	1 Secretary @ \$28,000.; 1 Office Manager @ \$32,000; 1 Enrollment Specialist @ \$34,000: FY15: \$28,000 + \$32,000 + \$34,000; FY16: \$28,280 + \$32,320 + \$34,340; FY17: \$28,563 + \$32,643 + \$34,683; FY18: \$28,848 + \$32,970 + \$35,030; FY19: \$29,137 + \$33,299 + \$35,381.
Retirement	1.5% of gross salaries
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first \$7,000 per employee
Health Insurance	\$400 per month per employee / 50% participation
Workers Compensation	1% of gross salaries
Travel	Estimated amount
Equipment Rental	FY15: \$750 / month; FY16: \$758 / month; FY17: \$765 / month; FY18: \$773 / month; FY19 \$780 / month (Difference due to rounding)
Postage	FY15: \$750 / month; FY16: \$758 / month; FY17: \$765 / month; FY18: \$773 / month; FY19 \$780 / month (Difference due to rounding)
Advertising	Estimated amount
Supplies	FY15: \$750 / month; FY16: \$758 / month; FY17: \$765 / month; FY18: \$773 / month; FY19 \$780 / month (Difference due to rounding)
Equipment	\$1750 / new administrator and \$800 / new non-instructional employee: FY15: 2 @ \$1750 + 6 @ \$800; FY16: 0 @ \$1768 + 1 @ \$808.
Software	\$250 / new admin employee and \$25 / returning admin employee: FY15: 5 @ \$250; FY16: 0 @ \$253 + 5 @ \$25; FY17: 0 @ \$255 + 5 @ \$26; FY18: 0 @ \$258 + 5 @ \$26; FY19: 0 @ \$260 + 5 @ \$26.
FACILITIES ACQUISITION	
Rents	Estimated amount

**INTERNATIONAL HIGH SCHOOL
BUDGET NARRATIVE
FISCAL YEARS 2015 - 2019**

FISCAL	
Contracted Services - Finance	Back office accounting fees @ 2% of net FEFP.
Contracted Services - HR	.5% of Salary
TRANSPORTATION	
Contracted Services	\$400 / student, 25% transported: FY15: 300 @ 25% @ \$400; FY16: 400 @ 25% @ \$404; FY17: 400 @ 25% @ \$408; FY18: 400 @ 25% @ \$412; FY19: 400 @ 25% @ \$416.
PLANT OPERATIONS	
Contracted Services	Grounds, Pest Control, Etc: FY15: \$1,500 / month, with increase for student growth: FY16: \$1,768 / month; FY17: \$1,785 / month; FY18: \$1,803 / month; FY19: \$1,821 / month.
Insurance	Estimated amount
Telephone	FY15: \$400 / month; FY16: \$404 / month; FY17: \$408 / month; FY18: \$412 / month; FY19: \$416 / month (Difference due to rounding)
Utilities	FY15: \$3,000 / month, with increase for student growth: FY16: \$3,535 / month; FY17: \$3,570 / month; FY18: \$3,606 / month; FY19: \$3,642 / month.
Supplies	FY15: \$500 / month, with increase for student growth: FY16: \$673 / month; FY17: \$680 / month; FY18: \$687 / month; FY19: \$694 / month.
Equipment	Estimated amount
PLANT MAINTENANCE	
Contracted Services	FY15: \$500 / month; FY16: \$505 / month; FY17: \$510 / month; FY18: \$515 / month; FY19: \$520 / month (Difference due to rounding)
DEBT SERVICE	
Principal & Interest	Note payable, terms include: FY15: Interest only payments @ 6%; Beginning in FY16, amortized over 48 months. See amortization schedule.

**INTERNATIONAL HIGH SCHOOL
STARTUP BUDGET
FISCAL YEAR 2014 (STARTUP PERIOD)**

FUND BALANCE, BEGINNING	<u>-</u>
REVENUES	
Start Up Funding	<u>30,000</u>
TOTAL REVENUES	<u>30,000</u>
EXPENDITURES	
SCHOOL ADMINISTRATION	
Principal	7,083
Asst Principal	4,583
Admin Support	<u>7,833</u>
Total Administration Salaries	<u>19,500</u>
Retirement	293
Payroll Taxes	2,018
Health Insurance	1,000
Workers Compensation	<u>195</u>
Total Administration Benefits	<u>3,506</u>
Advertising	<u>2,000</u>
Total Administration Other	<u>2,000</u>
Total School Administration	<u>25,006</u>
FISCAL	
Contracted Services - HR	<u>98</u>
TOTAL EXPENDITURES	<u>25,103</u>
EXCESS REVENUES OVER EXPENDITURES	<u>4,897</u>
FUND BALANCE, ENDING	<u>4,897</u>

INTERNATIONAL HIGH SCHOOL
BUDGETED CASH FLOWS
FISCAL YEAR 2014 (STARTUP PERIOD)

	<u>Jun</u>
CASH, BEGINNING	<u>-</u>
REVENUES	
Start Up Funding	<u>30,000</u>
TOTAL REVENUES	<u>30,000</u>
EXPENDITURES	
SCHOOL ADMINISTRATION	
Principal	7,083
Asst Principal	4,583
Admin Support	<u>7,833</u>
Total Administration Salaries	<u>19,500</u>
Retirement	293
Payroll Taxes	2,018
Health Insurance	1,000
Workers Compensation	<u>195</u>
Total Administration Benefits	<u>3,506</u>
Advertising	<u>2,000</u>
Total Administration Other	<u>2,000</u>
Total School Administration	<u>25,006</u>
FISCAL	
Contracted Services - HR	<u>98</u>
TOTAL EXPENDITURES	<u>25,103</u>
EXCESS REVENUES OVER EXP	<u>4,897</u>
CASH, ENDING	<u><u>4,897</u></u>

INTERNATIONAL HIGH SCHOOL
BUDGETED CASH FLOWS
FISCAL YEAR 2015

	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>
CASH, BEGINNING	4,897	14,833	23,214	16,712	11,285	6,620	1,955	15,308	30,412	45,515	60,619	77,806	84,323	40,984
REVENUES														
FEFP	144,673	144,673	144,673	144,673	144,673	144,673	144,673	144,673	144,673	144,673	144,673	144,673	-	-
Miscellaneous Revenue	-	2,025	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	2,025	-	-
Transportation	2,169	2,169	2,169	2,169	2,169	2,169	2,169	2,169	2,169	2,169	2,169	2,169	-	-
TOTAL REVENUES	146,841	148,866	150,891	150,891	150,891	150,891	150,891	150,891	150,891	150,891	150,891	148,866	-	-
EXPENDITURES														
INSTRUCTION														
Classroom Teachers	-	13,875	27,750	27,750	27,750	27,750	27,750	27,750	27,750	27,750	27,750	27,750	27,750	13,875
Enrichment Teachers	-	4,708	9,417	9,417	9,417	9,417	9,417	9,417	9,417	9,417	9,417	9,417	9,417	4,708
Total Instruction Salaries	-	18,583	37,167	37,167	37,167	37,167	37,167	37,167	37,167	37,167	37,167	37,167	37,167	18,583
Retirement	-	279	558	558	558	558	558	558	558	558	558	558	558	279
Payroll Taxes	-	1,923	3,847	3,606	2,843	2,843	2,843	2,843	2,843	2,843	2,843	2,843	2,843	1,422
Health Insurance	-	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	-
Workers Compensation	-	186	372	372	372	372	372	372	372	372	372	372	372	186
Total Instruction Benefits	-	4,788	7,176	6,935	6,172	6,172	6,172	6,172	6,172	6,172	6,172	6,172	6,172	1,886
Contracted Services	-	1,125	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	1,125	-	-
Travel	250	250	250	250	250	250	250	250	250	250	250	250	-	-
Supplies	4,520	823	823	823	823	823	823	823	823	823	823	823	-	-
Textbooks	4,995	2,001	2,001	2,001	2,001	2,001	-	-	-	-	-	-	-	-
Furniture and Equipment	2,997	1,201	1,201	1,201	1,201	1,201	-	-	-	-	-	-	-	-
Computers	18,781	7,524	7,524	7,524	7,524	7,524	-	-	-	-	-	-	-	-
Software	12,488	5,003	5,003	5,003	5,003	5,003	-	-	-	-	-	-	-	-
Substitutes	-	480	960	960	960	960	960	960	960	960	960	480	-	-
Total Instruction Other	49,026	19,316	20,921	20,921	20,921	20,921	5,193	5,193	5,193	5,193	5,193	3,588	-	-
Total Instruction	49,026	42,687	65,263	65,022	64,260	64,260	48,532	48,532	48,532	48,532	48,532	46,927	43,339	20,470
CURRICULUM DEVELOPMENT														
Contracted Services	-	5,000	-	-	-	-	-	-	-	-	-	10,000	-	-
STAFF TRAINING														
Contracted Services	1,750	1,750	-	-	-	-	1,750	-	-	-	-	1,750	-	-
BOARD														
Legal Fees	167	167	167	167	167	167	167	167	167	167	167	167	-	-
Contracted Services - Oversight	22,086	21,993	21,900	21,900	21,900	21,900	21,900	21,900	21,900	21,900	21,900	21,900	(186)	(93)
Contracted Services - Oversight Forgiven	(20,000)	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel	250	250	250	250	250	250	250	250	250	250	250	250	-	-
Insurance	2,500	833	833	833	833	833	833	833	833	833	-	-	-	-
Licenses & Fees	833	833	833	-	-	-	-	-	-	-	-	-	-	-
District Fee	6,028	6,028	6,028	6,028	6,028	6,028	6,028	6,028	6,028	6,028	6,028	6,028	-	-
Contingency	4,159	4,159	4,159	4,159	4,159	4,159	4,159	4,159	4,159	4,159	4,159	4,159	-	-
Total Board	16,023	34,263	34,170	33,337	33,337	33,337	33,337	33,337	33,337	33,337	32,504	32,504	(186)	(93)

INTERNATIONAL HIGH SCHOOL
BUDGETED CASH FLOWS
FISCAL YEAR 2015

	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>
SCHOOL ADMINISTRATION														
Principal	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	-	-
Asst Principal	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	-	-
Admin Support	<u>7,833</u>	<u>7,833</u>	<u>7,833</u>	<u>7,833</u>	<u>7,833</u>	<u>7,833</u>	<u>7,833</u>	<u>7,833</u>	<u>7,833</u>	<u>7,833</u>	<u>7,833</u>	<u>7,833</u>	-	-
Total Administration Salaries	<u>19,500</u>	<u>19,500</u>	<u>19,500</u>	<u>19,500</u>	<u>19,500</u>	<u>19,500</u>	<u>19,500</u>	<u>19,500</u>	<u>19,500</u>	<u>19,500</u>	<u>19,500</u>	<u>19,500</u>	-	-
Retirement	293	293	293	293	293	293	293	293	293	293	293	293	-	-
Payroll Taxes	2,018	1,910	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	-	-
Health Insurance	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	-
Workers Compensation	195	195	195	195	195	195	195	195	195	195	195	195	-	-
Total Administration Benefits	<u>3,506</u>	<u>3,398</u>	<u>2,979</u>	<u>2,979</u>	<u>2,979</u>	<u>2,979</u>	<u>2,979</u>	<u>2,979</u>	<u>2,979</u>	<u>2,979</u>	<u>2,979</u>	<u>2,979</u>	-	-
Travel	417	417	417	417	417	417	417	417	417	417	417	417	-	-
Equipment Rental	750	750	750	750	750	750	750	750	750	750	750	750	-	-
Postage	750	750	750	750	750	750	750	750	750	750	750	750	-	-
Advertising	5,000	1,000	1,000	1,000	1,000	1,000	-	-	-	-	-	-	-	-
Supplies	4,500	900	900	900	900	900	-	-	-	-	-	-	-	-
Equipment	2,764	1,107	1,107	1,107	1,107	1,107	-	-	-	-	-	-	-	-
Software	416	167	167	167	167	167	-	-	-	-	-	-	-	-
Total Administration Other	<u>14,597</u>	<u>5,091</u>	<u>5,091</u>	<u>5,091</u>	<u>5,091</u>	<u>5,091</u>	<u>1,917</u>	<u>1,917</u>	<u>1,917</u>	<u>1,917</u>	<u>1,917</u>	<u>1,917</u>	-	-
Total School Administration	<u>37,603</u>	<u>27,988</u>	<u>27,570</u>	<u>27,570</u>	<u>27,570</u>	<u>27,570</u>	<u>24,396</u>	<u>24,396</u>	<u>24,396</u>	<u>24,396</u>	<u>24,396</u>	<u>24,396</u>	-	-
FACILITIES ACQUISITION														
Rents	<u>16,667</u>	<u>16,667</u>	<u>16,667</u>	<u>16,667</u>	<u>16,667</u>	<u>16,667</u>	<u>16,667</u>	<u>16,667</u>	<u>16,667</u>	<u>16,667</u>	<u>16,667</u>	<u>16,667</u>	-	-
FISCAL														
Contracted Services - Finance	2,773	2,773	2,773	2,773	2,773	2,773	2,773	2,773	2,773	2,773	2,773	2,773	-	-
Contracted Services - HR	98	190	283	283	283	283	283	283	283	283	283	283	186	93
Total Fiscal	<u>2,870</u>	<u>2,963</u>	<u>3,056</u>	<u>3,056</u>	<u>3,056</u>	<u>3,056</u>	<u>3,056</u>	<u>3,056</u>	<u>3,056</u>	<u>3,056</u>	<u>3,056</u>	<u>3,056</u>	<u>186</u>	<u>93</u>
TRANSPORTATION														
Contracted Services	<u>-</u>	<u>1,500</u>	<u>3,000</u>	<u>3,000</u>	<u>3,000</u>	<u>3,000</u>	<u>3,000</u>	<u>3,000</u>	<u>3,000</u>	<u>3,000</u>	<u>3,000</u>	<u>1,500</u>	-	-
PLANT OPERATIONS														
Contracted Services	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	-
Insurance	3,750	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	-	-	-
Telephone	400	400	400	400	400	400	400	400	400	400	400	400	-	-
Utilities	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	-	-
Supplies	3,000	600	600	600	600	600	-	-	-	-	-	-	-	-
Equipment	666	267	267	267	267	267	-	-	-	-	-	-	-	-
Total Plant Operations	<u>12,316</u>	<u>7,017</u>	<u>7,017</u>	<u>7,017</u>	<u>7,017</u>	<u>7,017</u>	<u>6,150</u>	<u>6,150</u>	<u>6,150</u>	<u>6,150</u>	<u>4,900</u>	<u>4,900</u>	-	-
PLANT MAINTENANCE														
Contracted Services	<u>500</u>	<u>500</u>	<u>500</u>	<u>500</u>	<u>500</u>	<u>500</u>	<u>500</u>	<u>500</u>	<u>500</u>	<u>500</u>	<u>500</u>	<u>500</u>	-	-
DEBT SERVICE														
Principal & Interest	<u>150</u>	<u>150</u>	<u>150</u>	<u>150</u>	<u>150</u>	<u>150</u>	<u>150</u>	<u>150</u>	<u>150</u>	<u>150</u>	<u>150</u>	<u>150</u>	-	-
TOTAL EXPENDITURES	<u>136,905</u>	<u>140,485</u>	<u>157,393</u>	<u>156,319</u>	<u>155,556</u>	<u>155,556</u>	<u>137,538</u>	<u>135,788</u>	<u>135,788</u>	<u>135,788</u>	<u>133,704</u>	<u>142,349</u>	<u>43,339</u>	<u>20,470</u>
EXCESS REVENUES OVER EXP	<u>9,937</u>	<u>8,381</u>	<u>(6,502)</u>	<u>(5,428)</u>	<u>(4,665)</u>	<u>(4,665)</u>	<u>13,354</u>	<u>15,104</u>	<u>15,104</u>	<u>15,104</u>	<u>17,187</u>	<u>6,517</u>	<u>(43,339)</u>	<u>(20,470)</u>
CASH, ENDING	<u>14,833</u>	<u>23,214</u>	<u>16,712</u>	<u>11,285</u>	<u>6,620</u>	<u>1,955</u>	<u>15,308</u>	<u>30,412</u>	<u>45,515</u>	<u>60,619</u>	<u>77,806</u>	<u>84,323</u>	<u>40,984</u>	<u>20,514</u>

**INTERNATIONAL HIGH SCHOOL
BUDGETED BALANCE SHEETS
JUNE 30, 2014 (STARTUP PERIOD) AND 2015**

	<u>2014</u>	<u>2015</u>
ASSETS		
Cash	<u>4,897</u>	<u>84,323</u>
Total Assets	<u><u>4,897</u></u>	<u><u>84,323</u></u>
 LIABILITIES AND FUND BALANCE		
Liabilities		
Accrued Salaries and Benefits	<u>-</u>	<u>63,809</u>
 Total Liabilities	<u>-</u>	<u><u>63,809</u></u>
 Fund Balance	<u><u>4,897</u></u>	<u><u>20,514</u></u>
 TOTAL LIABILITIES AND FUND BALANCE	<u><u>4,897</u></u>	<u><u>84,323</u></u>

INTERNATIONAL HIGH SCHOOL
STAFFING PLAN

Name	Position	Start-Up			FY15			FY16			FY17			FY18			FY19		
		Expected Salary	Months	Salary	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	Teachers	37,000	-	-	37,000	7.0	259,000	37,370	9.0	336,330	37,744	9.0	339,693	38,121	9.0	343,090	38,502	9.0	346,521
TBA	Resource Teacher	37,000			37,000	2.0	74,000	37,370	4.0	149,480	37,744	4.0	150,975	38,121	5.0	190,606	38,502	5.0	192,512
Instructional			-	-		9.0	333,000		###	485,810		13.0	490,668		14.0	533,696		14.0	539,033
TBA	ESE Teacher	37,000	-	-	37,000	2.0	74,000	37,370	2.0	74,740	37,744	2.0	75,487	38,121	2.0	76,242	38,502	2.0	77,005
TBA	Employability Specialist	39,000	-	-	39,000	1.0	39,000	39,390	2.0	78,780	39,784	2.0	79,568	40,182	2.0	80,363	40,584	2.0	81,167
Specialty			-	-		3.0	113,000		4.0	153,520		4.0	155,055		4.0	156,606		4.0	158,172
TBA	Principal / Director	85,000	1	7,083	85,000	1.0	85,000	85,850	1.0	85,850	86,709	1.0	86,709	87,576	1.0	87,576	88,451	1.0	88,451
TBA	Asst Principal / Director	55,000	1	4,583	55,000	1.0	55,000	55,550	1.0	55,550	56,106	1.0	56,106	56,667	1.0	56,667	57,233	1.0	57,233
Administrators			2	11,667		2.0	140,000		2.0	141,400		2.0	142,814		2.0	144,242		2.0	145,685
TBA	Secretary	28,000	1	2,333	28,000	1.0	28,000	28,280	1.0	28,280	28,563	1.0	28,563	28,848	1.0	28,848	29,137	1.0	29,137
TBA	Office Manager	32,000	1	2,667	32,000	1.0	32,000	32,320	1.0	32,320	32,643	1.0	32,643	32,970	1.0	32,970	33,299	1.0	33,299
TBA	Enrollment Specialist	34,000	1	2,833	34,000	1.0	34,000	34,340	1.0	34,340	34,683	1.0	34,683	35,030	1.0	35,030	35,381	1.0	35,381
Admin Support			3	7,833		3.0	94,000		3.0	94,940		3.0	95,889		3.0	96,848		3.0	97,817
Total			<u>5</u>	<u>19,500</u>		<u>###</u>	<u>680,000</u>		<u>###</u>	<u>875,670</u>		<u>22.0</u>	<u>884,427</u>		<u>23.0</u>	<u>931,392</u>		<u>23.0</u>	<u>940,706</u>

**INTERNATIONAL HIGH SCHOOL
ENROLLMENT PROJECTIONS**

	Enroll	Ratio	Sessions	Overlap	Teachers
FY15	300	25	2	10%	7
FY16	400	25	2	10%	9
FY17	400	25	2	10%	9
FY18	400	25	2	10%	9
FY19	400	25	2	10%	9

Revenue Estimate Worksheet for International High School FY15

Based on the First Calculation of the FEFP 2013-14

School District:

Broward

1. 2013-14 FEFP State and Local Funding

Base Student Allocation

\$3,752.30

District Cost Differential: 1.0235

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3		1.125	0.0000	\$ -
111 Basic K-3 with ESE Services		1.125	0.0000	\$ -
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12	249.00	1.011	251.7390	\$ 966,798
113 Basic 9-12 with ESE Services	45.00	1.011	45.4950	\$ 174,723
254 ESE Level 4 (Grade Level PK-3)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.089	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.145	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.145	0.0000	\$ -
130 ESOL (Grade Level 9-12)	6.00	1.145	6.8700	\$ 26,384
300 Career Education (Grades 9-12)		1.011	0.0000	\$ -
Totals	300.00		304.1040	\$ 1,167,905

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE		PK-3	251	\$ 1,058	\$ -
Guaranteed Allocation. Enter the		PK-3	252	\$ 3,418	\$ -
FTE from 111,112, & 113 by		PK-3	253	\$ 6,974	\$ -
grade and matrix level. Students		4-8	251	\$ 1,187	\$ -
who do not have a matrix level		4-8	252	\$ 3,546	\$ -
should be considered 251. This		4-8	253	\$ 7,102	\$ -
total should equal all FTE from	45.00	9-12	251	\$ 845	\$ 38,025
programs 111, 112 & 113 above.		9-12	252	\$ 3,204	\$ -
		9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	45.00	Total from ESE Guarantee		\$	38,025

3. Supplemental Academic Instruction:

District SAI Allocation

#####

divided by district FTE

257,637.67

Per Student

\$ 206 \$ 61,800

(with eligible services)

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 1,267,730

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	
PK - 3	0.0000		1.0235	1320.15	= 0
4-8	0.0000		1.0235	900.48	= 0
9-12	304.1040		1.0235	902.65	= 280,950
Total *	304.1040			Total Class Size Reduction Funds	\$ 280,950

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>304.1040</u>	by district's WFTE:	<u>280,213.62</u>		
to obtain school's WFTE share.					0.1085%
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>300.00</u>	by district's UFTE:	<u>257,637.67</u>		
to obtain school's UFTE share.					0.1164%
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>6,135,390</u>	x	0.1085%	\$ <u>6,657</u>
Applicable to all Charter Schools:					
Declining Enrollment	0				
Sparsity Supplement	0				
Program Related Requirements:					
Safe Schools	6,135,390				
Lab School Discretionary	0				
8. Discretionary Local Effort (WFTE share)	(d)	<u>98,260,848</u>	x	0.1085%	\$ <u>106,613</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	0.1164%	\$ <u>-</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	0.1085%	\$ <u>-</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>0</u>	x	0.1085%	\$ <u>-</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>19,884,665</u>	x	0.1164%	\$ <u>23,146</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(e)				
Enter All Riders		<u>75.00</u>	x	#####	\$ <u>26,025</u>
Enter ESE Student Riders			x	#####	\$ <u>-</u>
14. Teacher Salary Allocation (WFTE share)	(j)	<u>46,981,326</u>	x	0.1085%	\$ <u>50,975</u>
15. Florida Teachers Lead Program Stipend					
16. Food Service Allocation	(g)				
17. Performance Pay Plan					
				Total	\$ <u>1,762,096</u>

18. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)

If you have more than a 75% ESE student population please place a 1 in the following box: _____ \$ _____ -

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

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

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, 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.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent 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 Section 1013.62(2) 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 percent 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 Section 1013.62(2) 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 percent.

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.

Revenue Estimate Worksheet for International High School FY16

Based on the First Calculation of the FEFP 2013-14

School District:

Broward

1. 2013-14 FEFP State and Local Funding

Base Student Allocation

\$3,752.30

District Cost Differential: 1.0235

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3		1.125	0.0000	\$ -
111 Basic K-3 with ESE Services		1.125	0.0000	\$ -
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12	332.00	1.011	335.6520	\$ 1,289,064
113 Basic 9-12 with ESE Services	60.00	1.011	60.6600	\$ 232,963
254 ESE Level 4 (Grade Level PK-3)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.089	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.145	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.145	0.0000	\$ -
130 ESOL (Grade Level 9-12)	8.00	1.145	9.1600	\$ 35,179
300 Career Education (Grades 9-12)		1.011	0.0000	\$ -
Totals	400.00		405.4720	\$ 1,557,206

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE		PK-3	251	\$ 1,058	\$ -
Guaranteed Allocation. Enter the		PK-3	252	\$ 3,418	\$ -
FTE from 111,112, & 113 by		PK-3	253	\$ 6,974	\$ -
grade and matrix level. Students		4-8	251	\$ 1,187	\$ -
who do not have a matrix level		4-8	252	\$ 3,546	\$ -
should be considered 251. This		4-8	253	\$ 7,102	\$ -
total should equal all FTE from	60.00	9-12	251	\$ 845	\$ 50,700
programs 111, 112 & 113 above.		9-12	252	\$ 3,204	\$ -
		9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	60.00			Total from ESE Guarantee	\$ 50,700

3. Supplemental Academic Instruction:

District SAI Allocation

#####

divided by district FTE

257,637.67

Per Student

\$ 206 \$ 82,400

(with eligible services)

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 1,690,306

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	
PK - 3	0.0000		1.0235	1320.15	= 0
4-8	0.0000		1.0235	900.48	= 0
9-12	405.4720		1.0235	902.65	= 374,600
Total *	405.4720			Total Class Size Reduction Funds	\$ 374,600

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>405.4720</u>	by district's WFTE:	<u>280,213.62</u>		
to obtain school's WFTE share.					0.1447%
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>400.00</u>	by district's UFTE:	<u>257,637.67</u>		
to obtain school's UFTE share.					0.1553%
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>6,135,390</u>	x	0.1447%	\$ <u>8,878</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Program Related Requirements:					
Safe Schools		6,135,390			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(d)	<u>98,260,848</u>	x	0.1447%	\$ <u>142,183</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	0.1553%	\$ <u>-</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	0.1447%	\$ <u>-</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>0</u>	x	0.1447%	\$ <u>-</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>19,884,665</u>	x	0.1553%	\$ <u>30,881</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(e)				
Enter All Riders		<u>100.00</u>	x	#####	\$ <u>34,700</u>
Enter ESE Student Riders			x	#####	\$ <u>-</u>
14. Teacher Salary Allocation (WFTE share)	(j)	<u>46,981,326</u>	x	0.1447%	\$ <u>67,982</u>
15. Florida Teachers Lead Program Stipend					
16. Food Service Allocation	(g)				
17. Performance Pay Plan					
				Total	\$ <u>2,349,530</u>

18. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)

If you have more than a 75% ESE student population please place a 1 in the following box: _____ \$ _____

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

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

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, 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.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent 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 Section 1013.62(2) 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 percent 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 Section 1013.62(2) 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 percent.

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.

Revenue Estimate Worksheet for International High School FY17

Based on the First Calculation of the FEFP 2013-14

School District:

Broward

1. 2013-14 FEFP State and Local Funding

Base Student Allocation

\$3,752.30

District Cost Differential: 1.0235

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3		1.125	0.0000	\$ -
111 Basic K-3 with ESE Services		1.125	0.0000	\$ -
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12	332.00	1.011	335.6520	\$ 1,289,064
113 Basic 9-12 with ESE Services	60.00	1.011	60.6600	\$ 232,963
254 ESE Level 4 (Grade Level PK-3)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.089	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.145	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.145	0.0000	\$ -
130 ESOL (Grade Level 9-12)	8.00	1.145	9.1600	\$ 35,179
300 Career Education (Grades 9-12)		1.011	0.0000	\$ -
Totals	400.00		405.4720	\$ 1,557,206

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE		PK-3	251	\$ 1,058	\$ -
Guaranteed Allocation. Enter the		PK-3	252	\$ 3,418	\$ -
FTE from 111,112, & 113 by		PK-3	253	\$ 6,974	\$ -
grade and matrix level. Students		4-8	251	\$ 1,187	\$ -
who do not have a matrix level		4-8	252	\$ 3,546	\$ -
should be considered 251. This		4-8	253	\$ 7,102	\$ -
total should equal all FTE from	60.00	9-12	251	\$ 845	\$ 50,700
programs 111, 112 & 113 above.		9-12	252	\$ 3,204	\$ -
		9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	60.00	Total from ESE Guarantee		\$	50,700

3. Supplemental Academic Instruction:

District SAI Allocation

#####

divided by district FTE

257,637.67

Per Student

\$ 206 \$ 82,400

(with eligible services)

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 1,690,306

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	
PK - 3	0.0000		1.0235	1320.15	= 0
4-8	0.0000		1.0235	900.48	= 0
9-12	405.4720		1.0235	902.65	= 374,600
Total *	405.4720			Total Class Size Reduction Funds	\$ 374,600

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>405.4720</u>	by district's WFTE:	<u>280,213.62</u>		
to obtain school's WFTE share.					0.1447%
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>400.00</u>	by district's UFTE:	<u>257,637.67</u>		
to obtain school's UFTE share.					0.1553%
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>6,135,390</u>	x	0.1447%	\$ <u>8,878</u>
Applicable to all Charter Schools:					
Declining Enrollment	0				
Sparsity Supplement	0				
Program Related Requirements:					
Safe Schools	6,135,390				
Lab School Discretionary	0				
8. Discretionary Local Effort (WFTE share)	(d)	<u>98,260,848</u>	x	0.1447%	\$ <u>142,183</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	0.1553%	\$ <u>-</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	0.1447%	\$ <u>-</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>0</u>	x	0.1447%	\$ <u>-</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>19,884,665</u>	x	0.1553%	\$ <u>30,881</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(e)				
Enter All Riders		<u>100.00</u>	x	#####	\$ <u>34,700</u>
Enter ESE Student Riders			x	#####	\$ <u>-</u>
14. Teacher Salary Allocation (WFTE share)	(j)	<u>46,981,326</u>	x	0.1447%	\$ <u>67,982</u>
15. Florida Teachers Lead Program Stipend					
16. Food Service Allocation	(g)				
17. Performance Pay Plan					
				Total	\$ <u>2,349,530</u>

18. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)

If you have more than a 75% ESE student population please place a 1 in the following box: _____ \$ _____ -

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

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

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, 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.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent 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 Section 1013.62(2) 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 percent 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 Section 1013.62(2) 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 percent.

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.

Revenue Estimate Worksheet for International High School FY18

Based on the First Calculation of the FEFP 2013-14

School District:

Broward

1. 2013-14 FEFP State and Local Funding

Base Student Allocation

\$3,752.30

District Cost Differential: 1.0235

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3		1.125	0.0000	\$ -
111 Basic K-3 with ESE Services		1.125	0.0000	\$ -
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12	332.00	1.011	335.6520	\$ 1,289,064
113 Basic 9-12 with ESE Services	60.00	1.011	60.6600	\$ 232,963
254 ESE Level 4 (Grade Level PK-3)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.089	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.145	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.145	0.0000	\$ -
130 ESOL (Grade Level 9-12)	8.00	1.145	9.1600	\$ 35,179
300 Career Education (Grades 9-12)		1.011	0.0000	\$ -
Totals	400.00		405.4720	\$ 1,557,206

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE		PK-3	251	\$ 1,058	\$ -
Guaranteed Allocation. Enter the		PK-3	252	\$ 3,418	\$ -
FTE from 111,112, & 113 by		PK-3	253	\$ 6,974	\$ -
grade and matrix level. Students		4-8	251	\$ 1,187	\$ -
who do not have a matrix level		4-8	252	\$ 3,546	\$ -
should be considered 251. This		4-8	253	\$ 7,102	\$ -
total should equal all FTE from	60.00	9-12	251	\$ 845	\$ 50,700
programs 111, 112 & 113 above.		9-12	252	\$ 3,204	\$ -
		9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	60.00	Total from ESE Guarantee		\$	50,700

3. Supplemental Academic Instruction:

District SAI Allocation

#####

divided by district FTE

257,637.67

Per Student

\$ 206 \$ 82,400

(with eligible services)

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 1,690,306

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	
PK - 3	0.0000		1.0235	1320.15	= 0
4-8	0.0000		1.0235	900.48	= 0
9-12	405.4720		1.0235	902.65	= 374,600
Total *	405.4720			Total Class Size Reduction Funds	\$ 374,600

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>405.4720</u>	by district's WFTE:	<u>280,213.62</u>		
to obtain school's WFTE share.					0.1447%
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>400.00</u>	by district's UFTE:	<u>257,637.67</u>		
to obtain school's UFTE share.					0.1553%
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>6,135,390</u>	x	0.1447%	\$ <u>8,878</u>
Applicable to all Charter Schools:					
Declining Enrollment	0				
Sparsity Supplement	0				
Program Related Requirements:					
Safe Schools	6,135,390				
Lab School Discretionary	0				
8. Discretionary Local Effort (WFTE share)	(d)	<u>98,260,848</u>	x	0.1447%	\$ <u>142,183</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	0.1553%	\$ <u>-</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	0.1447%	\$ <u>-</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>0</u>	x	0.1447%	\$ <u>-</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>19,884,665</u>	x	0.1553%	\$ <u>30,881</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(e)				
Enter All Riders		<u>100.00</u>	x	#####	\$ <u>34,700</u>
Enter ESE Student Riders			x	#####	\$ <u>-</u>
14. Teacher Salary Allocation (WFTE share)	(j)	<u>46,981,326</u>	x	0.1447%	\$ <u>67,982</u>
15. Florida Teachers Lead Program Stipend					
16. Food Service Allocation	(g)				
17. Performance Pay Plan					
				Total	\$ <u>2,349,530</u>

18. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)

If you have more than a 75% ESE student population please place a 1 in the following box: _____ \$ _____

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

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

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, 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.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent 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 Section 1013.62(2) 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 percent 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 Section 1013.62(2) 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 percent.

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.

Revenue Estimate Worksheet for International High School FY19

Based on the First Calculation of the FEFP 2013-14

School District:

Broward

1. 2013-14 FEFP State and Local Funding

Base Student Allocation

\$3,752.30

District Cost Differential: 1.0235

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3		1.125	0.0000	\$ -
111 Basic K-3 with ESE Services		1.125	0.0000	\$ -
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12	332.00	1.011	335.6520	\$ 1,289,064
113 Basic 9-12 with ESE Services	60.00	1.011	60.6600	\$ 232,963
254 ESE Level 4 (Grade Level PK-3)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.089	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.145	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.145	0.0000	\$ -
130 ESOL (Grade Level 9-12)	8.00	1.145	9.1600	\$ 35,179
300 Career Education (Grades 9-12)		1.011	0.0000	\$ -
Totals	400.00		405.4720	\$ 1,557,206

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE		PK-3	251	\$ 1,058	\$ -
Guaranteed Allocation. Enter the		PK-3	252	\$ 3,418	\$ -
FTE from 111,112, & 113 by		PK-3	253	\$ 6,974	\$ -
grade and matrix level. Students		4-8	251	\$ 1,187	\$ -
who do not have a matrix level		4-8	252	\$ 3,546	\$ -
should be considered 251. This		4-8	253	\$ 7,102	\$ -
total should equal all FTE from	60.00	9-12	251	\$ 845	\$ 50,700
programs 111, 112 & 113 above.		9-12	252	\$ 3,204	\$ -
		9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	60.00	Total from ESE Guarantee		\$	50,700

3. Supplemental Academic Instruction:

District SAI Allocation

#####

divided by district FTE

257,637.67

Per Student

\$ 206 \$ 82,400

(with eligible services)

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 1,690,306

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	
PK - 3	0.0000		1.0235	1320.15	= 0
4-8	0.0000		1.0235	900.48	= 0
9-12	405.4720		1.0235	902.65	= 374,600
Total *	405.4720			Total Class Size Reduction Funds	\$ 374,600

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>405.4720</u>	by district's WFTE:	<u>280,213.62</u>		
to obtain school's WFTE share.					0.1447%
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>400.00</u>	by district's UFTE:	<u>257,637.67</u>		
to obtain school's UFTE share.					0.1553%
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>6,135,390</u>	x	0.1447%	\$ <u>8,878</u>
Applicable to all Charter Schools:					
Declining Enrollment	0				
Sparsity Supplement	0				
Program Related Requirements:					
Safe Schools	6,135,390				
Lab School Discretionary	0				
8. Discretionary Local Effort (WFTE share)	(d)	<u>98,260,848</u>	x	0.1447%	\$ <u>142,183</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	0.1553%	\$ <u>-</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	0.1447%	\$ <u>-</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>0</u>	x	0.1447%	\$ <u>-</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>19,884,665</u>	x	0.1553%	\$ <u>30,881</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(e)				
Enter All Riders		<u>100.00</u>	x	#####	\$ <u>34,700</u>
Enter ESE Student Riders			x	#####	\$ <u>-</u>
14. Teacher Salary Allocation (WFTE share)	(j)	<u>46,981,326</u>	x	0.1447%	\$ <u>67,982</u>
15. Florida Teachers Lead Program Stipend					
16. Food Service Allocation	(g)				
17. Performance Pay Plan					
				Total	\$ <u>2,349,530</u>

18. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)

If you have more than a 75% ESE student population please place a 1 in the following box: _____ \$ _____

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

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

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, 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.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

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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.

Broward DOP Chtr 2013-14
Detail 2013-14 1st FEFP
7/29/2013 3:15 PM

District	District Cost Differential	Unweighted FTE	Weighted FTE Funded	Declining Enrollment Supplement	Sparsity Supplement	State Funded Discretionary Contribution	Discretionary Tax		Supplemental Academic Instruction	ESE Guaranteed Allocation Dollars	0.748 Basic Discretionary Revenue	Charter Sch Total Disc.
							Compression 0.748 mills	Safe Schools Allocation				
1 Alachua	0.9805	27,074.05	29,407.26	0	0	0	1,607,928	812,183	7,558,718	10,807,040	8,606,085	8,606,085
2 Baker	0.9772	4,728.77	5,006.60	58,379	698,673	0	1,167,013	116,568	1,840,562	1,057,149	616,939	616,939
3 Bay	0.9591	25,831.34	28,942.38	26,361	0	0	0	689,686	7,332,371	7,883,952	10,820,521	10,820,521
4 Bradford	0.9726	3,080.24	3,275.45	7,023	963,215	0	505,837	125,626	987,920	1,220,260	656,228	656,228
5 Brevard	1.0088	69,590.48	76,295.12	204,768	0	0	5,929,109	1,700,867	18,677,119	26,768,095	20,324,635	20,324,635
6 Broward	1.0235	257,637.67	280,213.62	0	0	0	0	6,135,390	53,067,950	85,327,019	98,260,848	98,260,848
7 Calhoun	0.9256	2,198.33	2,378.47	0	1,562,752	0	503,571	85,432	492,421	788,848	325,781	325,781
8 Charlotte	0.9887	15,731.77	16,850.82	162,501	0	0	0	410,868	3,565,851	5,975,369	9,332,731	9,332,731
9 Citrus	0.9515	14,644.20	15,796.87	231,062	1,176,600	0	0	358,300	3,324,411	6,551,629	6,882,090	6,882,090
10 Clay	0.9935	34,541.83	37,696.21	345,796	0	0	6,471,066	608,358	9,553,247	11,174,545	6,560,192	6,560,192
11 Collier	1.0221	43,451.81	47,286.38	0	0	0	0	756,471	8,576,297	19,581,838	45,244,931	45,244,931
12 Columbia	0.9640	9,837.22	10,457.59	0	1,318,083	0	1,865,235	281,650	3,861,145	3,896,342	1,845,956	1,845,956
13 Miami-Dade	1.0123	348,787.02	378,860.88	0	0	0	0	9,859,256	117,206,208	126,355,688	130,136,578	130,136,578
14 De Soto	0.9758	4,769.51	5,058.47	6,533	690,951	0	729,497	150,241	1,599,500	2,019,998	1,069,848	1,069,848
15 Dixie	0.9386	2,023.68	2,191.40	4,702	985,364	0	405,728	104,207	455,085	535,179	357,725	357,725
16 Duval	1.0123	126,894.10	138,006.36	0	0	0	10,487,797	3,328,352	29,111,016	44,367,275	37,384,603	37,384,603
17 Escambia	0.9635	40,138.79	43,644.28	0	0	0	4,525,247	1,198,107	9,303,778	13,850,153	10,617,516	10,617,516
18 Flagler	0.9604	12,765.16	13,549.53	0	1,242,111	0	0	281,539	2,767,251	5,412,191	4,998,607	4,998,607
19 Franklin	0.9337	1,081.27	1,163.49	54,659	0	0	0	89,008	295,654	490,175	1,212,782	1,212,782
20 Gadsden	0.9486	5,423.17	5,762.21	105,642	1,967,167	0	973,134	173,251	1,208,999	1,761,099	1,072,808	1,072,808
21 Gilchrist	0.9580	2,445.02	2,711.15	16,143	1,690,562	0	437,194	96,288	566,902	962,826	485,214	485,214
22 Glades	0.9730	1,465.81	1,574.17	25,895	887,440	0	145,320	89,784	299,595	528,819	407,675	407,675
23 Gulf	0.9365	1,839.07	2,008.67	24,279	1,071,914	0	0	89,746	383,645	207,483	1,006,998	1,006,998
24 Hamilton	0.9328	1,532.56	1,678.74	35,075	920,710	0	29,119	94,556	347,108	462,758	549,050	549,050
25 Hardee	0.9679	5,155.79	5,475.26	0	602,944	0	788,784	146,703	1,156,216	1,811,284	1,156,298	1,156,298
26 Hendry	0.9781	6,762.37	7,187.09	52,783	1,865,791	0	1,276,194	194,740	1,522,686	2,314,397	1,274,974	1,274,974
27 Hernando	0.9750	21,962.65	23,567.28	0	0	0	2,294,658	524,341	5,177,648	8,720,489	5,990,877	5,990,877
28 Highlands	0.9513	11,908.23	12,716.34	44,992	2,559,709	0	935,511	317,239	2,482,653	3,865,670	3,556,966	3,556,966
29 Hillsborough	1.0122	197,150.05	213,987.59	177,407	0	0	26,238,700	3,466,643	39,111,307	73,653,607	48,138,018	48,138,018
30 Holmes	0.9301	3,144.55	3,324.56	30,745	2,232,198	0	850,947	102,954	698,809	1,034,329	335,368	335,368
31 Indian River	0.9941	17,828.02	19,429.70	0	0	0	0	425,217	3,553,356	5,011,309	10,012,762	10,012,762
32 Jackson	0.9385	6,455.16	7,046.76	102,592	3,010,342	0	1,288,256	177,697	1,383,317	2,275,435	1,147,039	1,147,039
33 Jefferson	0.9334	966.87	1,022.94	13,104	626,000	0	0	85,914	297,351	567,104	441,926	441,926
34 Lafayette	0.9273	1,154.32	1,224.15	10,873	785,812	0	244,196	75,213	210,024	263,894	191,278	191,278
35 Lake	0.9757	40,461.54	43,416.23	49,443	0	0	3,409,694	828,540	9,554,540	12,387,365	11,854,932	11,854,932
36 Lee	1.0198	86,260.58	93,408.54	0	0	0	0	1,732,320	18,196,709	37,338,681	43,258,094	43,258,094
37 Leon	0.9529	33,180.97	36,306.98	0	0	0	2,569,866	1,035,166	9,182,104	16,410,791	9,948,091	9,948,091
38 Levy	0.9534	5,501.75	5,988.24	37,543	2,906,449	0	802,430	182,542	1,274,962	1,980,276	1,273,174	1,273,174
39 Liberty	0.9355	1,405.17	1,570.89	20,515	908,133	0	369,588	75,463	297,684	507,785	160,531	160,531
40 Madison	0.9221	2,559.75	2,709.44	19,747	983,248	0	478,340	113,150	711,574	1,212,365	487,347	487,347
41 Manatee	1.0143	45,633.74	49,307.07	0	0	0	0	1,179,714	9,217,207	18,714,053	18,213,479	18,213,479
42 Marion	0.9670	41,070.70	43,953.01	251,808	0	0	4,316,531	892,253	12,602,317	14,947,445	11,177,848	11,177,848
43 Martin	1.0006	18,423.78	20,442.63	0	0	0	0	410,515	3,706,983	6,619,601	13,055,457	13,055,457
44 Monroe	1.0271	8,046.95	8,674.39	0	0	0	0	309,205	1,776,427	2,963,113	14,756,104	14,756,104
45 Nassau	0.9903	11,030.44	11,720.19	0	2,085,717	0	0	229,994	2,514,159	2,898,506	4,804,648	4,804,648
46 Okaloosa	0.9818	29,596.52	32,512.87	0	0	0	562,926	597,470	8,432,680	10,848,702	10,602,540	10,602,540
47 Okeechobee	0.9692	6,404.52	6,790.26	97,964	623,222	0	1,270,016	193,693	1,624,966	2,740,260	1,146,172	1,146,172
48 Orange	1.0034	184,164.71	203,722.49	0	0	0	7,156,641	4,543,789	39,557,734	50,307,896	62,320,962	62,320,962
49 Osceola	0.9858	57,387.53	62,305.92	0	0	0	9,067,230	1,078,332	12,453,229	15,168,079	12,582,625	12,582,625
50 Palm Beach	1.0326	178,481.41	195,732.51	0	0	0	0	4,121,394	34,389,540	64,753,322	91,590,460	91,590,460
51 Pasco	0.9905	65,769.43	72,058.48	0	0	0	9,229,424	1,388,685	17,875,626	26,909,547	15,582,911	15,582,911
52 Pinellas	0.9989	102,130.48	110,421.38	120,081	0	0	0	2,953,289	20,667,930	41,955,889	42,669,841	42,669,841
53 Polk	0.9875	95,333.24	102,545.27	0	0	0	17,566,103	1,953,024	23,542,064	33,227,557	18,399,279	18,399,279
54 Putnam	0.9633	10,628.41	11,291.74	21,141	2,737,597	0	1,408,371	349,792	2,785,180	3,328,525	2,601,292	2,601,292
55 St. Johns	0.9850	32,649.31	35,511.16	0	0	0	0	583,116	6,370,592	9,651,968	13,326,216	13,326,216
56 St. Lucie	0.9918	38,686.40	41,268.91	33,223	0	0	3,321,614	845,988	9,294,401	15,453,970	11,273,095	11,273,095
57 Santa Rosa	0.9537	25,097.86	27,102.78	101,794	0	0	3,686,625	388,593	7,646,439	8,229,213	5,781,872	5,781,872
58 Sarasota	1.0010	41,011.15	45,094.47	0	0	0	0	1,129,308	8,348,718	20,968,741	30,368,223	30,368,223
59 Seminole	0.9955	63,520.92	68,649.30	291,022	0	0	5,203,634	1,175,071	15,302,028	18,223,087	18,760,156	18,760,156
60 Sumter	0.9667	7,960.23	8,476.99	0	172,423	0	0	181,129	1,576,717	2,824,076	5,829,643	5,829,643
61 Suwannee	0.9433	5,747.26	6,066.70	38,662	1,939,983	0	986,575	159,655	1,251,570	446,622	1,181,637	1,181,637
62 Taylor	0.9361	2,639.48	2,811.74	77,301	988,546	0	59,520	110,301	615,936	934,543	936,239	936,239
63 Union	0.9639	2,160.57	2,300.11	16,589	979,068	0	631,643	89,479	496,869	532,382	183,444	183,444
64 Volusia	0.9683	59,941.54	65,231.65	691,682	0	0	4,035,264	1,589,437	16,076,784	22,068,792	18,578,564	18,578,564
65 Wakulla	0.9457	4,907.50	5,256.07	66,886	666,509	0	980,126	143,030	960,936	1,496,384	871,268	871,268
66 Walton	0.9773	7,780.06	8,226.25	0	0	0	0	207,423	1,331,936	2,116,819	8,211,069	8,211,069
67 Washington	0.9311	3,379.11	3,610.43	5,269	1,857,421	0	596,616	108,506	879,520	703,343	678,204	678,204
68 Washington Special	0.9311	105.50	106.60	27,870	0	0	0	785	99,088	452,445	0	-
69 FAMU Lab School	0.9529	506.54	529.53	0	362,926	151,866	39,232	66,430	302,886	18,449	0	-
70 FAU Lab School	1.0326	969.97	1,002.67	0	0	530,370	0	69,878	262,131	79,824	0	-
71 FAU St. Lucie	0.9918	1,396.80	1,527.94	4,106	0	407,028	119,929	73,055	415,043	155,576	0	-
72 FSU Lab - Broward	1.0235	685.59	740.56	630	0	261,477	0	67,762	141,578	156,485	0	-
73 FSU Lab - Leon	0.9529	1,697.99	1,783.99	3,343	914,795	509,074	131,509	75,296	285,250	279,728	0	-
74 UF Lab School	0.9805	1,127.73	1,186.43	0	770,003	358,472	66,976	71,052	298,069	287,373	0	-
75 Virtual School	1.0000	40,826.70	41,495.71	0	0	15,138,949	263,332	0	0	184,602	0	-
Total		2,696,270.71	2,927,656.31	3,717,933	45,754,378	17,357,236	148,029,796	64,456,019	639,296,226	947,987,428	973,487,264	973,487,264

ool Worksheet DATA

District	Proration to the Appropriation	Proration to Veto	Total Proration to Funds Available	Discretionary (Lottery) District Discretionary Funds	Total Instructional Materials Allocation	Dual Enrollment Allocation	Instructional Materials Allocation (Less dual enrollment)
1 Alachua		0	0		2,218,556	129,780	2,088,776
2 Baker		0	0		379,136	11,058	368,078
3 Bay		0	0		2,078,020	77,553	2,000,467
4 Bradford		0	0		245,330	5,308	240,022
5 Brevard		0	0		5,695,671	297,406	5,398,265
6 Broward		0	0		20,342,291	457,626	19,884,665
7 Calhoun		0	0		183,576	9,885	173,691
8 Charlotte		0	0		1,298,378	67,638	1,230,740
9 Citrus		0	0		1,167,279	21,002	1,146,277
10 Clay		0	0		2,776,254	73,830	2,702,424
11 Collier		0	0		3,539,931	123,150	3,416,781
12 Columbia		0	0		818,369	26,057	792,312
13 Miami-Dade		0	0		27,498,648	421,736	27,076,912
14 De Soto		0	0		384,364	16,058	368,306
15 Dixie		0	0		169,971	11,623	158,348
16 Duval		0	0		10,142,827	184,288	9,958,539
17 Escambia		0	0		3,158,167	56,311	3,101,856
18 Flagler		0	0		1,035,014	17,058	1,017,956
19 Franklin		0	0		89,433	1,049	88,384
20 Gadsden		0	0		430,025	2,959	427,066
21 Gilchrist		0	0		210,069	19,092	190,977
22 Glades		0	0		116,365	906	115,459
23 Gulf		0	0		149,152	5,441	143,711
24 Hamilton		0	0		122,197	1,192	121,005
25 Hardee		0	0		408,502	6,101	402,401
26 Hendry		0	0		531,543	5,731	525,812
27 Hernando		0	0		1,735,784	40,321	1,695,463
28 Highlands		0	0		953,081	32,690	920,391
29 Hillsborough		0	0		15,283,106	54,768	15,228,338
30 Holmes		0	0		253,677	8,852	244,825
31 Indian River		0	0		1,447,510	47,413	1,400,097
32 Jackson		0	0		521,207	14,830	506,377
33 Jefferson		0	0		76,400	497	75,903
34 Lafayette		0	0		91,271	1,426	89,845
35 Lake		0	0		3,202,880	82,241	3,120,639
36 Lee		0	0		7,224,388	164,365	7,060,023
37 Leon		0	0		2,646,099	43,921	2,602,178
38 Levy		0	0		436,683	5,052	431,631
39 Liberty		0	0		112,723	2,216	110,507
40 Madison		0	0		204,964	4,415	200,549
41 Manatee		0	0		3,790,999	116,516	3,674,483
42 Marion		0	0		3,262,268	69,724	3,192,544
43 Martin		0	0		1,611,741	140,202	1,471,539
44 Monroe		0	0		661,058	7,332	653,726
45 Nassau		0	0		882,464	30,082	852,382
46 Okaloosa		0	0		2,382,905	80,347	2,302,558
47 Okeechobee		0	0		516,026	10,538	505,488
48 Orange		0	0		15,080,788	267,448	14,813,340
49 Osceola		0	0		4,930,941	144,652	4,786,289
50 Palm Beach		0	0		14,332,349	174,955	14,157,394
51 Pasco		0	0		5,175,039	96,635	5,078,404
52 Pinellas		0	0		8,226,225	349,841	7,876,384
53 Polk		0	0		7,564,330	216,078	7,348,252
54 Putnam		0	0		842,069	18,611	823,458
55 St. Johns		0	0		2,679,658	56,135	2,623,523
56 St. Lucie		0	0		3,084,657	107,050	2,977,607
57 Santa Rosa		0	0		2,133,623	194,820	1,938,803
58 Sarasota		0	0		3,274,376	57,103	3,217,273
59 Seminole		0	0		4,942,436	27,467	4,914,969
60 Sumter		0	0		672,233	15,804	656,429
61 Suwannee		0	0		449,909	4,506	445,403
62 Taylor		0	0		214,707	4,272	210,435
63 Union		0	0		170,499	2,391	168,108
64 Volusia		0	0		4,835,008	147,820	4,687,188
65 Wakulla		0	0		389,720	3,664	386,056
66 Walton		0	0		643,685	18,936	624,749
67 Washington		0	0		277,025	15,772	261,253
68 Washington Special		0	0		10,818	0	10,818
69 FAMU Lab School		0	0		46,141	624	45,517
70 FAU Lab School		0	0		153,341	51,685	101,656
71 FAU St. Lucie		0	0		107,720	0	107,720
72 FSU Lab - Broward		0	0		52,846	0	52,846
73 FSU Lab - Leon		0	0		135,049	4,866	130,183
74 UF Lab School		0	0		98,503	11,279	87,224
75 Virtual School		0	0		4,267,375	0	4,267,375
Total	0	0	0	0	217,277,372	5,000,000	212,277,372

Districts	District Cost Differential	Program 111- Grades K-3			Program 112- Grades 4-8			Program 113- Grades 9-12		
		ESE LEVEL 1	ESE LEVEL 2	ESE LEVEL 3	ESE LEVEL 1	ESE LEVEL 2	ESE LEVEL 3	ESE LEVEL 1	ESE LEVEL 2	ESE LEVEL 3
1 Alachua	0.9604	975	3,147	6,422	1,093	3,265	6,540	778	2,950	6,225
2 Baker	0.9334	947	3,058	6,241	1,062	3,173	6,356	756	2,867	6,050
3 Bay	0.9592	973	3,143	6,414	1,091	3,261	6,532	777	2,946	6,217
4 Bradford	0.9295	943	3,046	6,215	1,058	3,160	6,329	753	2,855	6,025
5 Brevard	0.9818	996	3,217	6,565	1,117	3,338	6,686	795	3,016	6,364
6 Broward	1.0430	1,058	3,418	6,974	1,187	3,546	7,102	845	3,204	6,760
7 Calhoun	0.9131	927	2,992	6,105	1,039	3,104	6,218	739	2,805	5,918
8 Charlotte	0.9695	984	3,177	6,483	1,103	3,296	6,602	785	2,978	6,284
9 Citrus	0.9345	948	3,062	6,249	1,063	3,177	6,364	757	2,870	6,057
10 Clay	0.9676	982	3,170	6,470	1,101	3,290	6,589	784	2,972	6,272
11 Collier	1.0089	1,024	3,306	6,746	1,148	3,430	6,870	817	3,099	6,539
12 Columbia	0.9336	947	3,059	6,243	1,062	3,174	6,357	756	2,868	6,051
13 Miami-Dade	1.0543	1,070	3,455	7,050	1,200	3,584	7,179	854	3,238	6,833
14 DeSoto	0.9369	951	3,070	6,265	1,066	3,185	6,380	759	2,878	6,073
15 Dixie	0.9355	949	3,065	6,255	1,064	3,180	6,370	758	2,874	6,063
16 Duval	0.9794	994	3,209	6,549	1,114	3,330	6,669	793	3,008	6,348
17 Escambia	0.9516	966	3,118	6,363	1,083	3,235	6,480	771	2,923	6,168
18 Flagler	0.9607	975	3,148	6,424	1,093	3,266	6,542	778	2,951	6,227
19 Franklin	0.9611	975	3,149	6,426	1,094	3,267	6,545	778	2,952	6,229
20 Gadsden	0.9401	954	3,080	6,286	1,070	3,196	6,402	761	2,888	6,093
21 Gilchrist	0.9363	950	3,068	6,261	1,065	3,183	6,376	758	2,876	6,069
22 Glades	0.9611	975	3,149	6,426	1,094	3,267	6,545	778	2,952	6,229
23 Gulf	0.9384	952	3,075	6,275	1,068	3,190	6,390	760	2,882	6,082
24 Hamilton	0.9336	947	3,059	6,243	1,062	3,174	6,357	756	2,868	6,051
25 Hardee	0.9322	946	3,054	6,233	1,061	3,169	6,348	755	2,863	6,042
26 Hendry	0.9536	968	3,125	6,376	1,085	3,242	6,494	772	2,929	6,181
27 Hernando	0.9467	961	3,102	6,330	1,077	3,218	6,447	767	2,908	6,136
28 Highlands	0.9504	964	3,114	6,355	1,081	3,231	6,472	770	2,919	6,160
29 Hillsborough	1.0015	1,016	3,282	6,697	1,139	3,405	6,820	811	3,076	6,491
30 Holmes	0.9327	946	3,056	6,237	1,061	3,171	6,351	755	2,865	6,045
31 Indian River	0.9849	999	3,227	6,586	1,121	3,348	6,707	798	3,025	6,384
32 Jackson	0.9203	934	3,015	6,154	1,047	3,129	6,267	745	2,827	5,965
33 Jefferson	0.9549	969	3,129	6,385	1,086	3,246	6,502	773	2,933	6,189
34 Lafayette	0.9382	952	3,074	6,273	1,067	3,190	6,389	760	2,882	6,081
35 Lake	0.9595	974	3,144	6,416	1,092	3,262	6,534	777	2,947	6,219
36 Lee	0.9774	992	3,203	6,535	1,112	3,323	6,656	791	3,002	6,335
37 Leon	0.9718	986	3,184	6,498	1,106	3,304	6,618	787	2,985	6,299
38 Levy	0.9319	946	3,054	6,231	1,060	3,168	6,346	755	2,862	6,040
39 Liberty	0.9284	942	3,042	6,208	1,056	3,156	6,322	752	2,852	6,017
40 Madison	0.9364	950	3,068	6,261	1,065	3,183	6,376	758	2,876	6,069
41 Manatee	0.9967	1,011	3,266	6,664	1,134	3,388	6,787	807	3,062	6,460
42 Marion	0.9483	962	3,107	6,341	1,079	3,224	6,457	768	2,913	6,146
43 Martin	0.9935	1,008	3,255	6,643	1,130	3,378	6,765	805	3,052	6,439
44 Monroe	1.0818	1,098	3,545	7,233	1,231	3,678	7,367	876	3,323	7,012
45 Nassau	0.9498	964	3,112	6,351	1,081	3,229	6,468	769	2,917	6,156
46 Okaloosa	0.9627	977	3,154	6,437	1,095	3,273	6,556	780	2,957	6,240
47 Okeechobee	0.9590	973	3,142	6,412	1,091	3,260	6,530	777	2,946	6,216
48 Orange	1.0003	1,015	3,278	6,689	1,138	3,401	6,812	810	3,073	6,483
49 Osceola	0.9676	982	3,170	6,470	1,101	3,290	6,589	784	2,972	6,272
50 Palm Beach	1.0314	1,047	3,380	6,896	1,173	3,506	7,023	835	3,168	6,685
51 Pasco	0.9598	974	3,145	6,418	1,092	3,263	6,536	777	2,948	6,221
52 Pinellas	1.0240	1,039	3,355	6,847	1,165	3,481	6,973	829	3,145	6,637
53 Polk	0.9641	978	3,159	6,446	1,097	3,278	6,565	781	2,961	6,249
54 Putnam	0.9397	954	3,079	6,283	1,069	3,195	6,399	761	2,886	6,091
55 St. Johns	0.9792	994	3,208	6,547	1,114	3,329	6,668	793	3,008	6,347
56 St. Lucie	0.9638	978	3,158	6,444	1,097	3,277	6,563	780	2,960	6,247
57 Santa Rosa	0.9382	952	3,074	6,273	1,067	3,190	6,389	760	2,882	6,081
58 Sarasota	1.0126	1,028	3,318	6,771	1,152	3,442	6,895	820	3,110	6,563
59 Seminole	0.9943	1,009	3,258	6,648	1,131	3,380	6,771	805	3,054	6,445
60 Sumter	0.9219	936	3,021	6,164	1,049	3,134	6,278	747	2,832	5,975
61 Suwannee	0.9293	943	3,045	6,214	1,057	3,159	6,328	753	2,854	6,023
62 Taylor	0.9499	964	3,112	6,352	1,081	3,229	6,468	769	2,918	6,157
63 Union	0.9314	945	3,052	6,228	1,060	3,166	6,342	754	2,861	6,037
64 Volusia	0.9647	979	3,161	6,451	1,098	3,280	6,569	781	2,963	6,253
65 Wakulla	0.9430	957	3,090	6,305	1,073	3,206	6,421	764	2,897	6,112
66 Walton	0.9372	951	3,071	6,267	1,066	3,186	6,382	759	2,879	6,074
67 Washington	0.9097	923	2,981	6,083	1,035	3,093	6,195	737	2,794	5,896
68 Washington Special	0.9097	923	2,981	6,083	1,035	3,093	6,195	737	2,794	5,896
69 FAMU Lab School	0.9718	986	3,184	6,498	1,106	3,304	6,618	787	2,985	6,299
70 FAU Lab School	1.0314	1,047	3,380	6,896	1,173	3,506	7,023	835	3,168	6,685
71 FAU St. Lucie	0.9638	978	3,158	6,444	1,097	3,277	6,563	780	2,960	6,247
72 FSU Lab-Broward	1.043	1,058	3,418	6,974	1,187	3,546	7,102	845	3,204	6,760
73 FSU Lab-Leon	0.9718	986	3,184	6,498	1,106	3,304	6,618	787	2,985	6,299
74 UF Lab School	0.9604	975	3,147	6,422	1,093	3,265	6,540	778	2,950	6,225
75 FI Virtual School	1	1,015	3,277	6,687	1,138	3,400	6,810	810	3,072	6,482

FLORIDA DEPARTMENT OF EDUCATION

2013-14 Transportation Calculation
Funding Per Student

District	Base Funding			ESE Funding			Total Allocation per ESE Student
	Base Allocation	Adjusted Base Students	Allocation per Base Student	ESE Allocation	Adjusted ESE Students	Allocation per ESE Student	
	-1-	-2-	-3-	-4-	-5-	-6-	
1 Alachua	4,677,046	12,384.20	378	650,317	448.70	1,449	1,827
2 Baker	1,258,661	3,197.23	394	67,576	44.73	1,511	1,905
3 Bay	3,509,770	9,640.41	364	607,107	434.53	1,397	1,761
4 Bradford	630,059	1,610.05	391	79,640	53.03	1,502	1,893
5 Brevard	9,796,477	27,636.44	354	1,206,633	887.00	1,360	1,714
6 Broward	26,902,803	77,508.29	347	2,583,166	1,939.27	1,332	1,679
7 Calhoun	401,614	1,071.92	375	41,884	29.13	1,438	1,813
8 Charlotte	2,724,517	7,405.18	368	588,542	416.83	1,412	1,780
9 Citrus	3,391,030	9,178.16	369	236,801	167.01	1,418	1,787
10 Clay	5,184,128	14,090.62	368	1,404,426	994.69	1,412	1,780
11 Collier	6,594,180	18,101.56	364	239,438	171.27	1,398	1,762
12 Columbia	1,665,825	4,318.53	386	304,542	205.73	1,480	1,866
13 Miami-Dade	20,357,394	60,177.57	338	4,378,835	3,372.92	1,298	1,636
14 DeSoto	662,613	1,733.65	382	123,757	84.37	1,467	1,849
15 Dixie	536,900	1,368.00	392	39,156	26.00	1,506	1,898
16 Duval	14,062,451	41,139.16	342	3,778,139	2,880.10	1,312	1,654
17 Escambia	8,547,149	23,755.40	360	1,393,326	1,009.09	1,381	1,741
18 Flagler	3,269,518	8,745.93	374	387,206	269.90	1,435	1,809
19 Franklin	329,944	862.78	382	33,611	22.90	1,468	1,850
20 Gadsden	1,319,401	3,454.21	382	288,260	196.65	1,466	1,848
21 Gilchrist	478,015	1,221.81	391	35,753	23.81	1,502	1,893
22 Glades	184,721	482.00	383	11,033	7.50	1,471	1,854
23 Gulf	337,875	887.70	381	39,437	27.00	1,461	1,842
24 Hamilton	290,074	821.12	353	14,165	10.45	1,356	1,709
25 Hardee	946,835	2,408.70	393	82,219	54.50	1,509	1,902
26 Hendry	1,257,351	3,354.16	375	102,250	71.08	1,439	1,814
27 Hernando	4,044,598	10,562.95	383	133,958	91.16	1,469	1,852
28 Highlands	2,059,659	5,817.03	354	392,084	288.55	1,359	1,713
29 Hillsborough	28,615,300	78,422.01	365	5,824,362	4,159.33	1,400	1,765
30 Holmes	652,549	1,718.50	380	8,018	5.50	1,458	1,838
31 Indian River	3,408,507	8,876.06	384	342,504	232.41	1,474	1,858
32 Jackson	1,366,518	3,593.94	380	261,554	179.25	1,459	1,839
33 Jefferson	275,310	708.42	389	8,199	5.50	1,491	1,880
34 Lafayette	173,958	442.50	393	1,508	1.00	1,508	1,901
35 Lake	6,383,212	17,908.05	356	1,125,304	822.65	1,368	1,724
36 Lee	17,731,937	50,433.74	352	2,559,163	1,896.70	1,349	1,701
37 Leon	3,986,792	11,275.89	354	1,075,790	792.85	1,357	1,711
38 Levy	1,329,616	3,305.03	402	166,011	107.53	1,544	1,946
39 Liberty	244,237	608.05	402	28,057	18.20	1,542	1,944
40 Madison	548,209	1,460.10	375	9,369	6.50	1,441	1,816
41 Manatee	5,849,462	15,825.26	370	989,814	697.79	1,418	1,788
42 Marion	8,423,354	22,010.01	383	1,565,015	1,065.59	1,469	1,852
43 Martin	3,545,296	8,989.82	394	354,617	234.31	1,513	1,907
44 Monroe	960,903	2,649.38	363	113,424	81.49	1,392	1,755
45 Nassau	2,413,233	6,030.39	400	279,583	182.05	1,536	1,936
46 Okaloosa	4,817,175	13,479.70	357	959,762	699.82	1,371	1,728
47 Okeechobee	1,498,797	3,882.99	386	148,765	100.43	1,481	1,867
48 Orange	23,964,280	67,405.37	356	2,479,853	1,817.57	1,364	1,720
49 Osceola	8,468,070	23,791.87	356	1,646,360	1,205.32	1,366	1,722
50 Palm Beach	20,306,342	55,801.80	364	3,961,487	2,836.68	1,397	1,761
51 Pasco	13,215,368	35,306.98	374	1,861,498	1,295.92	1,436	1,810
52 Pinellas	10,325,871	29,882.18	346	2,782,969	2,098.60	1,326	1,672
53 Polk	17,723,260	47,754.08	371	2,978,917	2,091.51	1,424	1,795
54 Putnam	2,383,292	6,148.08	388	55,455	37.28	1,488	1,876
55 St. Johns	7,122,377	17,721.28	402	728,647	472.41	1,542	1,944
56 St. Lucie	8,192,803	23,124.43	354	1,172,033	862.01	1,360	1,714
57 Santa Rosa	4,904,146	13,554.31	362	411,695	296.50	1,389	1,751
58 Sarasota	5,628,677	15,835.24	355	636,408	466.54	1,364	1,719
59 Seminole	9,979,876	27,861.93	358	864,640	629.01	1,375	1,733
60 Sumter	960,536	2,718.45	353	147,908	109.08	1,356	1,709
61 Suwannee	1,293,367	3,273.12	395	103,305	68.12	1,517	1,912
62 Taylor	514,105	1,387.97	370	80,991	56.98	1,421	1,791
63 Union	485,833	1,235.50	393	31,691	21.00	1,509	1,902
64 Volusia	9,062,684	23,717.54	382	961,938	655.99	1,466	1,848
65 Wakulla	1,830,070	4,544.56	403	23,426	15.16	1,545	1,948
66 Walton	1,721,348	4,556.19	378	140,319	96.78	1,450	1,828
67 Washington	786,505	2,053.05	383	27,167	18.48	1,470	1,853
State	366,513,783	1,012,228.53	362	56,160,787	40,667.74	1,381	1,743

International High School Start Up Loan

Compound Period : Monthly

Nominal Annual Rate : 6.000 %

CASH FLOW DATA

Event	Date	Amount	Number	Period	End Date
1 Loan	06/01/2014	30,000.00	1		
2 Payment	07/01/2014	Interest Only	12	Monthly	06/01/2015
3 Payment	07/01/2015	704.55	48	Monthly	06/01/2019

AMORTIZATION SCHEDULE - Normal Amortization

	Date	Payment	Interest	Principal	Balance
Loan	06/01/2014				30,000.00
2014 Totals		0.00	0.00	0.00	
1	07/01/2014	150.00	150.00	0.00	30,000.00
2	08/01/2014	150.00	150.00	0.00	30,000.00
3	09/01/2014	150.00	150.00	0.00	30,000.00
4	10/01/2014	150.00	150.00	0.00	30,000.00
5	11/01/2014	150.00	150.00	0.00	30,000.00
6	12/01/2014	150.00	150.00	0.00	30,000.00
7	01/01/2015	150.00	150.00	0.00	30,000.00
8	02/01/2015	150.00	150.00	0.00	30,000.00
9	03/01/2015	150.00	150.00	0.00	30,000.00
10	04/01/2015	150.00	150.00	0.00	30,000.00
11	05/01/2015	150.00	150.00	0.00	30,000.00
12	06/01/2015	150.00	150.00	0.00	30,000.00
2015 Totals		1,800.00	1,800.00	0.00	
13	07/01/2015	704.55	150.00	554.55	29,445.45
14	08/01/2015	704.55	147.23	557.32	28,888.13
15	09/01/2015	704.55	144.44	560.11	28,328.02
16	10/01/2015	704.55	141.64	562.91	27,765.11
17	11/01/2015	704.55	138.83	565.72	27,199.39
18	12/01/2015	704.55	136.00	568.55	26,630.84
19	01/01/2016	704.55	133.15	571.40	26,059.44
20	02/01/2016	704.55	130.30	574.25	25,485.19
21	03/01/2016	704.55	127.43	577.12	24,908.07
22	04/01/2016	704.55	124.54	580.01	24,328.06
23	05/01/2016	704.55	121.64	582.91	23,745.15
24	06/01/2016	704.55	118.73	585.82	23,159.33
2016 Totals		8,454.60	1,613.93	6,840.67	
25	07/01/2016	704.55	115.80	588.75	22,570.58
26	08/01/2016	704.55	112.85	591.70	21,978.88
27	09/01/2016	704.55	109.89	594.66	21,384.22
28	10/01/2016	704.55	106.92	597.63	20,786.59

International High School Start Up Loan

	Date	Payment	Interest	Principal	Balance
29	11/01/2016	704.55	103.93	600.62	20,185.97
30	12/01/2016	704.55	100.93	603.62	19,582.35
31	01/01/2017	704.55	97.91	606.64	18,975.71
32	02/01/2017	704.55	94.88	609.67	18,366.04
33	03/01/2017	704.55	91.83	612.72	17,753.32
34	04/01/2017	704.55	88.77	615.78	17,137.54
35	05/01/2017	704.55	85.69	618.86	16,518.68
36	06/01/2017	704.55	82.59	621.96	15,896.72
2017 Totals		8,454.60	1,191.99	7,262.61	
37	07/01/2017	704.55	79.48	625.07	15,271.65
38	08/01/2017	704.55	76.36	628.19	14,643.46
39	09/01/2017	704.55	73.22	631.33	14,012.13
40	10/01/2017	704.55	70.06	634.49	13,377.64
41	11/01/2017	704.55	66.89	637.66	12,739.98
42	12/01/2017	704.55	63.70	640.85	12,099.13
43	01/01/2018	704.55	60.50	644.05	11,455.08
44	02/01/2018	704.55	57.28	647.27	10,807.81
45	03/01/2018	704.55	54.04	650.51	10,157.30
46	04/01/2018	704.55	50.79	653.76	9,503.54
47	05/01/2018	704.55	47.52	657.03	8,846.51
48	06/01/2018	704.55	44.23	660.32	8,186.19
2018 Totals		8,454.60	744.07	7,710.53	
49	07/01/2018	704.55	40.93	663.62	7,522.57
50	08/01/2018	704.55	37.61	666.94	6,855.63
51	09/01/2018	704.55	34.28	670.27	6,185.36
52	10/01/2018	704.55	30.93	673.62	5,511.74
53	11/01/2018	704.55	27.56	676.99	4,834.75
54	12/01/2018	704.55	24.17	680.38	4,154.37
55	01/01/2019	704.55	20.77	683.78	3,470.59
56	02/01/2019	704.55	17.35	687.20	2,783.39
57	03/01/2019	704.55	13.92	690.63	2,092.76
58	04/01/2019	704.55	10.46	694.09	1,398.67
59	05/01/2019	704.55	6.99	697.56	701.11
60	06/01/2019	704.55	3.44	701.11	0.00
2019 Totals		8,454.60	268.41	8,186.19	
Grand Totals		35,618.40	5,618.40	30,000.00	

International High School Start Up Loan

Last interest amount decreased by 0.07 due to rounding.