

Sarasota County Public Schools
2017 – 2018 Charter School Application Process

**State College of Florida Collegiate School -Venice Charter Application
Charter Review Committee Final Evaluation and Ratings – July 26, 2018**

On March 9, 2018 the district received the application for the State College of Florida (SCF) Collegiate School – Venice charter school. The application was submitted by the Board of Trustees of the State College of Florida, Manatee-Sarasota as a High-Performing Replication of the SCF Collegiate School-Bradenton. The SCF Bradenton’s grades 9-12 high school component will be replicated in Sarasota. The SCF Collegiate School – Venice, located on the SCF Venice campus, will offer a pre-collegiate program in grades 9 and 10 and an accelerated college program at grades 11 and 12. Students will graduate with a high school diploma and an Associate in Arts (AA) degree. The collegiate school will open in school year 2019-2020 with 100 11th grade students, adding 12th grade in 2020-21, then grades 9 and 10 in subsequent years to reach a projected 400 student enrollment in grades 9-12 by 2022.

Note regarding the CRC review and evaluation process for a collegiate charter school application: As per s. 1002.33 (5)(b)(2), F.S., “A Florida College System institution may work with the school district or school districts in its designated service area to develop charter schools that offer secondary education. These charter schools must include an option for students to receive an associate degree upon high school graduation.” Furthermore, the timeline and process for the review and approval of a collegiate charter school differs from that of a standard application, in that “district school boards shall cooperate with and assist the Florida College System institution on the charter application. Florida College System institution applications for charter schools are not subject to the time deadlines outlined in subsection (6) and may be approved by the district school board at any time during the year.” Therefore, the charter application process for the SCF collegiate school application began in March (rather than on the February 1st standard application start time) and was extended through July to allow for several staff meetings with the SCF applicant team rather than the more formal CRC Capacity Interview.

The evaluation findings presented in this report are based on the extent to which the charter school application addressed the evaluation criteria required to meet each of the 22 standards and the criteria for the high-performing replication of an existing school model, as specified in the Florida Charter School Application Evaluation Instrument. Initial ratings were determined by the district’s Charter Review Committee (CRC) based on their review and analysis of the SCF Collegiate School-Venice charter application submitted on March 9, 2018. The SCF applicant team presented their proposal to the School Board at the May 15, 2018 School Board Work Session and further elaborated on the proposed school program and finances. The applicant was provided an opportunity to review the CRC June 7, 2018 Initial Findings report and respond to the CRC’s questions and requests for clarification. The SCF applicant team submitted written responses and additional documents on June 25, 2018. On July 18th district staff met with SCF staff to further discuss remaining questions and update the school’s annual performance goals.

Considering all information presented in the original application, in the written responses to the CRC’s questions, and follow-up discussions with members of the SCF team to clarify remaining questions, the CRC arrived at the final ratings for each standard by majority vote at the July 24, 2018 CRC meeting.

Note: Page numbers throughout this document refer to the SCF charter application document, which is available on the district website.

Charter Review Committee Final Ratings Summary for SCF Collegiate School – Venice

I. Educational Plan Standards 1 – 9	II. Organizational Plan Standards 10 – 15	III. Business Plan Standards 16 – 22	Addendum A1: High-Performing Replication	Final Total
100% Meets 0% Partially Meets 0% Does Not Meet	100% Meets 0% Partially Meets 0% Does Not Meet	100% Meets 0% Partially Meets 0% Does Not Meet	100% Meets 0% Partially Meets 0% Does Not Meet	100% Meets 0% Partially Meets 0% Does Not Meet

Charter School Application Section	Ratings of Standards	
	Initial CRC Rating	Final CRC Rating
I. Educational Plan	78% Meets 22% Partially Meets 0% Does Not Meet	100% Meets 0% Partially Meets 0% Does Not Meet
1. Mission, Guiding Principles and Purpose	Meets	Meets
2. Target Population and Student Body	Meets	Meets
3. Educational Program Design	Partially Meets	Meets
4. Curriculum Plan	Meets	Meets
5. Student Performance, Assessment and Evaluation	Meets	Meets
6. Exceptional Students	Meets	Meets
7. English Language Learners	Partially Meets	Meets
8. School Culture and Discipline	Meets	Meets
9. Supplemental Programming	Meets	Meets
II. Organizational Plan	100% Meets 0% Partially Meets 0% Does Not Meet	100% Meets 0% Partially Meets 0% Does Not Meet
10. Governance	Meets	Meets
11. Management and Staffing	Meets	Meets
12. Human Resources & Employment	Meets	Meets
13. Professional Development	Meets	Meets
14. Student Recruitment and Enrollment	Meets	Meets
15. Parent and Community Involvement	Meets	Meets
III. Business Plan	57% Meets 43% Partially Meets 0% Does Not Meet	100% Meets 0% Partially Meets 0% Does Not Meet
16. Facilities	Meets	Meets
17. Transportation	Partially Meets	Meets
18. Food Service	Partially Meets	Meets
19. School Safety and Security	Meets	Meets
20. Budget	Partially Meets	Meets
21. Financial Management and Oversight	Meets	Meets
22. Start-Up Plan	Meets	Meets
Addendum A1: High-Performing Replication	Meets	Meets
Ratings Summary – All Standards (1-22) and Addenda	78% Meets 22% Partially Meets 0% Does Not Meet	100% Meets 0% Partially Meets 0% Does Not Meet

Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The following definitions guided the Sarasota County Schools Charter Review Committee (CRC) evaluation results and ratings:

Meets the Standard	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
Partially Meets the Standard	The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
Does Not Meet the Standard	The response lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant’s understanding of the issue in concept and/or ability to meet the requirement in practice.

I. Educational Plan

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

1. Mission, Guiding Principles and Purpose

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

Statutory References:

s. 1002.33(2)

Evaluation Criteria: A response that meets the standard will present:

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

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

Strengths (reference page numbers)
<p>Information: The State College of Florida (SCF) Collegiate Charter School in Venice will be a replication of the high school collegiate school in Bradenton, FL, designated as a high performing charter school by FLDOE. The school will open in 2019 starting with grade 11, add grade 12 in 2020 and become a 9-12 high school with 400 students in 2022. The school will serve students in the Venice and North Port communities.</p> <p>The collegiate charter school will offer a pre-collegiate program at grades 9 and 10 leading into an accelerated college program in grades 11 and 12. Students will graduate with a Florida high school diploma and an Associate in Arts (AA) college degree.</p> <p>The school’s mission and vision are aligned to the school’s purpose. The school will offer parents/students an educational choice option currently not available in Sarasota County. (Pp 1 – 4)</p> <p>The SCF Collegiate School-Venice will partner with other local schools and institutions in the same manner as the Bradenton school. (P. 2). Academic coaches are assigned for each student at grades 9-10, followed by a College Advisor in grades 11-12. (P. 3)</p>

Areas of Concern or in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
None.		

2. Target Population and Student Body

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

Statutory Reference(s):

s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths (reference page numbers)
<p>The school will serve students in grades 9 – 12 in the Venice, North Port, Englewood and Port Charlotte areas. (Pp. 6-7)</p> <p>Enrollment is projected at 100 11th grade students in 2019-2020 (Year 1), 200 11th and 12th graders in Year 2. Beginning in 2021-22, the school will open enrollment to 100 9th graders and subsequently to 100 10th students, with an expected enrollment of 400 students in Year 4. (P. 7)</p>

Areas of Concern or in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
<p>It is assumed that children of employees/BOT and siblings will be subject to the same student admissions/enrollment eligibility criteria as other students. Please confirm.</p>	<p>The assumption is correct as current employee and BOT children must meet the eligibility requirements to enroll. There are no requirements for 9th grade, 10th grade is minimal and 11th grade must meet application requirements of a dual enrolled student.</p>	<p>Response is acceptable.</p>

3. Educational Program Design

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

Statutory Reference(s):

s. 1002.33(7)(a)2.

Evaluation Criteria:

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

- An educational program design that:
 - Is clear and coherent;
 - Is based on effective, experience or research-based educational practices and teaching methods, and high standards for student learning;
 - Aligns with the school’s mission and responds to the needs of the school’s target population, and
 - Is likely lead to improved student performance for the school’s target population.
- A proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

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

Strengths <i>(reference page numbers)</i>
The high school curriculum developed and used in the Bradenton campus will also be used in Venice. The curriculum aligns to the Florida Standards. College coursework is developed by SCF college professors and departments. (P 12)

Areas of Concern or in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant’s Response	CRC Review/Comments
The application states that students who fail a 3 rd time must pay out-of-state cost for the course. Does this apply to the high school courses? (P. 9)	Should a student be advised to take a college course for the third attempt, the Collegiate School works with the student to appeal to SCF to waive the out-of-state tuition. Repeated college courses are billed to the student at a dual enrollment tuition rate without fees, which is less than normal tuition rates. There is not a charge for students to repeat a traditional high school course.	Response is acceptable.
What course code is used for the 60-minute academic coaching class? (P. 10) Is that an elective towards meeting the high school graduation requirement?	The course codes are as follows: 9 th - Research 1 - 1700300 10 th - Research 2 - 1700310	Response is acceptable.

	<p>11th- Leadership Skills 2400300 12th - Leadership Techniques 2400310 The courses are electives that meet a high school graduation requirement.</p>	
<p>Are grade 9-10 students working on the 18-credit graduation option?</p>	<p>Students will not work with a 18-credit graduation option.</p>	<p>Response is acceptable.</p>
<p>How will you ensure that 11th and 12th grade students meet the state-required 135 hours minimum of instructional hours if they follow SCF's academic calendar? (P. 12)</p>	<p>High school seat time equivalency is a component of accelerated programs and has been addressed at the Bradenton Collegiate School, as well as with other programs articulated with SCF. The following statement is from the SCF Articulation agreement for the School Districts of Manatee (p.49), Sarasota (p.83) and Charlotte (p.104) counties. Found in the June 2018 SCF Board packet at this link http://www.scf.edu/content/PDF/board/BoardPacket20180626.pdf</p> <p>“As a guideline, 135 instructional hours is equivalent to one secondary credit (120 with block scheduling), however, the determination of equivalency should be based on content, not “seat time.”</p> <p>This guideline is also used for calculating FTE purposes for students taking dual enrolled courses.</p>	<p>Thank you for the clarification. Response is acceptable.</p>

4. Curriculum Plan

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

Statutory Reference(s):

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

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

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

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

Strengths (reference page numbers)
Various instructional frameworks and strategies are embedded to reach and teach all learners across core content areas.

Areas of Concern or in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
Briefly expand on how Achieve 3000 is used for below grade level students. (P. 18)	<p>The Achieve 3000 software is adaptive and teachers will assign level tests starting in August. Readers who are below grade level are identified and gain additional support from the Achieve Boost program.</p> <p>The goal of Achieve3000 is to work inside one reading program for the whole class, as a means which allows for differentiation with additional supports. The identical non-fiction texts will adapt with less content and easier vocabulary for below grade readers. It will do the opposite for high level readers adding more content and richer vocabulary. Thus all students may read and examine the same lesson at different levels, allowing for students to gain confidence that they are all working at their highest expectation.</p> <p>More details regarding Achieve 3000’s commitment to readers at all levels, as well as data compilation, can be found at this link: https://www.achieve3000.com/learning-solutions/intervention/</p>	Response is acceptable.

<p>Please provide the sequence of coursework for grade 9-10 as well as how they will meet graduation requirements. (Pp 18-19)</p>	<p>The sequence of coursework was provided as Attachment B in the application. Graduation requirements will be met with 12 high school credits in 9th and 10th grades, and then most college courses will provide the criteria to fulfill high school credits. FDOE has created a course equivalency list that the advisor and certified counselor will use to advise for the high school diploma and the Associate Degree upon graduation using a planning guide for each student.</p> <p>http://www.fldoe.org/core/fileparse.php/5421/urlt/0078394-delist.pdf</p> <p>Students will have the same schedules in 9th-10th grades, but their schedules in 11th-12th will vary on interest as many courses meet high school graduation and AA requirements, as well as prerequisites for the next institution. A sample generic coursework sequence would be the following:</p> <p>9th – English I, Algebra I, Biology, World History, HOPE, Coaching elective</p> <p>10th – English II, Geometry, Chemistry, Government/Econ (with fin lit), Coaching elective, alternative HS elective or college course (foreign language 1 and 2)</p> <p>11th – fall semester: AMH1010 US History I, CHM1025 Intro to Chemistry with lab, ENC1101 Written Communication I, MAC1033 Intermediate Algebra, HS Coaching elective</p> <p>11th – spring semester: AMH1020 US History II, EVR1001 Intro to Environmental Science, ENC1102 Written Communication II, MAC1105 College Algebra, HS Coaching elective</p> <p>12th – fall semester: SPC1609 Fundamentals of Speech Communication, COP2510 Programming Concepts, REL2121 Religion in America, THE2000 Theatre Appreciation, HS Coaching elective</p> <p>12th – spring semester: STA2023 Elementary Statistics, FIL1000 Intro to Film and Television, PSY2012 General Psychology, LIT 2013 Horror, Fantasy and Science Fiction, HS Coaching elective</p> <p>Students may also take a course or two during the summer semester for remediation or advancement, between 11th-12th grades, with support and advisement from the Collegiate School.</p>	<p>Response is acceptable.</p>
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5. Student Performance, Assessment and Evaluation

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

Statutory Reference(s):

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


Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths (reference page numbers)
The school will use Canvas, a Learning Management System, to share and communicate student assessment and academic data with students and parents/guardians. (P 26)
Academic coaches meet with parents at least twice a year to discuss their students' achievement, progress, and career/college readiness. (P 26)

Areas of Concern or in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant’s Response	CRC Review/Comments
<p>Reference is made to the 85th percentile in reading and 86th percentile in math at the Bradenton campus. The state does not report percentile scores for the FSA. Not clear if SCF calculates the percentile scores or if the applicant intended to say percent proficient or proficiency rates. (P. 23)</p>	<p>The data was referencing the achievement rates of level 3 or higher on state testing found in the school grades document from 2017.</p>  <p>http://www.fldoe.org/accountability/accountability-reporting/school-grades/</p>	<p>The applicant clarified that the data presented in the application is the proficiency rate (i.e., the percent of students scoring level 3 – 5 on the FSA) rather than a percentile rank score.</p>
<p>Please clarify the statement pertaining to performance goals that the school “will reach to match the FSA scores” for the Bradenton campus and the Sarasota County High Schools. (P. 23)</p>	<p>The goal for the SCF Collegiate School – Venice is to meet or exceed the level of academic achievement at level 3 or higher for reading and math as the SCFCS-Bradenton charter and/or the average of performance rate of the Sarasota County High Schools. The goal is to reach and maintain a level of excellence that is comparable to a high-performing charter school and a high-performing district.</p>	<p>As per a discussion with Ms. Monod on July 18th, the goals have been revised to meet or exceed the level of academic achievement comparable to the performance of neighboring Sarasota County high schools, which is higher than the district average.</p>
<p>On a separate attachment, please expand on the information on page 23 and clearly delineate the measurable annual performance goals and targets for FSA ELA, math, science, EOCs, acceleration (DE), graduation rate and AA earned.</p>	<p>Please see attachment regarding performance goals. As a reminder, the charter application date for enrolling 9th graders is 2021 and 10th grade is 2022, as 2019 will bring in the first class of 11th grade and 2020 will enroll a new 11th grade.</p>	<p>Goals are appropriate. Attached document updated by applicant on July 18, 2018 to replace prior document submitted on June 25, 2018.</p>

<p>The mission-specific goals for the Accelerated College Program are not specified. (Section 5. B, P. 23)</p>	<p>Mission Specific Goals</p> <ol style="list-style-type: none"> 1. That the SCF Collegiate School – Venice supports and prepares students so that at least 80% continue into the Accelerated College Program in 11th grade. 2. That the SCF Collegiate School – Venice graduates at least 99% of students on time with a high school diploma by the end of 12th grade. 3. That the SCF Collegiate School – Venice graduates at least 95% of students with an Associate’s degree upon the students’ high school graduation. 4. That the SCF Collegiate School – Venice will recruit to and support students and their families of first generation households. The school will aim for at least 50% of their students considered first generation, defined as neither parent completing a four-year degree. This goal is assessed with data tracking and partnering with SCF Marketing department. 5. That the SCF Collegiate School – Venice will educate 100% of its students and their families on the expectation of the next institution and/or post-graduation goals. This goal is assessed for completion in the academic coaching course and after school presentations and individual family academic counseling. 	<p>Response is acceptable. Goals are appropriate and reflect high expectations for students.</p>
<p>What is the cut-score for the PERT test? Are students required to pay for the PERT administration given that they can take the PERT every semester until they meet the “needed score.” (P. 22)</p>	<p>The cut scores for the PERT are as follows, Reading 106, Writing 103, Math 114. The scores level students into ENC1101 Written Communication I and MAC1033 Intermediate Algebra. The score chart is found here: http://www.scf.edu/StudentServices/AssessmentTestingCenter/PlacementTestResultsChart.asp</p> <p>The students do not have to pay for the test but may only take it once a semester and twice a calendar year. There are five opportunities to take each section of the exam. Those who are below cut scores in the first four attempts are offered remediation in the classroom with teachers working to specific academic goals; remediation with study guides; and counseled to take the ACT/SAT. Students take the whole test of three sections the first time, but if scores are not met then they concentrate on each section individually. Most students are successful by the first or second attempt. Teachers and administration work with students and families of those who may need intensive remediation. Appeals may be made to the college with the support of the charter’s administration for a student to earn an additional opportunity to sit for a section.</p>	<p>Thank you for the clarification. Response is acceptable.</p>

<p>Given that remedial courses are not offered and instead, instructional support is provided “within the normal class,” please describe and give an example of what the support consists of. (P. 23)</p>	<p>Additional support is given to individual students based on the school’s ability of increased time for teacher cooperation, flexibility in the classroom and the use of technology.</p> <p>The model SCF Collegiate School employs provides multiple performance benchmarks in the form of modules built into the curriculum. True implementation of this model requires a student to demonstrate mastery of the concepts and objectives taught in one module in order to move on to the next. If a student requires remediation, the teacher has several opportunities, or access points, built in to provide remediation.</p> <p>For example, if a student in a Geometry course requires remediation throughout a module based on their performance on formative assessments, such as quizzes or homework, the teacher will provide an opportunity to retake a quiz or complete a different set of homework problems.</p> <p>The school goal of helping students become independent coupled with the use of the Canvas Learning Management System (LMS) affords each teacher more time to work one-on-one with students. This is because a lesson may be designed so students can follow independent/small group coursework using provided technology in a ‘blended environment.’</p> <p>Thus, a student requiring remediation would be provided tutoring both during class and after even an opportunity after school. Peer tutoring is often used with advanced students who would work well in a mixed-level group to provide further support to a student requiring remediation. If the need for remediation is not made evident until the mastery assessment at the end of a module, the student would again be provided an opportunity to either retake the assessment or demonstrate mastery in a differentiated, yet compatible, way. For instance, a lesson may be better suited for the student to display mastery as an oral or project-based assessment that could take the place of a formal, summative written assessment. A mastery project model that has learning goals and a detailed rubric would offer students a variation of how to present the information, allowing for choices that help use strengths and build confidence, while targeting areas needed for more intensive development.</p> <p>Ongoing remediation that would be necessary to fill larger gaps in skills or knowledge would become a collective effort involving all content area teachers, academic coaches, parents, and the student. They may be identified as a Level II RtI candidate who may participate in a development plan using additional technology resources and whole-curriculum goals. The areas of challenge identified would be modified depending on the content area. For example, gaps found in a student’s spelling or grammar skills would be assessed and goals would be outlined depending</p>	<p>Response is acceptable.</p> <p>District staff will schedule time with the SCF Collegiate School team to gain further clarification on what is meant by “Level II RtI candidate.”</p>
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	<p>on the needs of each content area, essay writing in LA, lab reports in Science, etc. As a result, the student would be provided additional support in these areas across the board eventually leading to the closure of that gap. A gap in math may lead to a selection of different remediation tools including Imagine Math for individualized differentiation, IXL for repetition, and 10 Marks for EOC and FSA preparation.</p> <p>Teachers have time in their day scheduled to allow for a differentiation that outlines an individual educational program for the student that matches learning goals and standards and works with students wherever their level is when they enroll in the school.</p>	
<p>Comment Only: Since SCF will use Canvas, the district and SCF team will have to discuss the implications of not using Sarasota’s parent portal.</p>	<p>The SCF Collegiate School – Venice intends on using both the LMS and the parent portal, as it does in Manatee county. The gradebook/lesson plans are found on Canvas and the final grades, report cards, attendance and high-stake testing results are found on the portal.</p>	<p>Thank you for the clarification.</p>
<p>How and when will promotion and graduation criteria be communicated to parents (Section 5.F, p.24)</p>	<p>At this time, promotion and graduation criteria is communicated to parents frequently in different mediums of communication through emails, newsletters (weekly), individual meetings and whole group sessions with parents and students. The process is technical and has a lot of individual concerns/issues that require consistent attention. There is also ongoing education regarding scholarships, Bright Futures criteria and college applications.</p> <p>9th grade-</p> <ul style="list-style-type: none"> *Explanations of the program through evening orientations with continuous documentation about graduation requirements sent home in newsletters in the fall. *Personalized letters of status sent in the fall and spring for tier II and III RtI. *Coaching instructors meet with students individually during coaching, as well as communicate via email with parents, for further details with promotion and graduation criteria. <p>10th grade –</p> <ul style="list-style-type: none"> *Evening orientations and information sessions in the fall to explaining the program and the criteria for 11th grade continuation. 	<p>Response is acceptable.</p>

	<p>*Individual advising for families with students who have met requirements to continue in the Accelerated College Program.</p> <p>*Individual meetings with the families and certified counselor and the head of school for those who are not meeting criteria by the fall of the sophomore year to develop a plan for continuation.</p> <p>*Personalized letters of status sent in the fall and spring for tier II and III RtI.</p> <p>*Coaching instructors meet with students individually during coaching, as well as communicate via email with parents, for further details with promotion and graduation criteria.</p> <p>11th grade –</p> <p>*Fall orientation for graduation requirements and two full days of orientation to the college campus for juniors.</p> <p>*Coaching is specific to college AA requirements.</p> <p>*Academic coach/college advisor maintains contact with parents through emails with deadlines and college information at least twice a month all year.</p> <p>*Academic coach/advisor works with parents, head of school and certified counselor for students who need a personal plan for successful completion.</p> <p>12th grade –</p> <p>*Senior night for all parents/students in the fall.</p> <p>*Academic coach/college advisor maintains contact with parents through emails with deadlines and college information at least twice a month all year.</p> <p>*Academic coach/advisor works with parents, head of school and certified counselor for students who need a personal plan for successful completion.</p>	
<p>Please be advised that SCF Collegiate school must develop and adopt their own student progression plan. The application states that the school will follow Sarasota’s SPP but lists 7 significant exceptions. The district will request that SCF Collegiate develop and adopt their own SPP. (P 24)</p>	<p>The development of an individual SPP for the SCF Collegiate School – Venice is noted, and school administration will work with the county to complete it.</p>	<p>Response is acceptable.</p>

6. Exceptional Students

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

Statutory Reference(s):

s. 1002.33(16)(a)3.

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths (reference page numbers)
The school anticipates serving approximately 4% Students with Disabilities. (P. 28)
ESE students will have an equal opportunity for enrollment. Once a student’s application is selected, the ESE coordinator will meet with the student and parents to review IEP and identify student needs. (P. 28)
SCF has a Disability Resource Center (DRC) to serve and support students throughout the program. (P. 28)
A clear description is provided outlining inclusive classrooms and how academic coaches and ESE Specialists will work together to provide support to ESE students. (Pp. 29-30)
A differentiation of instruction and individual assistance is to be provided. (P. 29)

Areas of Concern or in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant's Response	CRC Review/Comments
<p>What was the 2016-2017 graduation rate for SwD, excluding gifted, for the SCF Collegiate School in Bradenton?</p>	<p>The graduation rate in 2016-17 did not include any students with disabilities. However, the three seniors in 2017-18 identified as students with disabilities all graduated, thus 100% graduation rate for the 2018 year for ESE students, not including gifted.</p>	<p>Response is acceptable.</p>
<p>What would specially designed instruction (SDI) look like for a student with a disability on your campus? What differences, if any, would SDI have for students in grades 9-10 and grades 11-12 (P. 29)</p>	<p>In our inclusive classroom setting, students with disabilities would be offered accommodations that are requested and required on the IEP. For example, teachers allow the students to work at a rate and in an environment that is comfortable and conducive to their learning styles.</p> <p>In grades 9-10, teachers collaborate with administration, the ESE coordinator and parents to understand the needs of the student. As a group, the leadership team and parents work to capture the student needs in the classroom, while also working together to understand what may change in the classroom for the teacher and what supports there are for the teacher and the student.</p> <p>Specifically, from a teacher perspective, examples of inclusive SDI for a student with a disability <i>in all grades</i> would look like:</p> <ul style="list-style-type: none"> • A modified calendar or adjusted progress measurement allowing for additional time on assignments. • Audio or large print texts for a student with a visual or physical impairment (This is very easy with provided technology and software, such as TeenBiz, which provides built-in assistive features.) • All lecture materials (videos, PowerPoints, etc.) can be provided to students through Canvas and teachers can record lectures to disseminate to assist visual impairment. • Assessments submitted to Canvas can be graded with visual rubrics or a recorded audio and video response from the teacher. • Teachers create curriculum with accessibility in mind, so all materials would be compatible with assistive technology, such as screen readers. Third-party materials also provide assistive features, such as closed captioning and key board navigation. Primarily for 11th and 12th- MyMath Lab (Pearson) or MindTap (Cengage – for ENC 1101). For 9th-10th, the charter will have subscriptions to remedial content that is provide remedial curriculum as well as assistive technology. • 11th and 12th grade students requiring modified testing situations would use the SCF Disability Resource Center (DRC). 	<p>Response is partially acceptable. The response addresses accommodations rather than specially designed <u>instruction</u>.</p> <p>Upon approval of the application, the district will work with the SCF Collegiate School team to ensure that the charter contract addresses the instructional and programmatic services the school will provide for ESE students.</p>

	<ul style="list-style-type: none"> • 9th and 10th grade students would be provided similar testing modifications at the Collegiate School. <p>Overall, the differences in 9th-10th grades is that the charter will have more control over the classroom environment and working with instructors, the student and the families. Once on the college campus, students are provided resources by sending IEPs to the DRC and working with college administration. There are also technology resources and accommodations, but the school and the student will have to advocate for exactly what they need at the beginning of each semester. The SCF Collegiate School – Venice will help students and their families understand how the college system functions and will work closely with the ESE coordinator to develop an IEP that can adapt specifically in the college setting.</p>	
<p>Due to the level of rigor, how will the opportunity for remediation be provided to ensure that ESE students are served? (P. 29)</p>	<p>ESE students, as well as all students, are served because the remediation is designed into the curriculum for every student. The model that teachers use to develop their curriculum on Canvas is based on a framework of units that lead to a mastery project. Any student who is not able to show mastery of the skills/content of the lesson have a built in remedial lesson to provide an additional opportunity to meet the curriculum goals.</p> <p>Additionally, there is an opportunity for tutoring. Tutoring can take many forms and includes peer tutoring during the school day, as well as access to the Academic Resource Center (ARC). Collegiate School students have access to campus resources, and the ARC provides a writing lab, math and science help. Students complete homework in the center and will signal for a tutor when needed. The tutor assists then moves on to the next student for help assistance when needed.</p> <p>The teacher schedule also has time built into the day where they are on duty after school for 60 minutes. This may be a separate hour from planning and the goal is to use the time in a way that contributes to student success.</p>	<p>Response is acceptable.</p>
<p>Please respond to questions 6.F and 6.G, as required in the application (Pp. 29 – 30). The information in the application references “a fully inclusive environment,” which is not directly addressing the question posed.</p>	<p><i>F. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a regular classroom and resource room combination (between 40-80% of instruction occurring with non-disabled peers) can be provided FAPE by the school.</i></p> <p><i>G. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a separate classroom (less than 40% of instruction occurring with non-disabled peers) can be provided FAPE by the school.</i></p>	<p>Response is acceptable.</p>

	<p>For both questions F and G, the response of the school would first be an initial meeting with the family and the ESE coordinator to determine if the mission of the SCF Collegiate School fits into the student’s academic goals and to outline how the school works and shares its resources with the college.</p> <p>The school would work with the sponsor, parents and ESE coordinator to offer the best possible solution to the required environment, which takes into account a student’s needs and the resources at the school and college.</p> <p>Resources can certainly be added to meet accommodations, but the question would be if the solutions presented would again meet the student’s academic goals. The small school environment is flexible for 9th and 10th grade and would be able to accommodate outside of the classroom with an aide/teacher/tutor, etc. Students who are on the college campus would work with the ESE coordinator at the charter and the Disability Resource Center.</p> <p>Situations where the school meets the learning goals of the student, but the environment is not ideal for their learning requirements, would have to be organized and time committed to the conundrum to figure out the best possible solution. Technology may offer solutions as well as a modified learning day or shared resources with another institution.</p> <p>The head of school would be responsible for bringing all parties together, outlining the needs, building a framework of support using all stakeholders and possible resources to search for a solution that met the needs of the student.</p>	
<p>If district support is not provided, how will the school provide services to meet the needs of SwD and, is there funding to implement support and services? (Pp. 36-38)</p>	<p>The SCF Collegiate School – Venice does intend on contracting with an ESE coordinator to develop IEPs that meet the needs of the student in the environment of charter and college, with the resources provided. The Venice school will have resources with the Bradenton campus in addition to the sponsor would there not be availability to assist. The funding to implement support services has always been met by the college as the charter is a department of the college as well as its partner.</p>	<p>Response is acceptable.</p>

<p>How will the annual IEP/504 Plans be reviewed and updated as students progress and move into grades 11 and 12?</p>	<p>The annual updating of the IEP/504 plans will be reviewed with the (contracted) ESE coordinator in coordination with the SCF DRC, if needed for grades 11-12. The DRC provides coordination of accommodations for all students in the college classrooms. The coordinator will work with all students, parents, teachers and the school leadership team to develop and review all plans for ESE students.</p>	<p>Response is acceptable.</p>
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7. English Language Learners

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

Statutory Reference(s):

s. 1002.33(10)(f)

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths <i>(reference page numbers)</i>
<p>The charter applicant will support ELLs Language needs for ELLs to meet State Standards and Accelerated College Program requirements and academic demands.</p> <p>Applicant will comply with District ELL Plan.</p>

Areas of Concern or in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant’s Response	CRC Review/Comments
<p>For the current SCF Collegiate School in Bradenton: What percentage of ELL students leave the program in grade 9, 10, 11 and 12? What is the graduation rate for ELL students? What percent of ELL students attained their AA?</p>	<p>The SCF Collegiate School - Bradenton has enrolled a low percentage of ELL students since its opening in 2010. However, the ELL percentage continues to rise every year with most identified students in its middle school.</p> <p>In 2015-16, there were two ELLs enrolled in high school - 1 student in 9th and one in 11th grade.</p> <p>In 2016-17, there were three ELLs enrolled in high school - 1 student in 9th grade, 1 in 10th and 1 in 12th (LF). The 12th grader did graduate with an AA degree.</p>	<p>Response is acceptable.</p>

	<p>In 2017-18 – two 9th graders are designated ELL, of them, one is still here for 10th grade. One other 9th grader withdrew by personal choice. One 10th grader designated ELL and has successfully met criteria for 11th grade. One 11th grade ELL is now a senior on track to graduate with an AA.</p>	
<p>The application delineates the ESOL Program framework for grades 9-10, but not for grades 11-12. What academic support will be provided to ELL students in grades 11 and 12? How will content be made comprehensible to ELLs in those grades? (Pp. 32-33)</p>	<p>The ELL students, and generally all readers below level, who have earned a seat in the Accelerated College Program are closely monitored by the SCF Collegiate School leadership team, including the academic coach/advisor. There are steps to increase communication to their support circle so students may better find success in the program, which includes:</p> <ul style="list-style-type: none"> *working with families so that there is support at home and understanding regarding the amount of work that students may be assigned. *working with the advisor to put together a college schedule that is on target to the individual learning goals. * walking the students and families through the resources on campus, which includes the Academic Resource Center and writing lab where free tutoring is available. *introducing students to the library staff so they have support when needed for finding good topics of research, online resources that can be easily translated and help with technology resources. *helping students have conversations with their college professors so that they understand how the student may be navigating the course, or for helpful hints as to how to handle the level of reading needed to be successful in the course. *keeping remediation resources available for students – in some cases they may have taken a ‘reading blast’ course over the summer to help prepare for a final attempt at the PERT reading test to meet scores. Students have also been sent to take the test at another college because it is given on paper, which can help an ELL student more successful than taking a test on the computer. There is also an FLVS course- Reading for College Success – that a student may take over the summer to help prepare for the demands of the college courses in the fall. 	<p>Close monitoring of student progress and additional student and family resources being offered to students are a bonus. Instructional classroom resources that support student learning and make content comprehensible by the teacher or professor is absent in the response.</p> <p>Note: During the July 18th meeting Ms. Monod, the applicant representative, explained further that grades 11 and 12 students are full-time DE college students. They are supported by the methods described by the applicant’s response (center column). SCF school staff work closely with the college professors to assist and support ELL DE students.</p>

<p>What professional development will be given to teachers on how to make content comprehensible in ESOL inclusion classes?</p>	<p>At the Bradenton campus, all teachers for 2017-18 were given ESOL professional development involving the following materials and objectives:</p> <ul style="list-style-type: none"> • In 2017-2018, all teachers read and reflected on <u>The Differentiated Classroom: Responding to the Needs of All Learners</u>, which is a text focused on assessing and adjusting course content to meet the needs of diverse learners, including ESOL students. • In 2017-2018, teachers collectively focused on breaking down complex vocabulary and making it more accessible for ESOL students. This was a school-wide initiative to incorporate an understanding of root words and prefixes based on content-specific vocabulary. • In 2016-2017, teachers participated in PD with Apple entitled <i>Reaching All Learners and Making Thoughtful Resource Decisions</i>. The first course was designed to "personalize learning opportunities that support learners of all abilities, backgrounds and learning styles." It had a special focus on ESOL students and those with unique learning needs, including options for accessibility. The second course, guided teachers through resource opportunities utilizing Apple products, and links the resources back to quality rubrics. • All teachers have access to Apple Teacher professional development such as this at any time. <p>The school initiative in 2017-18, set by school leadership and lead teachers, focused on ESOL students in the classroom so there was a strong focus the past year. The reason for the focus was because of the previous year's data analysis and the first Achieve3000 level test scores in August. Every grade began the year with many students who were below reading for their grade level. The ESOL focus was to provide resources to teachers to reach all readers, to help with differentiation techniques and models and to help students set reading/writing goals.</p> <p>Previously, there has been a strong focus to ensure that all teacher have the ESOL hours needed for certification, whether it is 60 or 300 hours. Many teachers have focused on taking this online course through the district or with state resources.</p> <p>Both objectives of the school goals and providing teacher professional development would be part of the SCF Collegiate School -Venice initiatives.</p>	<p>What are the 2018-19 projected ESOL PD plans for the Venice Campus?</p> <p>ESOL PD requirements for teachers are required by state statute.</p> <p>Are SCF professors who have high school ELL students in their courses required to comply with ESOL requirements?</p> <p><u>Additional clarification provided during the July 18th meeting with Ms. Monod, as follows:</u></p> <ul style="list-style-type: none"> • The PD plans include online courses for teachers that are offered by the state, the district and the charter consortium. • High school teachers meet the teacher certification requirements. • Universities and colleges do not implement ESOL strategies as required in the K-12 public school system. Full time college students exit the ESOL program upon entering 11th grade. Assistance and support for college level ELL students is as described above on page 23.
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<p>Will a teacher be assigned as the school’s ESOL Liaison? Who will oversee the programmatic procedures and academic instruction? (P. 33)</p>	<p>There will be a teacher assigned as the ESOL liaison, and typically it’s the teacher who holds the endorsement. If there is not one, then an English teacher will be asked to be the liaison and general lead teacher for the others. The liaison will work closely with the test coordinator who will be responsible for the formal ESOL procedures and compliance. The liaison would also work closely with the academic coach/college advisor for students on the college campus.</p>	<p>Keep in mind ESOL requirements need to be met for liaison. Who administers ACCESS for ELLs 2.0 assessment? <u>July 18 Clarification:</u> The Registrar/test coordinator will coordinate and administer all required assessments, including ACCESS. Response is acceptable.</p>
<p>How will 11th and 12th grade ELL student needs be met in accelerated courses? Who will oversee ESOL Program for grades 11-12? (C, P. 33)</p>	<p>The academic coach/college advisor will be the person that would oversee the needs of ELL students in 11th-12th grade. This contact will help to guide them through resources that are available to help them in their coursework. The advisor in some cases may be able to work with the professors at the college to inform them of the needs of the student, or to help inquire about different methods an ELL student may receive content in the coursework, such as an audiobook or film with subtitles. Overall, the academic coach will be available for students to help guide them through the strategies that are needed so that they may find success in the course.</p>	<p>Partially acceptable response, it does not elaborate on how student needs will be met in the classroom by the teacher. <u>July 18 Clarification:</u> The ESOL program is not implemented at the college level. 11th and 12th graders are full-time college students. The college advisor serves as the liaison with the collegiate school ESOL staff to ensure that students receive the appropriate support to be successful in the DE courses.</p>
<p>How does the current SCF Manatee school handle undocumented ESOL students?</p>	<p>The SCF Collegiate School – Bradenton does not deny any services and enrolls students who are selected through the random drawing or as a sibling preference. Proof of residency or documentation does not affect the educational path of the students enrolled in the charter.</p>	<p>Response is acceptable.</p>

8. School Culture and Discipline

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A planned school culture that is consistent with the school’s mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children’s rights related to enforcing student discipline, suspension, and recommended expulsion, including the school’s code of conduct, if available.
- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

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

Strengths (reference page numbers)
Students must maintain a 3.0 GPA to participate in athletics. (Please note that students will participate in sports/athletics at their district assigned school.)

Areas of Concern or in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
The application states that the school will follow both Sarasota’s Student Code of Conduct as well as SCF’s Code of Conduct. Please be advised that the school will be expected to establish their own policy and procedures. The district will provide a Word Version of the document which SCF may edit/modify to fit the school’s policy/procedures. (P. 35)	The directive is acknowledged that SCF Collegiate School – Venice will create its own Code of Conduct that will incorporate the sponsor’s and the college’s Code of Conduct.	Response is acceptable. The applicant agrees to create a Code of Conduct for the proposed school.

<p>Please briefly describe the procedures for student dismissal and the due process and appeals process. (P. 35)</p>	<p>Student dismissal is behavioral based in grades 9-10. Students are <u>not</u> dismissed only if there is an acute or consistent violation of the SCF Collegiate School Principles of Participation/Code of Conduct. The charter would work with its sponsor in cases of dismissal for behavior reasons.</p> <p>Students in grades 9-10 are working to meet and maintain the needed criteria of a 3.0 unweighted high school GPA, and there are remediation opportunities for them to strive to meet the GPA requirement over the first two years. Thus, students are not dismissed in grades 9-10 for academic reasons. Students whose high school GPA is very low would result in intervention meetings with families.</p> <p>Students who aspire to move to 11th grade but who have not met criteria by the end of the school year are dismissed from attending the Accelerated College Program (ACP). Parents and students may work with the school leadership team and the head of school to appeal for more time to meet criteria over the summer for fall.</p> <p>Students in the ACP in 11-12th grades are only dismissed based on academics if they fall below a 3.0 unweighted high school GPA for more than one semester. After the first semester of a GPA below 3.0, they will attend a meeting with parents, receive a path to retrieve their grades and a waiver to remain under the GPA for one semester. If the grades continue to decline, or they cannot meet the GPA after the individual plan, then they are dismissed from the program based on Florida statute, 1007.271, Dual Enrollment Programs.</p> <p>Note that there are many meetings with students and parents before there is a crisis. There is monitoring with mandatory progress reports and professors on the college campus may inquire with the Collegiate School regarding certain situations.</p> <p>Should the families of the students like to appeal, the process is moved to the college and the Executive Vice President and Provost, who oversees the Collegiate Schools. The appeal process follows the college policies for students that is found in the SCF handbook.</p>	<p>The applicant confirmed that the word “not” in the second sentence is a typo and should be deleted. The sentence should read, “Students are dismissed only if there is an acute or consistent violation of the SCF Collegiate School Principles of Participation/Code of Conduct.</p>
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9. Supplemental Programming

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

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths (reference page numbers)
Comment Only: SCF Collegiate School – Venice will not have any supplemental programming beyond after-school clubs and activities, such as Brain Bowl, the Honors Society. (P.36)

Areas of Concern or in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
Why does the school believe that “it may be unusual for parents to participate in a Parent/Teacher Organization (PTO) in high school/college? (P. 36)	This statement is based on observation only at the Bradenton charter as the parents’ involvement in the PTO declines the older the student is at the school. However, there are parents of high school/college students who do participate in the SCF Collegiate School – Bradenton PTO meetings. The Collegiate School will be extremely pleased to welcome all parents in any grade who are interested in volunteering their time to the school.	Thank you for the clarification.

II. Organizational Plan

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

10. Governance

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

Statutory Reference(s):

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

Evaluation Criteria: A response that meets the standard will present:

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

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

Strengths (reference page numbers)
The SCF Board of Trustees is the current founding board and will be the governing board for the SCF Collegiate School in Venice. (P. 37) The Board consists of members who are residents of Manatee and Sarasota counties. (Attachment L)

Areas of Concern or in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
Will the Board hold meetings in Sarasota County? If so, how many? (P. 37)	Yes, the SCF Board of Trustee meetings are scheduled at all SCF campus locations throughout the year, with the LWR campus and the Venice campus both in Sarasota County. This year there were three meetings at LWR and Venice.	Response is acceptable.

<p>Please note that board term for Mr. Hager expired May 2017; term for Ms. Knight expires prior to 2019.</p>	<p>The Florida Governor appoints all SCF trustees. There are two new members, Ms. Jaymie Carter and Mr. John Horne. Please advise if the committee would require any new documentation for the new trustees. Mr. Hager was not reappointed to the board, Ms. Knight may be reappointed or replaced.</p>	<p>The Board Member Information Sheet (Attachment L in the charter application) and the resumes for the two new board members will be provided by July 31, 2018.</p>
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11. Management and Staffing

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths (reference page numbers)
<p>The application addresses areas as related to head of school, registrar, guidance and the application also lists the position of instructor/advisor assigned to each grade level that will assist in ensuring the student’s enrollment in the correct classes. (Pp 41-43)</p> <p>Management structure is in conjunction with the college and includes staff from both campuses who will assume responsibilities for both campuses day to day operations to include tech support and office manager. (Attachment M)</p> <p>Due to the school using existing professors, the staffing plan seems viable. (P. 42, Attachment X)</p> <p>Recruiting and retaining staff efforts outlines a secure and competitive compensation schedule as well as benefits.</p>

Areas of Concern or in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
None.		

12. Human Resources and Employment

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths (reference page numbers)
Information Only – the collegiate charter school employees are also SCF college employees and receive the same benefits. (P. 44)
Personnel policies are developed and cover all necessary components. (Attachment R)
Compensation and benefits plan as described on the SCF web site appear to be competitive and complete.

Areas of Concern or in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
What tests/assessment data is used to calculate the 30% student growth component for teachers who do not have students who take the FSA (i.e., for whom VAMS scores are not available)? (P. 44)	The teachers who do not have students sit for a specific FSA/EOC course utilize the SCF Collegiate School, whole school, VAM score in their evaluations.	Response is acceptable. The method appears to meet requirements.

<p>The application speaks to the performance evaluation plan would be the same as the one used in Manatee, however a sample was not provided. Please provide a copy of the teacher evaluation plan used for the teachers at the SCF Collegiate School in Bradenton.</p>	<p>The teacher evaluation document and tool is attached to the email which sent this response to Dr. Roca.</p>	<p>Response is acceptable. The teacher evaluation system handbook is attached.</p>
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13. Professional Development

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

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths (reference page numbers)
SCF will offer teachers and staff the opportunity to take college courses tuition free (no charge). (P. 46)
One of the 10 high school teachers will be designated as the lead for in-house professional development. (P. 46)

Areas of Concern or in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
None.		

14. Student Recruitment and Enrollment

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths <i>(reference page numbers)</i>
<p>Information only: The school proposes to serve students in the Venice, Englewood, North Port and Port Charlotte areas. Students must meet academic eligibility criteria to for admission.</p> <p>The marketing campaign plan is comprehensive and multi-faceted and will reach the intended target of students. (P. 48)</p>

Areas of Concern or in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant’s Response	CRC Review/Comments
<p>Please state how the school will limit the enrollment process to a specific student population as defined in s. 1002.33(10)(e), F.S., and, if so, please specify which one.</p>	<p>The SCF Collegiate School – Venice will not limit access to a specific student population, but will recruit to first generation families as a priority. Although access to apply will not be limited, there are a few requirements for enrollment for 10th grade and dual enrollment criteria that students will need to meet to enter an Intent to Enroll form for 11th grade.</p>	<p>Response is acceptable.</p>

<p>Regarding the “Intent to Enroll form”. At the CRC’s request, items asking for information about the student’s race/ethnicity and home language were removed. Please also remove the request for a social security number (or limit to last 4 digits). Consider removing gender, making it optional, or providing other options beyond Male and Female. (Attachment S)</p>	<p>The edited attachment was previously sent that deleted questions regarding demographics.</p>	<p>The revised enrollment form replaced Attachment S in the original application and is included with this document.</p>
<p>At what point in the process is the admissions criteria obtained? After the drawing when invitation letters are sent? That is, when are the GPA and test score requirements reviewed to determine eligibility? (P. 49)</p>	<p>Students applying for 9th grade will obtain admission after selection in the random drawing. Students applying for 10th grade must have completed criteria before submitting an Intent to Enroll form for the lottery. Students applying for the Accelerated College Program, must have completed admissions criteria before submitting an Intent to Enroll form for the lottery. They must have a 3.0 unweighted high school GPA (and maintain it at the end of the spring semester) and have met PERT scores to enter the lotto drawing.</p> <p>After the drawing, invitation letters are sent out. Although students must have criteria to submit an Intent form, the forms are accepted past the first lotto date. There is not a waitlist, but a series of drawings accepting more applications until seats are filled. The intent is to offer all students an opportunity by extending the deadline for application, which may run through June, even though the first lotto is in March.</p>	<p>Response is acceptable.</p>
<p>How long after the enrollment window/lottery process will the wait list be maintained? (P. 49)</p>	<p>Applications are active for one year, and may stay active for the entire academic year. If a seat become available, a new drawing will be held.</p>	<p>Response is acceptable.</p>
<p>Clarify the preference for “the student is a full-time employee of the charter school.” Under what circumstance is a student of the charter school also an employee? (P. 49)</p>	<p>This was an error – the sentence should read preference for the student if a parent is a full-time employee, or board member, of the charter school/college.</p>	<p>Thank you.</p>

15. Parent and Community Involvement

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

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths (reference page numbers)
Parent letters in support of SCF Collegiate School – Venice are provided in Attachment T.

Areas of Concern or in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
None.		

III. Business Plan

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

16. Facilities

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

Statutory Reference(s):

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

Evaluation Criteria:

If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school’s opening OR a timeline to ensure the facility will be in compliance and ready by school’s opening.
- A facility that is appropriate and adequate for the school’s program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

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

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

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

Strengths (reference page numbers)
The school will be located on the SCF-Venice campus. Existing buildings on campus are available for the start-up of the school in 2019. In Phase 2, SCF will refurbish a space on campus to house the entire high school as a whole to accommodate the 400 grades 9-12 students.
The collegiate school on the Venice campus will rent space from SCF in the same manner as the Bradenton school.

Areas of Concern or in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
None		

17. Transportation

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

Statutory Reference(s):

s. 1002.33(20)

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths (reference page numbers)

Areas of Concern or in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant's Response	CRC Review/Comments
Students of low-income homes and first-generation students may not have their own car, even as juniors and seniors. And, SCAT service is scarce in some of the Englewood/Charlotte areas. What specific plan does the school propose to ensure that transportation is not a barrier? (P. 54)	Since the completion of the application, the SCF Collegiate School – Bradenton has contracted with a new transportation company that will service its students on its buses. The company has agreed to provide transportation in Venice when needed, with the goal of beginning when the 9 th grade enrolls in 2021. However, the bus providers will be able to make themselves available should there be a high demand for bus service for enrolled juniors/seniors in 2019-20 and 2020-21. Students in 11 th -12 th grade also have the ability to design their own schedules as they are full time dual enrolled students. The Bradenton charter has been successful in helping students to schedule their semester so that transportation is not an issue. The Bradenton charter does not have any juniors/seniors riding its buses thus the expectation is low for demand. The charter will work with each family that has an issue to ensure transportation is not a barrier.	Response is acceptable. However, the terms for providing access to transportation will be more explicitly stated in the charter contract.

<p>As required in the application, please provide a more detailed transportation plan, especially elaborating on what is meant by the college’s plan to work with the district to “provide eventual access to limited busing,” as stated on page 54 of the application.</p>	<p>Please advise as to whether the committee is interested in reviewing the transportation contract with the SCF Collegiate School – Bradenton, and thus the SCF Board of Trustees, for an example. As noted above, the charter has contracted with a new busing company to provide more service to its students. The company has agreed to provide service for the Venice campus as well when needed. It has a fleet of buses and may also be used for fieldtrips. The contract and transportation plan are very similar to the one with Manatee School District, as explained in the next question.</p>	<p>Response is acceptable.</p>
<p>How is bus transportation for the high school currently handled at the Bradenton Campus in Manatee? How many high school students ride the bus?</p>	<p>SCF Collegiate School – Bradenton contracted with the Manatee County School District until the end of the 2017-18 school year. The buses picked students up and dropped them off at hubs throughout the district to accommodate as many students all over the county since it enrolls students from all over Manatee county. The district charged the school per student per one-way ride and collected the count during the surveys. The district was responsible for all maintenance of the buses, state regulation and drivers. The charter helped to identify hubs and track each student’s transportation plan. Both institutions helped to register students and keep files up to date. The number of middle and high schoolers who rode the bus was near 90 in 2017-18 in a school of 500. The high schoolers were about 20, only in 9-10th grades, with many of them riding to school with middle school siblings.</p>	<p>Response is acceptable.</p>

18. Food Service

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

Statutory Reference(s):

s. 1002.33(20)(a)1.

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths (reference page numbers)

Areas of Concern or in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
Please be advised that if the school wishes to contract with the district for food services there will be a reasonable cost associated for the meal service. (P. 54)	The SCF Collegiate School – Bradenton contracts with Manatee County School District Food Services and pays a fee for the service. It is an expected cost to the Venice charter.	Response is acceptable.

<p>How are food services provided to high school students enrolled in the SCF Bradenton school? Does the school contract with the Manatee County District?</p>	<p>Please advise as to whether the committee is interested in reviewing the food services contract with Manatee County Food Services and the SCF Collegiate School – Bradenton for an example.</p> <p>Food services are provided for breakfast, lunch and a snack for tutoring on some afternoons. The district has free breakfast, so all students were welcome to eat in the mornings. The district is responsible for one of its people to help set up and run the register at the charter and scan student IDs.</p> <p>The charter is responsible for a food server in its café for the k-12 students. The closest high school in proximity to the charter prepares the food and the district trucks it over in hot and cold containers, sets it up on the hot/cold serving stations and the SCF employee serves each student individually during breakfast/lunch. There is one hot meal, plus a selection of hamburgers, chicken sandwiches, yogurt parfaits, salads and fruit as well as chocolate and plain milk, juice and snacks. Milk is a separate delivery to the school directly.</p> <p>The district manages the student lunch accounts and payments online and all of the needed paperwork for the National Lunch Program grant.</p> <p>The charter is responsible for outstanding accounts at the end of the year so student balances return to zero.</p> <p>All students eat at the charter café, unless they are enrolled on a college class on campus, where they have a choice between the district meals or the college café at their own expense.</p>	<p>No need to provide a copy of the existing contract with Manatee County as an example. The CRC posed the question because the initial application did not fully address this area.</p> <p>The response provided here is an adequate response to the CRC's question.</p>
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19. School Safety and Security

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

Statutory Reference(s):

s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A plan that will reasonably ensure the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed upon approval of the application.

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

Strengths (reference page numbers)
The collegiate school is on the same campus as the SCF college and will be protected by the SCF Department of Public Safety. (P. 55)
Charter school 9 th and 10 th grade students will wear uniforms to easily identify them as high school students. (P. 55)

Areas of Concern or in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
Considering the Parkland tragedy, what modifications will the school make to meet the recent requirements of the Safety Act?	The SCF Collegiate School – Venice will work with the SCF Manager of Public Safety, Director of Facilities and Public Safety and the VP of Finance and Administrative Services to fulfil the requirements from the new Safety Act prior to the beginning of the 2019/20 academic year for the Collegiate School on the Venice campus. The college is currently focusing efforts to meet the legislative requirements for the School located on the Bradenton Campus in time for the 2018/19 academic year. Those plans will be adapted for the Venice campus pending discussions with School Board staff about the security requirements for charter schools in Sarasota County.	Response is acceptable. Please note that the district does not have additional requirements for charter schools beyond those that are statutorily required of all Florida charter schools.

<p>What measures will be in place to ensure the safety of minors on the SCF college campus? Will adult students and under-aged students be in the same class?</p>	<p>The SCF Collegiate School – Venice Accelerated College students are fully dual enrolled and will be using the same spaces as the college students or a dual enrolled student from the county. The College has had minors on campus since dual enrollment. The three SCF campuses have many safety measures in place including Public Safety officers on each campus, an emergency speaker system in every building, emergency call boxes on all campuses and a telephone/device safety app for students/employees with a direct line to SCF public safety and/or 911. In addition, an expanded card access system is currently being installed on the Venice campus.</p> <p>The college accepts dual enrolled students from any district school to attend courses on its campuses, so minors and adult students will be in the same classrooms. The parents and students are made aware of the college environment that their students will be participating in as a dual enrolled student as part of the orientation during enrollment.</p>	<p>Response is acceptable.</p>
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20. Budget

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

Statutory Reference(s):

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

Evaluation Criteria: A response that meets the standard will present:

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

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

Strengths (reference page numbers)

Areas of Concern or in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
The first year of operation shows a deficit fund balance. (Attachment XY, P. 230). Please re-submit a budget that does not show a deficit. Please identify program changes, if any, that are impacted by the adjusted budget.	An updated budget is attached to the response email sent to Dr. Roca, that illustrates the college’s commitment to the pre-operational year and the first year’s operating expenses. There are no additional program changes with the edits.	Response is acceptable. Additional budget documents are attached.
Attachment V references initial payment of \$100,000 upon execution of Lease. This payment does not appear to be in budget for the first year of operation.	Attachment V is an example of a lease with the college for the SCF Collegiate School – Bradenton. The SCF Collegiate School – Venice will commence with a lease when there is a building for the students, when 9 th graders begin in 2021. It does appear in the Venice charter budget for 2021 as Rent. Until 2021, the college will share facilities with the school.	Response is acceptable.

<p>References first year rent of \$70,000. Also, this amount does not appear in the budget for the first year. (Attachment V, P. 219)</p>	<p>Attachment V is an example of a lease with the college for the SCF Collegiate School – Bradenton. The SCF Collegiate School – Venice will commence with a lease when there is a building for the students, when 9th graders begin in 2021. It does appear in the Venice charter budget for 2021 as Rent. Until 2021, the college will share facilities with the school.</p>	<p>Response is acceptable.</p>
<p>Please provide more detail about re-payment of loans and information pertaining to the lease for facilities.</p>	<p>The lease submitted was an example from the Bradenton charter school to illustrate what could be executed for the Venice charter school once there are facilities. The lease was written after the school was subsidized by the college’s auxiliary account and had owed the college previous operating expenses. There was a repayment process incorporated into this lease.</p>	<p>Response is acceptable.</p>
<p>Please provide the commitment letter from SCF for startup funds. The application references Board Minutes where the BOT was briefed. (P. 232). Please provide a copy of the BOT meeting minutes.</p>	<p>The BOT minutes where the trustees were briefed and the commitment letter are attached to responding email to Dr. Roca.</p>	<p>Response is acceptable. Documents referenced are attached.</p>

21. Financial Management and Oversight

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths (reference page numbers)
The school’s plan for managing finances meets all the criteria stated above.

Areas of Concern or in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
None.		

22. Start-Up Plan

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

Statutory Reference(s):

s. 1002.33(7)(a)16.

Evaluation Criteria:

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

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

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

Strengths (reference page numbers)
The school plans to open in the 2019-2020 school year. The timeline for key steps is realistic. (P. 61)

Areas of Concern or in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
In addition to the narrative description of the start-up plan, please provide a timeline chart with the key activities and the month/year for planned completion. (P. 61)	Please see attached excel spreadsheet with a timeline chart in response email to Dr. Roca.	Response is acceptable. A more detailed start-up timeline is attached to this report.

Addendum

Addendum A: Replications N/A

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

Statutory Reference(s):

s. 1002.33(6)

Evaluation Criteria:

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

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard	Not Applicable
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths <i>(reference page numbers)</i>

Areas of Concern or in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant’s Response	CRC Review/Comments

Addendum A1: High-Performing Replications

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

Statutory Reference(s):

s. 1002.331

Evaluation Criteria:

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

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard	Not Applicable
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)
<p>The application is submitted as an application to replicate a high performing charter school, as per s. 1002.331(5), F.S.</p> <p>The school to be replicated is the high school component of the SCF Collegiate School in Bradenton, Florida, which has been designated by FLDOE as a high-performing charter school because it has received a A-rating since 2010.</p> <p>The replication school in Sarasota will not have the middle school grades. However, the mission, vision, high school educational design and curriculum, governance and school operations will be essentially the same as those currently implemented in the SCF-Bradenton collegiate school. The same SCF Board of Trustees will oversee both schools.</p>

Areas of Concern or in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
None.		

Addendum B: Education Service Providers N/A

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

Statutory Reference(s):

s. 1002.33(6)(a)

Evaluation Criteria:

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

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard	Not Applicable
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths (reference page numbers)

Areas of Concern or in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments

Applicant History Worksheets (Form IEPC-M1A)

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

Statutory Reference(s):

s. 1002.33(6)(a)

Evaluation Criteria:

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

Strengths (reference page numbers)		
The SCF Board of Trustees for the SCF Collegiate School in Bradenton has an exemplary record of academic excellence and financial performance.		
Areas of Concern or in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
None.		

State College of Florida
Collegiate School – Venice
Charter Application

Addenda to Application
June 25, 2018

Applicant Response to:
CRC Analysis and Initial Findings –
June 7, 2018

July 18, 2018
Updated Documents

SCF Collegiate School – Venice
Charter Application

Measurable Performance Goals
Updated July 18, 2018

SCF Collegiate School – Venice
 Charter Review Committee (CRC) Analysis and Initial Findings – June 7, 2018

In reference to section 5. Student Performance, Assessment and Evaluation, Question on p. 10:
On a separate attachment, please expand on the information on page 23 [of the charter application] and clearly delineate the measurable annual performance goals and targets for FSA ELA, math, science, EOCs, acceleration (DE), graduation rate and AA earned.

Florida Standards Assessment Performance Goals and Targets

9th grade enrolls fall of 2021 and 10th grade enrolls fall of 2022

High Stakes Test	Grade	Achievement Goal of Level 3 or Above (~matching Sarasota district scores for 2018)	Year
FSA – English Language Arts	9	75%	2022
	9 and 10	75%	2023
FSA- Algebra I	9	75%	2022
FSA- Geometry	10	75%	2023
FSA- Biology	9	80%	2022

Enrolled students moving to 11 th grade Accelerated College Program	11	80% - from 10 th graders enrolling in 2022	2023
Graduation rate	12	99% - beginning with enrollment for the first class in 2019	2021
AA earned	12	95% - beginning with enrollment for the first class in 2019	2021

In reference to section 5. Student Performance, Assessment and Evaluation, Question on p. 10:
The mission-specific goals for the Accelerated College Program are not specified. (Section 5. B, P. 23)

Mission Specific Goals

1. That the SCF Collegiate School – Venice will continue to reach for high achievement levels, with the long-term goal of reaching the same levels of student achievement as the SCF Collegiate School – Bradenton. For 2018, the FSA scores at level 3 proficiency and above are the following:
 - a. ELA 9th grade – 90%
 - b. ELA 10th grade – 91%
 - c. Algebra 1 – 97%
 - d. Geometry – 96%
 - e. Biology – 100%
2. That the SCF Collegiate School – Venice supports and prepares students so that at least 80% continue into the Accelerated College Program in 11th grade.
3. That the SCF Collegiate School – Venice graduates at least 99% of students on time with a high school diploma by the end of 12th grade.
4. That the SCF Collegiate School – Venice graduates at least 95% of students with an Associate’s degree upon the students’ high school graduation.

5. That the SCF Collegiate School – Venice will recruit to and support students and their families of first generation households. The school will aim for at least 50% of their students considered first generation, or neither parent completed a four-year degree. This goal is assessed with data tracking and partnering with SCF Marketing department.
6. That the SCF Collegiate School – Venice will educate 100% of its students and their families on the expectation of the next institution and/or post-graduation goals. This goal is assessed for completion in the academic coaching course and after school presentations and individual family academic counseling.

SCF Collegiate School – Venice
Charter Application

Instructional Personnel Evaluation
Systems Procedures



State College of Florida Collegiate School Instructional Personnel Evaluation Systems Procedures for 2015-16

A Comprehensive System for Professional Development and Annual Evaluation of Instructional Personnel and School Administrators. Aligned with the Florida Educator Accomplished Practices, Rule 6A-5.065, and Florida Principal Leadership Standards (FPLS), rule 6A-5.0080, F.A.C.



State College of Florida Collegiate School
Instructional Personnel Evaluation System Procedure

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About The State College of Florida Collegiate – A Public Charter School

The mission of SCFCS is to nurture motivation and ensure student success within a seamless progression from middle grades through college. This mission will be accomplished by demanding and rewarding innovative teaching and creative leadership to establish a system of customized, modular, student-centered education, permeated by technology, that is applicable to the learning styles, abilities and learning pace of individual students.

The following tenets guide the operation of the SCF Collegiate School:

- Pursue innovation in teaching and learning
- Engage in continuous assessment to measure success for positive change
- Partner with other schools and institutions locally, nationally and internationally
- Infuse curriculum with characteristics necessary to build awareness of the international community, and their role as global citizens
- Instill a 'going to college' culture at an early age, specifically for students who are first generation college going students
- Educate families and the communities about the benefits of a college education, and the importance of early preparation
- Eliminate disruptive transitions in education with a seamless transition from sixth grade to college, while providing academic advising for college at SCF and beyond
- Utilize technology to increase interest and to teach and learn with relevant tools needed for today's digital natives
- Increase rigor and curricular relevance, with enrichment utilizing college resources
- Create a home base for accelerated college students enrolled in SCFCS

Professional Development Plan Focus

In conjunction with the State College of Florida, Manatee-Sarasota Mission Statement, the State College of Florida Collegiate School will enhance the teaching and learning environment and specifically address teaching effectiveness through faculty development. Professional Development will be coordinated with the evaluation system to meet teacher needs and improve instruction.

Professional development instructional personnel at SCFCS will relate to the new evaluation system.

1) This evaluation system is a multi-dimensional framework 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. The effectiveness of this multi-tiered system of support has been shown to be highly effective in increasing student learning growth.

www.fldoe.org/profdev/pa.asp

2) The evaluation system is aligned with Florida Educator Accomplished Practices

<http://www.fldoe.org/profdev/pdf/HighEffectSizeIndicatorsAlignmenttoFEAPs-FPLS.pdf>

3) and, relies on a shared common language of instruction. www.floridaschoolleaders.org

4) SCFCS professional development and evaluation for instructional personnel will also support workshops and training directed toward transition from NGSSS to the implementation of the Common Core Curriculum Standards.

These topics will be presented at school level trainings and given priority for funding instructor workshops and be supported in directed practice for personal development plans.

About the Evaluation System

This Evaluation System has been developed in accordance with S.B. 736, to increase student learning growth by using contemporary research to improve the quality of instructional, administrative, and supervisory services.

It is being implemented in 2012-13 and will be effective in following years.

Goal: The expectation of this evaluation procedure is that all leaders and teachers will be able to enhance their expertise and effectiveness, ultimately improving student growth and achievement with a measureable cumulative effect.

Strategy: The strategy is to develop and implement a rigorous, transparent, and fair evaluation system that differentiates teacher effectiveness with student growth and achievement data and includes timely and constructive feedback along with support and assistance.

Procedure: The procedure is to establish effective evaluation systems for leaders and instructional personnel based on high effect strategies for increasing learning growth of students.

About The Instructional Evaluation Practice

What is Evaluated?

The portion of evaluation that involves “impact on others” comes in two components:

1. Student Growth Measures: At least 33% of instructional personnel’s annual evaluations are based on the performance of students in the school on specific state or district assessments (e.g. FCAT, EOC exams).
2. Instructional Performance Practice Elements: This component contributes the remaining percentage (33%) of the evaluation. Instructional and leadership practice components include self-assessments, reflections, evaluator observations, a summative evaluation with a goal setting component reflecting professional development and deliberate practice. Documentation of instructor performance will be collected by each instructor in the form of a Portfolio.

For all SCFCS teachers of courses associated with state assessments under Section 1008.22 F.S., individual evaluations are based on state data and the associated learning growth model pursuant to Section 1012.34(7), F.S. Additional classroom observations, reflections with documentation and completion of professional development plans compose the remaining 33% of the evaluation. Evaluations of classroom teachers of courses not directly

associated with state assessments will include 33% of their evaluation on the school's assessment averages on combined state assessments. (See specifics in chart below).

**Plan for Inclusion of State Assessment Data and Student Growth Model
Effective 2012-13 and Following School Years**

Revised for 2016

Grade/Level	State Assessments Used	Calculation components of the State Performance Factor	Evaluation Weight and percentage of overall evaluations
Teachers 6-8 in Reading, Language Arts, Mathematics, Science	FCAT Reading FCAT Writing or FCAT Mathematics for courses associated with their content area	Teacher VAM or School VAM	33% of Summative Annual Teacher Evaluation
Teachers 9-10 in English, Biology, History, Mathematics and other sciences	FCAT Reading FCAT Writing FCAT Mathematics End of Course Exams (EOC) for associated with their content areas	Teacher VAM or School VAM	Growth of students assigned to teacher VAM = 33%
Teachers 6 – 10 in subjects other than Reading, Language Arts and Math	FCAT Reading plus Mathematics	VAM Score or School VAM	33% of Summative Annual Teacher Evaluation
Guidance Counselor/Advisor	FCAT Reading plus Mathematics	School VAM Score	33% of Summative Annual Teacher Evaluation
ESE School-based Specialist	FCAT Reading plus Mathematics	VAM Score or School VAM	33% of Summative Annual Teacher Evaluation
Non-Core Teachers 6-10 (Music, Art, Tech., HOPE, PE)	FCAT Reading plus Mathematics	School VAM	33% of Summative Annual Teacher Evaluation
Teachers with less than 3 years of FCAT Data	VAM scores with a Standard Error making it unreliable will be evaluated using the SCFCS school VAM	School VAM Or Available VAM	33% of Summative Annual Teacher Evaluation

Overview of Process and Timeline

What is Evaluated?

The instructional evaluation tools are based on current research that reflects high effective size strategies with a high probability of increasing student learning. The Danielson Model of Teacher Evaluation as been chosen as the primarily observation and evaluation tool because it reflects the SCFCS basic tenets of educational philosophy. Alignment of Danielson with Florida Educator Practices can be found on the following web-site <http://www.fldoe.org/profdev/fsmes.asp>.

The content of the multi-tiers support 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 High Effect Size Indicators (<http://www.fldoe.org/PROFDEV/PDF/higheffectsize.pdf>) that improve student learning.
- Evaluators provide both recurring feedback to guide growth in proficiency in school priorities and provide summative performance ratings.
- Those who are both evaluated by this system and evaluate others with it will do both.

STATE COLLEGE OF FLORIDA COLLEGIATE SCHOOL PROPOSED OBSERVATION AND EVALUATION PROCESS TIMELINE

BEGIN	ACTION	BY WHOM	WITH WHOM	DUE DATE	NOTES
August New Hire Professional Dev't Week	Introduce system to instructional personnel	Academic Administrator/Head of School	Newly hired instructors	New Hire Orientation Fall	
August Professional Dev't Days for faculty	Review new system with all instructional personnel	Academic Administrator/Head of School	All instructional personnel including counselor and advisor	Prior to first day of school	Finalize Due Dates for Deliberate Practice Plans and Portfolio Process
September	Formative – Self-assessment - professional growth plan due	Submission of Plan to Academic Administrator	All instructional personnel individually	Completion of After-Self-Assessment Summary Prior to October 1	Using Step 1 Form and Prof Growth Plan Form Submit Plan to Academic Adm.
September through March - * Two observations required.	Walk-thru for Domains 2 and 4	Academic Administrator	Individual Faculty New hires must have walk-thru	Completed by March 30	Using Step 2 Form

Additional observations as needed.			each semester		
September through March	Walk-thru feedback	Academic Administrator	Individual Faculty meetings	Feedback conference within 48 hours of Walk-thru	
April through May	Deliberate Practice Plan Conference	Academic Administrator	Individual Faculty	Conference completed prior to June Summative Evaluation	Presentation of Instructor Portfolio
April through June	2 nd Walk-thru with feedback	Academic Administrator	Individual Faculty meetings	Feedback conference within 48 hours of Walk-thru	
June	Summative Evaluation	Academic Administrator	Individual Faculty	Prior to last day of school if data available	Instructional Practice added with VAM Score for final determination of effectiveness

TOOLS

Performance Appraisal Instrument: Charlotte Danielson, Framework for Teaching

Observation Instrument for formative and summative observations: Charlotte Danielson, Framework for Teaching

In addition, the Performance Appraisal System will include four (4) rating levels and descriptors which are based on Danielson's book entitled Enhancing Professional Practice: A Framework for Teaching (see table below). Danielson categories have been edited to match the levels used in the State Assessment Template:

UNSATISFACTORY

DEVELOPING or NEEDS IMPROVEMENT FOR TEACHERS 3 + YEARS OF EXPERIENCE

EFFECTIVE

HIGHLY EFFECTIVE

For specific Domains, Tools and Component rubrics, see Appendices A and B.

REFERENCE LIST

- 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
- FEAPS aligned to Danielson Standards can be found at <http://info.fl DOE.org/docushare/dsweb/Get/Document-5970/dps-2010-230b.pdf>
- Paula Bevan. Tools for Teacher Evaluation. <http://www.fl DOE.org/profdev/pdf/DanielsonFrameworkSupports.pdf>

Appendix A

Tools for Teacher Evaluation

The processes and forms described in the following pages are focused on the Instructional Practice component of the evaluation.

Source: Dr. Paula Bevan. 2008 and 2010

<http://www.fldoe.org/profdev/pdf/DanielsonFrameworkSupports.pdf>

OVERVIEW OF THE TEACHER EVALUATION PROCESS

	Highly Effective	Effective	Developing/ Unsatisfactory	Intensive Support
Membership	First 3 years of teaching or, for experienced teachers, first year of service in this school. New to teaching position=3 years New to the school =1 year	Any teacher who is not a novice and not in intensive support	Designation at discretion of evaluating personnel based on years of experience and “fit” with charter school instructional model.	At the discretion of the teacher supervisor based on objective collected evidence of, but not limited to, persistent unsatisfactory performance in one or more of the components of professional practice.
Description of Assessment	Observation-based assessment only: a minimum of one formal and two informal or walk-through observations per semester for two or four semesters in addition to artifact examinations, teacher self-assessment and teacher interviews	Observation-based annual assessment, once every year, (or more often at the discretion of the teacher supervisor based on objective evidence related to the standards of practice) consisting of a minimum of two formal and two informal or walk-through observations per year in addition to artifact examination, teacher self- assessment	Following an Unsatisfactory or low performing Developing evaluation on a formative assessment, an Intensive Support plan will be implemented. A self-directed growth plan incorporating existing school formative assessment supports, will be written. Regular evaluative follow-up through out the year and feedback driven by student assessment data will determine continuation of contract for the following year.	Individualized team- based, collaboratively- designed improvement plan, including timeline, and targeted component(s) of practice may be implemented. Evidence of improvement is necessary and will be articulated as part of the plan. Intensive Support plans are not guaranteed for teachers receiving Unsatisfactory evaluations. Contracts may not be renewed at the discretion of the Head of School and evaluating professional.
Description of Process	<p>Step 1: Self-assessment by the teacher on all 22 rubric components at start of school year. Teacher shares self-assessment with supervisor.</p> <p>Step 2: Collection of evidence (teacher portfolios), all year, on all 22 components as appropriate, through:</p> <ul style="list-style-type: none"> • Formal(full lesson) <ol style="list-style-type: none"> 1. Pre-observation lesson plan 2. Observation for D2,D3 3. Teacher Self-assessment 4. Collaborative Evaluation • informal (lesson portion or walk- through) observations • multiple visitations by supervisor • some announced, some unannounced • use standardized evidence collection form • post-conference with teacher preceded by teacher’s self-assessment for announced, observed lesson • documentation supplements through teacher portfolios will be considered <p>Step 3: Mid-year teacher self assessment all 22 components, based on relevant evidence, then corroborated or corrected by supervisor.</p> <p>Step 4 : Collaborative summative assessment with supervisor. Teacher initiates the summative assessment; supervisor corroborates or corrects. Tentative component goal selection for upcoming</p>		<p>Step 1: Self- assessment on all 22 rubric components based upon student achievement data and other relevant evidence. Teacher selects one component as goal for growth, based on the component that, when improved, would provide greatest impact on student achievement. Teacher shares self- /target component with supervisor.</p> <p>Step 2: Teacher designs project to improve target component, including timeline, activities and evidence to be produced, and incorporating district formative assessment services wherever applicable.</p>	<p>Step 1: (Supervisor) Identification of the specific deficiencies/component s of the Framework which are unsatisfactory and in need of improvement: List the components of the Framework where performance is persistently at the Unsatisfactory level and attach relevant observation evidence/documents.</p> <p>Step 2: (Supervisor) Identification of the specific qualities and evidence needed to indicate satisfactory performance in the target components: Refer to the rubrics and articulate specific outcomes that can be measured.</p>

	directed professional growth year		<p>Step 3: Teacher invites a colleague to review project for suggestions, then presents it to supervisor for suggestions, support and approval.</p> <p>Step 4: Teacher implements project; supervisor conducts informal checks for progress as appropriate throughout the year and provides oral feedback as degree of progress.</p> <p>Step 5: Teacher collects relevant evidence of project completion and goal achievement. Completes self-assessment on 22 components and shares w/ supervisor. Collaborative summative assessment completed with evaluator. (Pass/fail recommended)</p>	<p>Step 3: (Supervisor) An established timetable for the required improvement in performance: List the date by which performance outcomes must be achieved, with sub-targets.</p> <p>Step 4: (Teacher) Design of activities that will move teaching practice toward satisfactory performance in the target components including district formative assessment supports where applicable</p> <p>Step 5: (Teacher) List of those persons, if any, who will help design and implement the plan and formatively monitor progress. (Colleagues provide formative support, not evaluation).</p> <p>Step 6: (Teacher) Identification of multiple resources provided by the district to help the teacher succeed</p> <p>Step 7: (Supervisor) Approval of the plan with or without changes, permission to begin implementation.</p>
Frequency of Evaluation	<p>Minimum one formal and two informal per year</p> <p>Teachers with less than 3 year experience must be evaluated once per semester</p>	<p>Year-long cycle to occur once every year; one formal and two informal per year</p>	<p>Year- long cycle to occur once every year</p>	<p>Length of plan shall be not more than one year and not less than one semester.</p> <p>Written, evidence-based feedback weekly throughout the implementation of the plan.</p>

Cycle I: Formal Evaluation

The STEP Process of Teacher Evaluation

CYCLE I: FORMAL EVALUATION PROCESS

Step 1: Evidence collection, Domains 1 and 4: The Lesson Plan

Announced Observations:

- For announced observations, the teacher completes *Evidence Collection Form #1*: Domains 1 and 4, attached, (electronically, preferably) and sends it to evaluator two days prior to announced visit.
- Evaluator reads the plan, provides feedback to the teacher, (electronically, preferably) and asks any clarifying questions as necessary, as well as any other questions that will provide helpful evidence prior to the observation..
- A face-to-face pre-observation conference in addition to the above document-sharing is optional, but not necessary.
- This plan becomes evidence for Domains 1 and 4.

Unannounced Observations: No lesson plan or pre-observation conference is required. Items contained on *Form #1* may, however, be discussed after the lesson and relevant evidence collected.

Step 2: Evidence Collection, Domains 2 and 3

Announced and unannounced: Evaluator conducts observation of practice, collecting evidence using the appropriate attached document:

- *Evidence Collection Form #2A*: Observation of full lesson
- *Evidence Collection Form #2B*: Walk-through or lesson portion

Evaluator shares a copy of the evidence with the teacher who is always invited to add to, or correct, the evidence as necessary so that the record of the observation is as accurate as possible.

Step 3: Teacher Reflection and Self-Assessment

Observation:

- The teacher conducts a self-assessment of the lesson (electronically, ideally) by highlighting the appropriate components/levels of performance on the attached *Form #3: Teacher Self-Assessment*
- The teacher sends the self-assessment to the evaluator within two days of the observation.

- The evaluator studies the teacher self-assessment, and marks on the evaluator rubric. *Form #4: Evaluator Assessment* (attached) the “components of agreement”, that is, those components where the teacher’s self-assessment of the lesson matches with the evaluator’s assessment of that component.
- The evaluator **DOES NOT MARK** the components where the teacher’s thinking and the evaluator’s thinking do not match. These will be discussed and completed in Step 4.

Walk-through or lesson portion: No teacher self-assessment is required, although the teacher is always invited to respond to evaluator comments, should s/he desire to.

Step 4: Collaborative Assessment

Observation:

- The teacher and evaluator meet for the post-teaching conference in which they discuss the “*components of difference*”, that is, those components where the teacher’s self assessment of the lesson is different from the evaluator’s thinking.
- The *teacher takes the lead* in discussing the evidence and his/her reasons for assessing the component as s/he did. The evaluator responds with his/her thoughts, and together they arrive at a collaborative assessment for the components of difference, recording these on the evaluator’s assessment form, *Form #4: Evaluator Assessment*.
- In the event that the evaluator and teacher cannot come to agreement, the evaluator’s assessment will be recorded, following whatever due-process agreements are contractually in place.

Walk-Through: No collaborative conference is required; evaluator provides a copy of the evidence collection form(#2B) to the teacher with appropriate remarks at the bottom . However, comments and discussion from the teacher are always welcomed.

Step 5: Summative Assessment

- At the end of the evaluative cycle, the teacher is invited to review the evidence accumulated throughout the cycle, including:
 - Evidence of Domains 1 and 4 (Evidence Collection Form #1)
 - Observations/evaluations (Evidence Collection Form #2A)
 - Walk-throughs (Evidence Collection Form #2B)
 - Ancillary evidence (Evidence Collection Form #2B).
- The teacher uses the evidence to conduct a self-assessment for current, typical performance for the evaluative cycle, based on the evidence, using *Form #5: Summative Assessment* document; the teacher enters under “evidence” only any evidence that is not contained in documents accumulated (see above) or about which the evaluator might be unaware
- The teacher presents the Form #5:Summative Assessment document to the evaluator, who either corroborates or corrects it, resulting in the summative assessment of record
Teacher provides portfolio with evidence to support each Domain for Summative Assessment.

STEP #1: FORM #1, LESSON PLAN

(To be completed by the teacher in advance of announced observation and sent to evaluator 2 days in advance)

DOMAIN 1	DOMAIN 4: List any evidence for D4 that relates to the lesson being taught; evidence not required for all D4 components
1a. Demonstrating Knowledge of Content and Pedagogy: What is the content to be taught? What prerequisite learning is required?	4a. Reflecting on Teaching
1b. Demonstrating Knowledge of Students: How will you modify this lesson for groups or individual students?	4b. Maintaining Accurate Records
1c. Selecting Instructional Outcomes: What do you want students to learn during this lesson?	4c. Communicating with Families
1d. Demonstrating Knowledge of Resources: What resources were considered for this lesson and rejected? Why? What resources will be used? Why?	4d. Participating in a Professional Community
1e. Designing Coherent Instruction: List very briefly the steps of the lesson	4e. Growing and Developing Professionally
1f. Designing Student Assessments: How will you measure the goals articulated in 1c? What does success look like?	4f. Showing Professionalism

STEP #2: FORM #2A, EVIDENCE FOR DOMAINS 2, 3

2a. Creating a Climate of Respect and Rapport	3a. Communicating with Student
2b. Creating a Culture for Learning	3b. Using Questioning and Discussion Techniques
2c. Managing Classroom Procedures	3c. Engaging Students in Learning
2d. Managing Student Behavior	3d. Assessing Student Learning
2e. Organizing the Physical Space	3e. Demonstrating Flexibility and Responsiveness

STEP #2: FORM #2B, WALK-THROUGH EVIDENCE

<p>Domain 1: Planning and Preparation Knowledge of Content, Knowledge of Students, Instructional Outcomes, Resources, Coherent Instruction, Assessment Design</p>	<p>Domain 2: Classroom Environment Respect/rapport, Culture for Learning, Management of Procedures, Management of Student Behavior, Organizing Physical Space</p>
<p>Domain 4: Professional Responsibilities Reflection, Record-keeping, Communicating w/families, Participating in Learning Community, Growing Professionally, Professionalism</p>	<p>Domain 3: Instruction Communicating w/Students, Questioning/discussion, Engagement, Assessment during Teaching, Flexibility/responsiveness</p>

Something I Appreciated:

A Question for your reflection:

Name of Teacher:

Name of Observer/Date:

Questions, comments and conversation relative to the evidence are invited and welcomed.

**STEP #3: RUBRIC TEACHER SELF-ASSESSMENT,
APPENDIX A**

(To be completed by the teacher and sent to the evaluator at least one day before the post-teaching conference)

**STEP #4: RUBRIC EVALUATOR COLLABORATIVE
ASSESSMENT, APPENDIX A**

(To be completed by evaluator with the teacher and attached to for #3, Summary of Evidence)

STEP #5, FORM #3: ASSESSMENT SUMMARY

(To be completed by evaluator and teacher and attached to rubric evaluator assessment, Appendix A)

Name of Teacher _____
School _____

Strengths of the Teacher's Practice

Areas for Growth in the Teacher's Practice

We have conducted a conversation and rubric assessment on the above items.

Teacher's signature: _____ Date: _____

Administrator's signature: _____ Date: _____

STEP #5: FORM #5, SUMMATIVE ASSESSMENT

(To be completed by the teacher based on cumulative evidence; corrected or corroborated by evaluator)

Domain 1: Planning and Preparation

Component	Unsatisfactory	Developing Needs Improvement	Effective	Highly Effective
<i>1a: Demonstrating knowledge of content and Pedagogy</i>	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>Evidence</i>				
<i>1b: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>Evidence</i>				
<i>1c: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>Evidence</i>				

(Summative assessment, continued)

<p><i>Id: Demonstrating knowledge of resources</i></p>	<p>Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge</p>	<p>Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge</p>	<p>Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.</p>	<p>Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.</p>
<p><i>Evidence</i></p>				
<p><i>Ie: Designing coherent instruction</i></p>	<p>The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.</p>	<p>The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.</p>
<p><i>Evidence</i></p>				
<p><i>If: Designing student assessment</i></p>	<p>Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.</p>	<p>Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.</p>
<p><i>Evidence</i></p>				

(Summative assessment, continued)

Domain 2: The Classroom Environment

Component	Unsatisfactory	Developing Needs Improvement	Effective	Highly Effective
<i>2a: Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<i>Evidence</i>				
<i>2b: Establishing a culture for learning</i>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
<i>Evidence</i>				
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties..	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<i>Evidence</i>				

(Summative assessment, continued)

<i>2d: Managing student behavior</i>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>Evidence</i>				
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
<i>Evidence</i>				

(Summative assessment, continued)

Domain 3: Instruction

Component	Unsatisfactory	Developing Needs Improvement	Effective	Highly Effective
<p>3a: <i>Communicating with students</i></p>	<p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.</p>
<p><i>Evidence</i></p>				
<p>3b: <i>Using questioning and discussion techniques</i></p>	<p>Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.</p>	<p>Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.</p>	<p>Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.</p>	<p>Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.</p>
<p><i>Evidence</i></p>				
<p>3c: <i>Engaging students in learning</i></p>	<p>Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</p>	<p>Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.</p>	<p>Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.</p>	<p>Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.</p>

Evidence

(Summative assessment, continued)

<p><i>3d: Using Assessment in Instruction</i></p>	<p>Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.</p>	<p>Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p>Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.</p>
<p><i>Evidence</i></p>				
<p><i>3e: Demonstrating flexibility and responsiveness</i></p>	<p>Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p>
<p><i>Evidence</i></p>				

(Summative assessment, continued)

Domain Four: Professional Responsibilities

	UNSATISFACTORY	Developing-Needs Improve't	Effective	Highly Effective
4a: Reflecting on Teaching	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
4b: Maintaining Accurate Records	The information management system on student completion of assignments, student progress in learning and/or non-instructional activities are either absent or in disarray.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation.
4c: Communicating with Families	The educator provides little/no information to families about the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families and/or makes no attempt to engage families in the instructional program .	The educator provides minimal and/or occasionally insensitive communication/responsps to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.

4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
4e: Growing and Developing Professionally	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
4f: Showing Professionalism	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with school/district regulations.	Teacher interactions are characterized by the highest standards of honesty, integrity and confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, and in ensuring full compliance with school/district regulations.

Name of Teacher _____ School _____

Strengths of the Teacher's Practice

Areas for Growth in the Teacher's Practice

We have conducted a conversation on the above items.

Teacher's signature: _____ Date:

Administrator's signature: _____ Date:

Cycle II: Independent Professional Growth

Deliberate Practice

Thinking about the FIVE STEPS	Designing the Supported Growth Plan	Reflection on Progress/Date Completed Evidence
<p><u>Step One: Selecting the component focus</u></p> <ul style="list-style-type: none"> Consider student learning data Self-assess your overall, typical performance on the Framework rubrics (attached) Review recent evaluations conducted by your school leader(s) Ask yourself: What area of my teaching, when grown, could most impact student learning? Discuss this component with your principal for his/her input 	<p>Step One: My component focus is:</p>	<p><u>Step One: Evidence to support my focus component selection:</u></p>
<p><u>Step Two: Describing the levels of performance</u></p> <ul style="list-style-type: none"> What level(s) of performance describe your current teaching in the focus component? Write the level(s) below, along with some evidence that your current level of performance in the target performance is correct? How is growth in this component expected to impact student learning? What is the target level of performance in the focus component? Write some key words from that level that describe what you are trying to achieve What evidence (documents/data) will you collect to show that a) your plan is being implemented and b) your plan is, or is not, succeeding? (Note: you should adjust your plan along the way if it is not succeeding.) 	<p>Step Two: My current level of performance and my target level of performance in the focus component:</p>	<p><u>Step Two: Evidence of current level of performance and evidence that would document target level of performance:</u></p>
<p><u>Step Three: Designing the Steps to Reach the Target LOP</u></p> <ul style="list-style-type: none"> Consider your current level of performance in the focus component and the level you hope to achieve. What steps will help you get there? Write the steps below, along with their approximate dates: How might colleagues assist you in achieving your goals? What other kinds of support might you need? How will you know if you achieve the desired level of performance in the Focus Component? Share your plan with your school leader for suggestions, approval and support 	<p><u>Step Three: The steps of my plan:</u></p>	<p><u>Step Three: Evidence expected to result from each step of my plan:</u></p>
<p><u>Step Four: Implementation of the plan:</u></p> <ul style="list-style-type: none"> Implement the steps of your plan throughout the school year and collect evidence. Meet with your school leader a minimum of three times and other times and needed or requested Examine evidence/progress regularly and discuss with a colleague. Be willing to ask for help/feedback and to adjust your plan as necessary for success 	<p><u>Step Four: Recording the steps of the plan as they are implemented or adjusted (dates):</u></p>	<p><u>Step Four: Evidence collected during each step of plan completion or adjustment:</u></p>
<p><u>Step Five: Comparing and concluding:</u></p> <ul style="list-style-type: none"> At the conclusion of the plan, examine the collected evidence against the stated target(s). Conclude about the success of your plan. Did you reach the desired level of performance in the Focus Component(s)? Why? Why not? How do you know? Conduct a self-assessment on the Framework rubrics (attached) Share and celebrate key learning 	<p>Step Five: Conclusions about my plan:</p>	<p><u>Step Five: Evidence to support conclusions::</u></p>

THE FRAMEWORK FOR TEACHING

<p style="text-align: center;">Domain 1 Planning and Preparation</p> <p>a. Demonstrating Knowledge of Content and Pedagogy Knowledge of Content and the Structure of the Discipline Knowledge of Prerequisite Relationships Knowledge of Content-Related Pedagogy</p> <p>b. Demonstrating Knowledge of Students Knowledge of Child and Adolescent Development Knowledge of the Learning Process Knowledge of Students' Skills, Knowledge, and Language Proficiency Knowledge of Students' Interests and Cultural Heritage Knowledge of Students' Special Needs</p> <p>c. Selecting Instructional Outcomes Value, Sequence, and Alignment Clarity Balance Suitability for Diverse Learners</p> <p>d. Demonstrating Knowledge of Resources Resources for Classroom Use Resources to Extend Content Knowledge and Pedagogy Resources for Students</p> <p>e. Designing Coherent Instruction Learning Activities Instructional Materials and Resources Instructional Groups Lesson and Unit Structure</p> <p>f. Designing Student Assessment Congruence with Instructional Outcomes Criteria and Standards Design of Formative Assessments</p>	<p style="text-align: center;">Domain 2 The Classroom Environment</p> <p>a. Creating an Environment of Respect and Rapport Teacher Interaction with Students Student Interactions with One Another</p> <p>b. Establishing a Culture for Learning Importance of the Content Expectations for Learning and Achievement Student Pride in Work</p> <p>c. Managing Classroom Procedures Management of Instructional Groups Management of Transitions Management of Materials And Supplies Performance of Non-Instructional Duties Supervision of Volunteers And Paraprofessionals</p> <p>d. Managing Student Behavior Expectations Monitoring of Student Behavior Response to Student Misbehavior</p> <p>e. Organizing Physical Space Safety and Accessibility Arrangement of Furniture and Use of Physical Resources.</p>
<p style="text-align: center;">Domain 4 Professional Responsibilities</p> <p>a. Reflecting on Teaching Accuracy Use in Future Teaching</p> <p>b. Maintaining Accurate Records Student Completion of Assignments Student Progress in Learning Non-instructional Records</p> <p>c. Communicating with Families Information About the Instructional Program Information About Individual Students Engagement of Families in the Instructional Program</p> <p>d. Participating in a Professional Community Relationships with Colleagues Involvement in a Culture of Professional Inquiry</p> <p style="padding-left: 40px;">Service to the School Participation in School and District Projects</p> <p>e. Growing and Developing Professionally Enhancement of Content Knowledge and Pedagogical Skill Receptivity to Feedback from Colleagues Service to the Profession</p> <p>f. Demonstrating Professionalism Integrity And Ethical Conduct Service To Students Advocacy Decision Making</p>	<p style="text-align: center;">Domain 3 Instruction</p> <p>a. Communicating with Students Expectations for Learning Directions and Procedures Explanations of Content Use of Oral and Written Language</p> <p>b. Using Questioning and Discussion Techniques Quality of Questions Discussion Techniques Student Participation</p> <p>c. Engaging Students in Learning Activities and Assignments Grouping of Students Instructional Materials and Resources Structure and Pacing</p> <p>d. Using Assessment in Instruction Assessment Criteria Monitoring of Student Learning Feedback to Students Student Self-Assessment and Monitoring of Progress</p> <p>e. Demonstrating Flexibility and Responsiveness Lesson Adjustment Response to Students Persistence</p>

THE COMPONENTS OF PROFESSIONAL PRACTICE

Domain 1: Planning and Preparation

Component	Unsatisfactory	Developing - Needs Improvement	Effective	Highly Effective
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>1b: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>1c: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>1d: Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<i>1e: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
<i>1f: Designing student assessment</i>	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment

Component	Unsatisfactory	Developing - Needs Improv't	Effective	Highly Effective
<i>2a: Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<i>2b: Establishing a culture for learning</i>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<i>2d: Managing student behavior</i>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Domain 3: Instruction

Component	Unsatisfactory	Developing – Needs Improvement	Effective	Highly Effective
<i>3a: Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<i>3b: Using questioning and discussion techniques</i>	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<i>3c: Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>3d: Using Assessment in Instruction</i>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<i>3e: Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Domain 4: Professional Responsibilities

	UNSATISFACTORY	Developing – Needs Improvement	Effective	Highly Effective
4a: Reflecting on Teaching	Teacher’s reflection does not accurately assess the lesson’s effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher’s reflection is a generally accurate impression of a lesson’s effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher’s reflection accurately assesses the lesson’s effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement	Teacher’s reflection accurately, thoughtfully assesses the lesson’s effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills
4b: Maintaining Accurate Records	The information management system on student completion of assignments, student progress in learning and/or non-instructional activities are either absent or in disarray.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation.
4c: Communicating with Families	The educator provides little/no information to families about the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families and/or makes no attempt to engage families in the instructional program .	The educator provides minimal and/or occasionally insensitive communication/responses to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
4e: Growing and Developing Professionally	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
4f: Showing Professionalism	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.

Intensive Support for At-Risk Teaching Practice

FORM #7: INTENSIVE SUPPORT TEACHING IMPROVEMENT PLAN

Teaching Improvement Plan

To be completed collaboratively by the teacher and evaluator, as indicated below.

Signature of Teacher /Date

Signature of Supervisor/Date

Step 1: (Supervisor) Identification of the specific deficiencies/components of the Framework which are unsatisfactory and in need of improvement: List the components of the Framework where performance is persistently at the unsatisfactory level and attach relevant observation evidence/documents.

Step 2: (Supervisor) Identification of the specific qualities and evidence needed to indicate satisfactory performance in the target components: Refer to the rubrics and articulate specific outcomes that can be measured along with types of evidence to be provided.

Step 3: (Supervisor) Provision of timetable for the required improvement in performance: List the date by which performance outcomes must be achieved, with sub-targets.

Step 4: (Teacher) Design of activities that will move teaching practice toward satisfactory performance in the target components including district formative assessment supports where applicable

Step 5: (Teacher) List of those persons, if any, who will help finalize the design and implementation of the plan and formatively monitor progress. (Colleagues provide formative support, not evaluation).

Step 6: (Teacher) Identification of multiple resources needed to assist the teacher to successfully implement plan

Step 7: (Supervisor) Approval of the plan with or without changes, permission to begin implementation.

Step 8: (Teacher, team members) Implementation of plan, collection of evidence (shared with teacher), frequent feedback

Step 9: (Team) Midpoint progress assessment/sharing of evidence, , adjustment of plan as necessary; continuation of plan/evidence collection and sharing.

Step 10: (Team) Teacher presents assessment of target components on rubric, using accumulated evidence; evaluator of record verifies or corrects. Status is communicated

Intensive Support Teaching Improvement Plan

To be completed by the appropriate individual as indicated in each portion of the plan.

Component(s) (Admin. completes)	Summary of Evidence of Unsatisfactory Performance (Admin. Completes)	Remediation Activities (Teacher completes; admin. Reviews/adjusts)	Support Required (Teacher completes)	Dates of Remediation Activities Completed (Teacher completes)	Mid-Plan Performance (Teacher completes for target components; admin. Reviews/adjusts)	End-plan Performance (Admin. Completes)

Intensive Support Plan with Samples

To be completed by the appropriate individual as indicated in each portion of the plan.

Component(s) (Admin. completes)	Summary of Evidence of Unsatisfactory Performance (Admin. Completes)	Remediation Activities (Teacher completes; admin. Reviews/adjusts)	Support Required (Teacher completes)	Dates of Remediation Activities Completed (Teacher completes)	Mid-Plan Performance (Teacher completes for target components; admin. Reviews/adjusts)	End-plan Performance (Admin. Completes)
<i>Sample: 2b</i>	<i>No differentiation for diverse learning needs; expectations are the same for all students</i>	<i>Study student data w/ _____ ; Use assessments to design differentiated lessons for students achieving above, at or below standard. Use assessments to track concept learning; group and differentiate lessons based on concept acquisition.</i>	<i>Teacher colleague to help study assessments and design differentiated lesson</i>	<i>With Ms. _____, 2.06.08; 2.10.08; With Mr. _____, 2.21.08; 2.28.08 3.14.08 (10 plans attached) With Ms. _____; 4 tests, 5 quizzes, 4 exit ticket summaries attached to lesson plans based on them.</i>	<i>Rubric component 2b attached. Related components highlighted, also.</i>	<i>Rubric attached.</i>

APPENDIX B: The Rubrics

Teacher Self-assessment ___ Evaluator Assessment ___

Domain 1: Planning and Preparation

Component	Unsatisfactory	Developing – Needs Improvement	Effective	Highly Effective
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Teacher’s plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>1b: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>1c: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>1d: Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<i>1e: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit’s structure is clear and allows for different pathways according to student needs.
<i>1f: Designing student assessment</i>	Teacher’s plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. Assessment results not used in planning	Teacher’s plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher’s plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment

Component	Unsatisfactory	Developing – Needs Improvement	Effective	Highly Effective
<i>2a: Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<i>2b: Establishing a culture for learning</i>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<i>2d: Managing student behavior</i>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Domain 3: Instruction

Component	Unsatisfactory	Developing – Needs Improvement	Effective	Highly Effective
<i>3a: Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<i>3b: Using questioning and discussion techniques</i>	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<i>3c: Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure
<i>3d: Using Assessment in Instruction</i>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<i>3e: Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Domain 4: Professional Responsibilities

	UNSATISFACTORY	Developing – Needs Improvement	Effective	Highly Effective
4a: Reflecting on Teaching	Teacher’s reflection does not accurately assess the lesson’s effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher’s reflection is a generally accurate impression of a lesson’s effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher’s reflection accurately assesses the lesson’s effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher’s reflection accurately, thoughtfully assesses the lesson’s effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
4b: Maintaining Accurate Records	The information management system on student completion of assignments, student progress in learning and/or non-instructional activities are either absent or in disarray.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation.
4c: Communicating with Families	The educator provides little/no culturally-appropriate information to families about the instructional program, student progress or responses to family concerns. Families are not engaged in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/response to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
4e: Growing and Developing Professionally	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
4f: Showing Professionalism	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.

Appendix C

SUMMATIVE TEACHER EVALUATION SYSTEM PROCEDURES

GENERAL PROCEDURES (adapted from the approved performance evaluation plan for Manatee County School District. “SCFCS” or “school” were substituted for “district” as needed and “principal” was replaced with “Head of School” when appropriate.)

A summative evaluation takes place annually for all teachers. In addition to the annual evaluation, teachers new to the school will be evaluated at least once per semester. Several components are available for use by an on-site administrator to collect evidence on teacher practices including Student Growth Data, Formal Observations, deliberate practice using the Professional Development Plan, brief Walk-through observations, and informal evidence gathering techniques.

The annual evaluation is based on data collected during the year by the Head of School or his/her designee, and the teacher. The data collected during the year shall reflect a minimum of two observations of teacher performance for teachers new to the school, teachers in their second or third year, and any teacher **previously rated as “need improvement/developing” or “unsatisfactory”, and, a minimum of one observation for teachers after their third year.**

Reviews of teacher plans, student work, tests and other assessment of improvements in student performance, the Professional Development Plan (PDP), parent input, materials, conferences and Portfolios of evidence about a teacher’s performance must take place at least annually. The Head of School must annually report to the Manatee County School District evaluation results for instructional personnel and school administrators.

STUDENT LEARNING GROWTH DATA

At least 33% of the evaluation is based on student learning growth assessed annually by statewide assessments. For subjects not measured by statewide assessments, the evaluation will be based on school wide student growth measures. The district will use the state-adopted student growth measures for courses associated with FCAT for 2011-12.

Beginning in the 2011-2012 school year, SCFCS will use the Manatee Formula that has been approved by the Commissioner for courses measurable by state assessments for the final summative evaluation.

For teachers with only FCAT course assignments, SCFCS will utilize the state approved formula to equal 33% of the evaluation result. For teachers with assignments that utilize results from multiple assessments, the school will follow the district’s **recommendation** for the best course of action in using the state approved formula to equal 33% of the evaluation result.

The school will include student learning growth data and other measurable student outcomes, as they are approved at the state or local level. If 3 years of student learning growth data are not available, years available must be used.

For instructional personnel who are not classroom teachers, the student learning growth portion of the evaluation must include growth data on statewide assessments for students assigned to the instructional personnel over the course of at least 3 years, or may include a combination of student learning growth data and other measureable students outcomes that are specific to the assigned position, provided that the student learning growth data accounts for not less than 30 percent of the evaluation. If less than 3 years of student growth data are available, the years for which data are available will be used and the percentage of the evaluation based upon student learning growth may be reduced to not less than 20 percent.

By 2014- 15, **SCFCS will follow the district's** measurements for growth using equally appropriate formulas as provided by The Department of Education. SCFCS is aware that the district will have the option to request, through evaluation system review process, to use student achievement, rather than growth, or combination of growth and achievement for classroom teachers where achievement is more appropriate. For courses measured by district assessments, SCFCS can include growth on FCAT Reading and/or Mathematics as **part of a teacher's growth measure, with a rationale. In** this instance, growth on district assessment must receive the greater weight. Student growth must be measured by growth on statewide assessments, or if students do not take statewide assessments, by established learning targets approved by the Head of School. The Head of School may assign instructional personnel in an instructional team **the growth of the team's students on statewide assessments. These provisions expire** July 1, 2015.

[Student Learning Growth Classification for Teacher Evaluation](#) –The current **year's** student performance data will be used to evaluate teachers. For the 2011 - **2012 school year only, the current year's student performance data** will be used to classify teachers as Highly Effective, Effective, Needs Improvement/ Developing or Unsatisfactory on the Student Learning Growth portion of **a Teacher's** Summative Annual Teacher Evaluation.

The classification of performance on the Student Learning Growth portion of the Summative Annual Teacher Evaluation shall utilize the state provided Florida Comprehensive Achievement Test (FCAT) student result data connected with teachers, SCFCS and the district as a whole. Student data is connected with the teacher based on course codes and survey data provided by the district to the state. Student data is connected to a school based on the survey data provided by the district to the state.

A Teacher will be classified on the Summative Annual Teacher Evaluation using state provided teacher Aggregated Value Added Model (VAM) classification method based on the data of identified students with reportable FCAT scores, as long as there is data for ten (10) or more students attached to that teacher and the standard error data is not extensive. Teachers with less than ten students with state reported data and teachers that have sufficient numbers of students with data, but have a Standard Error that makes it unreliable for Teacher Evaluation purposes will not be rated based on the individual Teacher

VAM classification method, but will be rated using the School VAM classification method based on FCAT school data provided by the state of Florida for the 2011-12 year. Since one year of data is being used, the Student Learning Growth portion will account **for 40% of the total Summative Annual Teacher Evaluation. Teacher's**

Aggregated Value Added Model (VAM) Score - Using the state formula, the District will calculate an Aggregated Value Added Model (VAM) score and Aggregated VAM Standard Error (VAM SE) for each teacher with the appropriate number of student FCAT scores. This is a statistical model

approved by the State Board of Education based on the recommendation of the Commissioner. That recommendation was based on the recommendation of the Student Growth Implementation Committee from the proposals presented by the American Institute for Research (AIR), consultants to the Florida Department of Education. The model is a core three-level covariate model that includes a calculation of the unique teacher effect plus one-half of the overall school effect. The teacher effect is the difference between the predicted performance and actual performance of the students connected with the teacher for each FCAT reading and math test. The predicted performance is based on the previous two years of FCAT performance by the student while taking into consideration the additional state approved variables including; Disability status, English Language Learner status, Gifted status, Attendance, Class size, Homogeneity of class composition, Mobility and Difference from modal age.

The variables were included with the intent to level the playing field. From the data provided, the teacher Value Added Model scores require some aggregation, since teachers may have students that take more than one test or have students at more than one level. Manatee School District will also calculate the mean score and standard deviation for all SCFCS teachers with useable Aggregated VAM scores. The School effect is calculated in the same manner based on all students predictive and actual FCAT data attached to the school. For more information about the model go to the Florida DOE websites at

<http://www.fldoe.org/committees/sq.asp>

or

<http://www.fldoe.org/arra/racetothetop.asp>.

Teacher's Confidence Band –

Using the unique Teacher VAM score and the Teacher VAM Standard Error score, the District will calculate the Confidence Band for each teacher. The Confidence Band provides a level of **confidence that the teacher's** VAM score is valid and reliable.

The teacher's Confidence Band is defined as one-half of the teacher's VAM SE added above the teacher's VAM score to one-half of the teachers VAM SE subtracted from the teacher's VAM score. In the event that a teacher has a high **VAM SE and that teacher's confidence band extends across two** classification thresholds and three performance levels, the teacher will be classified using the School Value Added Model classification method rather than the individual Teacher VAM classification method.

School's Value Added Model Score - Using the state formula, the District will calculate a School's **Aggregated Value Added Model (School VAM) score and a School's** Aggregated Value Added Model Standard Error (School VAM SE). The School VAM is the typical amount that students at a school learn above expectation and is calculated using a statistical model based on FCAT data for the students at the school. This may be due to the typical effect of teachers at the school or to independent school factors.

The District will also calculate the mean score and standard deviation for School VAM scores of all schools within the District.

School's Confidence Band - The District will calculate the Confidence Band for each school. **The Confidence Band provides a level of confidence that the school's VAM score is valid and reliable. The School's Confidence Band is defined as one - half of the School's VAM SE added above the School's VAM score to one - half of the School's VAM SE subtracted from the School's VAM score.**

CLASSIFICATIONS ON THE STUDENT GROWTH PORTION OF THE SUMMATIVE ANNUAL TEACHER EVALUATION FORM

Four Classifications – Each year all teachers will receive a rating in the Student Growth Portion of the Summative Annual Teacher Evaluation Form in one of the four classifications as described within the following section. Each teacher shall receive a rating as Highly Effective (HE), Effective (E), Needs Improvement/Developing (NI/D) or Unsatisfactory (U) on the Student Growth portion of the Summative Annual Teacher Evaluation. **A teacher's classification will be determined using the state provided statistical calculations of student data on the Florida Comprehensive Achievement Test (FCAT). Using the data provided by the state each year, the District will calculate a Teacher's Aggregated Value Added Model Score (Teacher VAM), a Teacher's Aggregated Value Added Model Standard Error (VAM SE), the School's Value Added Model Score (School VAM), the School's Value Added Model Standard Error (School VAM SE), the mean and standard deviation for all teacher Aggregated Value Added Model (Teacher VAM) Scores and the mean and standard deviation for all School Value Added Model (School VAM) Scores.**

HIGHLY EFFECTIVE – The HIGHLY EFFECTIVE classification threshold shall be one - half standard deviation above the mean of all Teacher Aggregated Value Added Model scores within the district.

A Teacher will be classified as HIGHLY EFFECTIVE in the Student Learning Growth portion of the Summative Annual Teacher Evaluation if the entire Confidence Band for that teacher is above the HIGHLY EFFECTIVE threshold.

The Confidence Band **is calculated as the Teacher's VAM score plus one-half of the Teacher's VAM SE at the top of the band and extends to the Teacher's VAM score minus one-half of the Teacher's VAM SE.**

UNSATISFACTORY-The UNSATISFACTORY threshold is the score that equates to one standard deviation below the mean for all District teachers with usable VAM scores. A Teacher will be classified as UNSATISFACTORY in the Student Learning Growth portion of the Summative Annual Teacher Evaluation if **the teacher's entire** Confidence Band is below the UNSATISFACTORY threshold. The Confidence Band is calculated **as the Teacher's VAM score plus one-half of the Teacher's VAM SE at the top of the band, to the Teacher's VAM score minus one-half of the Teacher's VAM SE at the bottom of the band.**

NEEDS IMPROVEMENT/DEVELOPING –

The NEEDS IMPROVEMENT/DEVELOPING threshold is the score that equates to one-half of a standard deviation below the mean for all District teachers with usable Teacher VAM scores. A Teacher will be classified as NEEDS IMPROVEMENT/DEVELOPING (NI/D) in the Student Learning Growth portion of the Summative Annual Teacher Evaluation if **the teacher's entire Confidence Band is entirely below the threshold for a**

classification of NEEDS IMPROVEMENT/DEVELOPING, but is not entirely below the UNSATISFACTORY threshold as described above.

EFFECTIVE – A Teacher will be classified as EFFECTIVE in the Student Learning Growth portion of the Summative Annual Teacher Evaluation if the Teacher's Confidence Band does not meet any of the above classifications or by having the entire Confidence Band between one-half standard deviation above the mean and one-half standard deviation below the mean, or the teacher's Confidence Band crosses over either the HIGHLY EFFECTIVE Threshold or the NEEDS IMPROVEMENT/DEVELOPING threshold but does not cross more than one of these thresholds.

TEACHERS NOT CLASSIFIED USING TEACHER VAM SCORES –

The following groups of teachers will not be classified using the Teacher Aggregated Value Added Model score method.

- A teacher with less than ten (10) student FCAT records reported by the state for that teacher will not be classified using the Teacher VAM scores.
- A teacher that has more than 10 student FCAT records reported by the state for that teacher, but has a high teacher VAM SE score resulting in a Confidence Band that crosses two or more performance thresholds and spans three or more performance classification levels will not be classified using the individual teacher VAM scores.
- A teacher that has no student FCAT records reported by the state for that teacher will not be classified using the individual teacher VAM scores.

The teachers within the groups above will be rated using the SCFCS FCAT VAM classification method.

SCHOOL FCAT VAM CLASSIFICATION METHOD –

Teachers that are unrated using Teacher VAM scores as described above will be rated using the School VAM classification method as described below.

School's Value Added Model Score -

The School VAM is the typical amount that students at a school learn above expectation and is calculated using a statistical model based on FCAT data for the students at the school. **Using the state formula, the District will calculate a School's Aggregated Value Added Model (School VAM) score and a School's Aggregated Value Added Model Standard Error (School VAM SE).** The District will also calculate the mean score and standard deviation for all schools within the District each year.

School's Confidence Band -

The District will calculate the Confidence Band for each school related to the Value Added Model. The Confidence Band provides a level of confidence that the **school's** VAM score is valid and **reliable based on the School's VAM Standard Error (School VAM SE).** **The School's** Confidence Band is defined as one-half of the **School's** VAM SE added above the **School's** VAM score to one-half of the **School's** VAM SE subtracted from the teacher's VAM score.

Four Classifications – Each year all teachers will receive a rating in the Student Growth Portion of the Summative Annual Teacher Evaluation Form

in one of the four classifications as described within this section. Each teacher rated using the School VAM score classification method shall receive a rating as Highly Effective (HE), Effective (E), Needs Improvement/Developing (NI/D) or Unsatisfactory (U) on the Student Growth portion of the Summative Annual Teacher Evaluation as follows. **A teacher's classification will be determined using the state provided statistical calculations of student data within a school on the Florida Comprehensive Achievement Test (FCAT). Using the data provided by the state each year, the District will calculate a School's Aggregated Value Added Model Score (SCHOOL VAM), a School's Aggregated Value Added Model Standard Error (SCHOOL VAM SE) as well as the mean and standard deviation for all School Value Added Model (School VAM) Scores.**

HIGHLY EFFECTIVE -A Teacher not classified using the state reported Teacher VAM data will be classified as HIGHLY EFFECTIVE (HE) in the Student Learning Growth portion of the Summative Annual Teacher Evaluation if **the School's** entire error confidence band is above the score that equates to one-half of a standard deviation above the mean for all District Schools **VAM scores. The School's** Confidence Band is calculated as the School VAM score plus one-half of the School VAM SE at the top of the band to the School VAM score minus one-half of the School VAM SE.

UNSATISFACTORY- A Teacher not classified using the state reported Teacher VAM data will be classified as UNSATISFACTORY in the Student Learning Growth portion of the Summative Annual Teacher Evaluation if the **School's entire Confidence Band is below the threshold for UNSATISFACTORY,** the score that equates to one standard deviation below the mean for all School VAM scores. The School Confidence Band is calculated as the School VAM score plus one-half of the School VAM SE at the top of the band to the School VAM score minus one-half of the School VAM SE.

NEEDS IMPROVEMENT/DEVELOPING - A Teacher not classified using the state reported Teacher VAM data will be classified as NEEDS IMPROVEMENT/DEVELOPING (NI/D) in the Student Learning Growth **portion of the Summative Annual Teacher Evaluation if the School's entire Confidence** Band is entirely below the NI/D threshold at one-half standard deviation below the mean, but not entirely below the UNSATISFACTORY threshold at one standard deviation below the mean. In addition, Teachers not classified using the state reported Teacher VAM data will be classified as NEEDS IMPROVEMENT/DEVELOPING if the School Confidence Band crosses both the NI/D threshold at one-half standard deviation below the mean and the UNSATISFACTORY threshold at one standard deviation below the mean, but is not entirely below the threshold for a classification of UNSATISFACTORY, one standard deviation below the School VAM mean.

EFFECTIVE – A Teacher not classified using the state reported Teacher VAM data would be classified as EFFECTIVE in the Student Learning Growth portion of the Summative Annual Teacher Evaluation if the **Teacher's entire Confidence Band does not meet any of the above classifications by** having the entire School Confidence Band between one-half standard deviation above

the mean or one-half standard deviation below the mean, or the School Confidence Band crosses over the Highly Effective threshold, crosses over the NEEDS IMPROVEMENT/DEVELOPING threshold, or crosses over both the Highly Effective threshold and the NEEDS IMPROVEMENT/DEVELOPING Threshold at one-half standard deviation below the mean, but, does not extend below the UNSATISFACTORY threshold at one standard deviation below the mean.

State College of Florida Collegiate School Evaluation Calculator and Score Sheet			
Teacher Name: _____		Date: _____	
Grade/Subject _____			
<small>(Adapted from Escambia Educator Evaluation and Manatee County Leadership Evaluation)</small>			
Instructional Performance & Practice	% weighin g	Points for Rating	Total
Domain 1: Planning & Preparation (20%)	20		
1a: Demonstrating knowledge of content and pedagogy			
1b: Demonstrating knowledge of students			
1c: Setting instructional outcomes			
1d: Demonstrating knowledge of resources			
1e: Designing coherent instruction			

1f: Designing student assessments			
Domain 2: Classroom Environment (20%)	20		
2a: Creating an environment of respect & rapport			
2b: Establishing a culture for learning			
2c: Managing classroom procedures			
2d: Managing student behavior			
2e: Organizing physical space			
Domain 3: Instruction (40%)	40		
3a: Communicating with students	x2		
3b: Using questioning and discussion techniques	x2		
3c: Engaging students in learning	x2		
3d: Using assessment in instruction	x2		
3e: Demonstrating flexibility & responsiveness	x2		
Domain 4: Professional Responsibilities (20%)	20		
4a: reflecting on teaching			
4b: Maintaining accurate records			
4c: Communicating with families			
4d: Participating in a professional community			
4e: Growing and developing professionally			
4f: Showing professionalism			
Deliberate Practice (HE or U)			
		Rating	

SCALE: Domain 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 HE+HE+E+E=E HE+E+E+NI=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+U=NI

Unsatisfactory (U) if: two or more are U.

Examples: HE+HE+HE+U+U=U NI+NI+NI+U+U=U

The **TOTAL** column would be rated with five areas because Domain 3 is twice the weight, rating it twice.

Domain 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=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+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+U+U=NI E+E+NI+NI+NI=NI HE+HE+E+E+U=N

Unsatisfactory (U) if: two or more are U.

Examples: HE+HE+HE+U+U=U NI+NI+NI+U+U=U

Domain 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=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+NI+NI=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+NI+NI=NI HE+HE+E+E+U=NI HE+HE+HE+HE+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

Developing is acceptable only for teachers with less than 3 years experience

Notes: Any scores in Unsatisfactory automatically generate in improvement plan

All criteria for a category must be met-if-any ONE criterion is a category is not met, the score drops to the category where ALL criteria have been met.

Portfolio documentation required to support professionalism components

EVALUATOR:_____ **Date Final Evaluation:**_____

Additional data and comments from Student and Parent Surveys have been discussed:

Evaluator Signature:_____ **Teacher Signature:**_____

STATE COLLEGE OF FLORIDA COLLEGIATE SCHOOL TEACHER EVALUATION
Conclusions and Recommendations on Contractual Status

Name _____ Date _____

Position _____ Campus SCFCS BC

Initial Date of Employment _____

Faculty teaching Effectiveness Evaluation Standards	Unsatisfactory	Needs Improvement	Effective	Highly effective
Instructional performance Practice Elements and Deliberate Practice Plan (33%)				
Student Growth Measure (33%)				
Parent Comments				
Portfolio Documentation				
Overall performance				

I recommend Annual Contract for next school year _____

I DO NOT recommend Annual Contract

Comments: (If appropriate, a plan of action for improving performance will be submitted in writing within one month of the date of this evaluation.)

 Curriculum/Instruction Signature Date

I have read this evaluation and its contents have been discussed with me. My signature does not indicate that I agree or disagree with the contents.

 Faculty Signature Date Head of School Signature Date

Optional Comments by Faculty Member (Faculty member will have three working days to prepare comments that will be attached to this evaluation):

CONFIDENTIAL INFORMATION Route: Original: Vice President of Academic Affairs by March 1 Copies: Faculty, Head of School, HR, Curriculum/Instruction

Name _____

Date _____

Faculty Evaluation Standards

I. Instructional Performance and Practice:

A. Domain I: Planning and Preparation

B. Domain II: Classroom Environment

C. Domain III: Instruction

D. Domain IV: Professional Responsibilities

OVERALL RATING for Teaching Effectiveness:

____Unsatisfactory ____Needs improvement ____Effective ____Highly effective

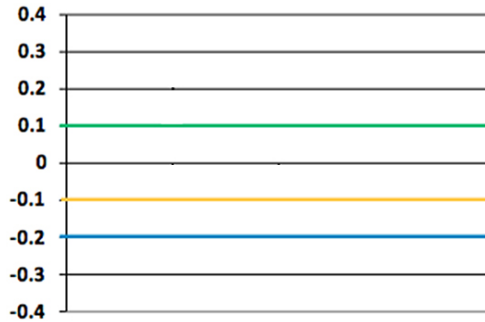
Annual Evaluation of Faculty Standards

II. Review of Deliberate Practice Plan

OVERALL RATING for Deliberate Practice Plan:

_____Unsatisfactory _____Needs improvement _____Effective _____Highly effective

III. Student Growth Measures



Legend:

- Confidence band entirely above green line = highly effective
- Confidence band entirely below yellow line = needs improvement
- Confidence band entirely below blue line = unsatisfactory
- All other ranges of confidence band = effective

Teacher VAM score: aggregate VAM combined +/- aggregate VAM combined SE (given to SCFCS from the state)

VAM _____ + VAM_SE _____ = _____

VAM _____ - VAM_SE _____ = _____

OVERALL RATING for Student Growth Measures:

_____Unsatisfactory _____Needs improvement _____Effective _____Highly effective

Revised 06/16
KLM

Additional teacher comments attached if provided.

SCF Collegiate School – Venice
Charter Application

Attachment S

Student Enrollment Application



STATE COLLEGE OF FLORIDA COLLEGIATE SCHOOL

Prospective Student Application

Selection period for grade 11 is through August 2019

SCFCS IS A LIMITED ENROLLMENT SCHOOL. IF MORE APPLICATIONS ARE RECEIVED THAN AVAILABLE SEATS, A RANDOM SELECTION IS USED TO SELECT STUDENTS.

8000 S. Tamiami Tr., Venice, FL 34293 • 941-752-5494

Intent to Enroll School Year 2019-20

STUDENT INFORMATION PLEASE PRINT

Legal Name (FIRST) (MIDDLE) (LAST)

Birth Date ___/___/___ Gender Male Female Social Security #

Grade entering Fall 2018 Ninth Tenth Eleventh
Address* (STREET ADDRESS) (CITY) (STATE) (ZIP CODE) (COUNTY)

*Notification of Acceptance and All Correspondence will be mailed to this address.

FAMILY /CONTACT INFORMATION

Parent/Guardian (1) Name (FIRST) (MIDDLE) (LAST)

Address (if different than above)

Relationship

Home Phone Cell Phone

Work Phone E-mail

-Please turn over to complete-

OFFICE USE ONLY: Date contacted By Orientation Date Accepted Declined Date

G00 Student email @student.scf.edu 11th grade GPA PERT Yes No

Scores Reading Writing Math Enrolling Parent Name

Banner Canvas Focus Outlook Mail Chimp Sibling applying: grade

Parent/Guardian (2) Name _____
(FIRST) (MIDDLE) (LAST)

Address (if different than page 1) _____ Relationship _____

Home Phone _____ Cell Phone _____

Work Phone _____ E-mail _____

(Optional) Highest grade completed by Parent/Guardian (1) (CIRCLE ONE)
8 9 10 11 12 GED Associate Degree Bachelor Degree Graduate Degree

(Optional) Highest grade completed by Parent/Guardian (2) (CIRCLE ONE)
8 9 10 11 12 GED Associate Degree Bachelor Degree Graduate Degree

Do you have Internet access at home? Yes No

STUDENT EDUCATION BACKGROUND

School where child is currently enrolled

High School child is districted to attend

(NAME OF SCHOOL)

(NAME OF SCHOOL)

Has child ever been enrolled in the Sarasota County School District? Yes No If yes, what year? _____

Has child ever been enrolled at SCFCS? Yes No If yes, what year? _____

Do you have other children interested in attending SCFCS? No Yes if so, please list name and grade.

_____ NAME	_____ GRADE 2019-20	_____ NAME	_____ GRADE 2019-20
_____ NAME	_____ GRADE 2019-20	_____ NAME	_____ GRADE 2019-20

I certify that I am the **enrolling parent** as currently listed on my child's education record and that all information on this form is correct. I understand that any misrepresentation or false information constitutes grounds for immediate dismissal from SCFCS and any subsequent admission to or attendance at SCFCS.

I am meaningfully interested in enrolling my child at State College of Florida Collegiate School.

(ENROLLING PARENT/GUARDIAN SIGNATURE) _____
(DATE SIGNED)

SCF Collegiate School – Venice Charter Application

Attachment X/Y

Revised Budgets

- Projected Enrollment
- Low Enrollment

START UP
BUDGET
ATTACHMENT Y

Assumptions:	2018-19 Pre-operational budget	2019-20 proposed budget- minimum number of students funding	2020-21 proposed budget- minimum number of students funding	2021-22 proposed budget- minimum number of students funding	2022-23 proposed budget- minimum number of students funding				
High School		approx figures 100	11th 100	approx figures 200	11th-12th 100 each grade	approx figures 100	9th 100	approx figures 100	9th 100
Total		100		200	100 each grade	100	11th 100	100	10th 100
						100	12th 100	100	11th 100
						300	total 400	100	12th 100
								400	total 400
			\$ 644,500.00	\$ 1,289,000.00	\$ 1,933,500.00	\$ 1,933,500.00	\$ 2,578,000.00	\$ 2,578,000.00	\$ 2,578,000.00
			\$ 32,225.00	\$ 64,450.00	\$ 81,625.00	\$ 81,625.00	\$ 81,625.00	\$ 81,625.00	\$ 81,625.00
Total ESTIMATED Revenues-\$6445. per student	0	\$ 612,275.00	\$ 1,224,550.00	\$ 1,851,875.00	\$ 2,496,375.00	\$ 2,496,375.00	\$ 2,496,375.00	\$ 2,496,375.00	\$ 2,496,375.00
Expenses:									
Personnel Expenses:									
51100 Academic Admin - HOS	40,000	HOS	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00
52003 Counselor and advisor (2020)			\$ 55,000.00	counselor	\$ 100,000.00	advisor	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00
54010 career staff - guidance assistant (2020), office manager (2020) and registrar	20000	reg	\$ 40,000.00	reg	\$ 120,000.00	om and ga	\$ 120,000.00	\$ 120,000.00	\$ 120,000.00
58000 student assistant			\$ 6,000.00		\$ 6,000.00		\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
52001 Instructional 5 + 5			\$ 240,000.00		\$ 480,000.00		\$ 480,000.00	\$ 480,000.00	\$ 480,000.00
52102 instructional overload			\$ 5,000.00		\$ 10,000.00		\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
PT school nurse			\$ 15,000.00		\$ 15,000.00		\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
PT food service			\$ 25,000.00		\$ 25,000.00		\$ 25,000.00	\$ 25,000.00	\$ 25,000.00
56120 Substitute Teachers			\$ 5,000.00		\$ 10,000.00		\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Total Salaries	\$ 60,000.00		\$ 191,000.00		\$ 316,000.00		\$ 606,000.00		\$ 856,000.00
59100 FICA									
59101 MCARE									
59203 Retirement									
59701 Health									
59702 Life									
59704 LTD									
Calculated Benefits	16800.00		\$ 51,800.00		\$ 86,800.00		\$ 165,200.00		\$ 232,400.00
Total Personnel	\$ 76,800.00		\$ 242,800.00		\$ 402,800.00		\$ 771,200.00		\$ 1,088,400.00

ATTACHMENT X

START UP
BUDGET
ATTACHMENT Y

Assumptions:	2018-19 Pre-operational budget	2019-20 proposed budget- minimum number of students funding	2020-21 proposed budget- minimum number of students funding	2021-22 proposed budget- minimum number of students funding	2022-23 proposed budget- minimum number of students funding
Current Expenses:					
60501 TRAVEL - IN DISTRICT		\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00
60502 TRAVEL - OUT OF DISTRICT and Professional development funding		\$ 1,000.00	\$ 1,000.00	\$ 5,000.00	\$ 5,000.00
60503 TRAVEL - OUT OF STATE		\$ -	\$ -	\$ -	\$ -
60506 TRAVEL - STUDENT		\$ 10,000.00	\$ 10,000.00	\$ 50,000.00	\$ 50,000.00
61000 POSTAGE AND FREIGHT		\$ 150.00	\$ 150.00	\$ 300.00	\$ 300.00
62001 PRINTING - VENDOR		\$ 1,500.00	\$ 3,000.00	\$ 4,500.00	\$ 4,500.00
62002 PRINTING/DUPLICATING - COLLEGE		\$ 1,500.00	\$ 3,000.00	\$ 4,500.00	\$ 4,500.00
62502 REPAIRS & MAINTENANCE - FURN/EQUIP		\$ -	\$ -	\$ -	\$ -
63005 Rentals			\$ 8,000.00	\$ 8,000.00	\$ 8,000.00
63006 Lease Payments					
63505 GENERAL LIABILITY INSURANCE		\$ 3,000.00	\$ 6,000.00	\$ 10,000.00	\$ 10,000.00
64501 Other Contractual Services	\$ 2,000.00	ESE \$ 2,000.00	\$ 2,000.00	\$ 5,000.00	\$ 5,000.00
64502 Institutional Memberships		\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
64507 Contracted instructional DE to SCF		\$ 216,000.00	\$ 432,000.00	\$ 432,000.00	\$ 442,000.00
64508 Contract non Instructional Services					
64509 Other NON Contracted Services	\$ 10,000.00	website \$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
64510 Advertising	\$ 8,000.00	advertising campaign \$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00
64514 Contracted SVCS - Temp Empl					
65004 Auditing Fees			\$ 10,000.00	\$ 12,000.00	\$ 12,000.00
65008 Accreditation		\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 10,000.00
65501 Edu materials and supplies		\$ 90,000.00	\$ 180,000.00	\$ 250,000.00	\$ 260,000.00
65502 Office Materials and Supplies	\$ 2,000.00	new offices \$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
65701 Educational Software				\$ 15,000.00	\$ 25,000.00
66501 ATHLETIC MATERIALS & SUPPLIES				\$ 5,000.00	\$ 5,000.00
66503 Student Food		\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
70601 Educational computer Equip			\$ 35,000.00	\$ 155,000.00	\$ 155,000.00
66507 Office computer equip	\$ 1,500.00	\$ 10,000.00	\$ 4,000.00		
RENT				\$ 75,000.00	\$ 75,000.00
Total Current Expenses	\$ 23,500	\$ 369,650	\$ 728,650	\$ 1,065,800	\$ 1,104,800
Total Expenditures	\$ 100,300	\$ 612,450	\$ 1,131,450	\$ 1,837,000	\$ 2,193,200
Excess Revenue over Expense	\$ (100,300)	\$ (175)	\$ 93,100	\$ 14,875	\$ 303,175
SCF Commitment to funds (up to \$500,000)	100300	175			
Total Capital Outlay Estimate					
Total excess revenue over expense with Capital Outlay	\$ -	\$ -	\$ 93,100	\$ 14,875	\$ 303,175

\$2160 DE student/10th DE 216 course

book purchase DE +HS (50k) + 10th (10k) + 40k

computer carts (70k)/staff tech(15k)/classroom tech(40k)

1 bus

graduation

ESE

\$2160 student

\$2160 student

includes books (800/student) + 10k

includes books (800/student) + 20k

book purchase DE +HS (50k) + 10th (10k) + 30k

Staff computers

student computer cart

ATTACHMENT X

START UP
BUDGET
ATTACHMENT
Y

Assumptions:

2018-19 Pre-operational budget

2019-20 proposed budget-minimum number of students funding

2020-21 proposed budget-minimum number of students funding

2021-22 proposed budget-minimum number of students funding

2022-23 proposed budget-minimum number of students funding

2023-24 proposed budget-minimum number of students funding

2024-25 proposed budget-minimum number of students funding

High School	
Total	

approx figures	
50	11th
50	

approx figures	
75	11th
50	12th
125	

approx figures	
100	9th
75	11th
75	12th
250	

approx figures	
100	9th
100	10th
75	11th
75	12th
350	

approx figures	
100	9th
100	10th
100	11th
75	12th
375	

approx figures	
100	9th
100	10th
100	11th
100	12th
400	

ESTIMATED Revenues-\$6445. per student	
Less 5% district fee on first 250 FTE	
Total ESTIMATED Revenues	0

\$ 322,250.00
\$ 16,112.50
\$ 306,137.50

\$ 805,625.00
\$ 40,281.25
\$ 765,343.75

\$ 1,611,250.00
\$ 80,562.50
\$ 1,530,687.50

\$ 2,255,750.00
\$ 81,625.00
\$ 2,174,125.00

\$ 2,448,750.00
\$ 81,625.00
\$ 2,367,125.00

\$ 2,612,000.00
\$ 81,625.00
\$ 2,532,000.00

Expenses:

Personnel Expenses:

51100	Academic Admin - HOS	40,000
52003	Counselor and advisor (2021)	
54010	career staff - registrar, office mngr and guidance assistant	20000 registrar
58000	student assistant	
52001	instructional 5 + 5	
52102	instructional overload	
	PT school nurse	
	PT food service	
56120	Substitute Teachers	

\$ 90,000.00
\$ 55,000.00
\$ 40,000.00
\$ 6,000.00

\$ 90,000.00
\$ 55,000.00
\$ 40,000.00
\$ 6,000.00

\$ 90,000.00
\$ 100,000.00
\$ 80,000.00
\$ 6,000.00
\$ 240,000.00
\$ 5,000.00
\$ 15,000.00
\$ 25,000.00
\$ 5,000.00

\$ 90,000.00
\$ 100,000.00
\$ 120,000.00
\$ 6,000.00
\$ 480,000.00
\$ 10,000.00
\$ 15,000.00
\$ 25,000.00
\$ 10,000.00

\$ 90,000.00
\$ 100,000.00
\$ 120,000.00
\$ 6,000.00
\$ 480,000.00
\$ 10,000.00
\$ 15,000.00
\$ 25,000.00
\$ 10,000.00

\$ 90,000.00
\$ 100,000.00
\$ 120,000.00
\$ 6,000.00
\$ 480,000.00
\$ 10,000.00
\$ 15,000.00
\$ 25,000.00
\$ 10,000.00

Total Salaries	\$ 60,000.00	\$ 191,000.00	\$ 191,000.00	\$ 566,000.00	\$ 856,000.00	\$ 856,000.00	\$ 856,000.00
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- 59100 FICA
- 59101 MCARE
- 59203 Retirement
- 59701 Health
- 59702 Life
- 59704 LTD

Calculated Benefits	16800.00
Total Personnel	\$ 76,800.00

\$ 51,800.00	\$ 51,800.00	\$ 154,000.00	\$ 232,400.00	\$ 232,400.00	\$ 232,400.00
\$ 242,800.00	\$ 242,800.00	\$ 720,000.00	\$ 1,088,400.00	\$ 1,088,400.00	\$ 1,088,400.00

ATTACHMENT X

START UP
BUDGET
ATTACHMENT
Y

Assumptions:

2018-19 Pre-operational budget

2019-20 proposed budget-minimum number of students funding

2020-21 proposed budget-minimum number of students funding

2021-22 proposed budget-minimum number of students funding

2022-23 proposed budget-minimum number of students funding

2023-24 proposed budget-minimum number of students funding

2024-25 proposed budget-minimum number of students funding

Current Expenses:	2018-19 Pre-operational budget	2019-20 proposed budget-minimum number of students funding	2020-21 proposed budget-minimum number of students funding	2021-22 proposed budget-minimum number of students funding	2022-23 proposed budget-minimum number of students funding	2023-24 proposed budget-minimum number of students funding	2024-25 proposed budget-minimum number of students funding
60501 TRAVEL - IN DISTRICT		\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00
60502 TRAVEL - OUT OF DISTRICT and Professional development funding		\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
60503 TRAVEL - OUT OF STATE		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
60506 TRAVEL - STUDENT		\$ -	\$ -	\$ -	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
61000 POSTAGE AND FREIGHT		\$ 150.00	\$ 150.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00
62001 PRINTING - VENDOR		\$ 1,500.00	\$ 2,000.00	\$ 3,000.00	\$ 4,500.00	\$ 6,000.00	\$ 6,000.00
62002 PRINTING/DUPLICATING - COLLEGE		\$ 1,500.00	\$ 2,000.00	\$ 3,000.00	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00
62502 REPAIRS & MAINTENANCE - FURN/EQUIP		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
63005 Rentals			\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 10,000.00
63006 Lease Payments							
63505 GENERAL LIABILITY INSURANCE		\$ 2,000.00	\$ 4,000.00	\$ 8,000.00	\$ 10,000.00	\$ 12,000.00	\$ 14,000.00
64501 Other Contractual Services	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 3,000.00	\$ 4,000.00	\$ 5,000.00	\$ 5,000.00
64502 Institutional Memberships		\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
64507 Contracted instructional DE to SCF		\$ 108,000.00	\$ 270,000.00	\$ 324,000.00	\$ 334,000.00	\$ 388,000.00	\$ 442,000.00
64508 Contract non Instructional Services							
64509 Other NON Contracted Services	\$10,000.00	website \$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
64510 Advertising	\$8,000.00	advertising campaign \$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00
64514 Contracted SVCS - Temp Empl							
65004 Auditing Fees			\$ 10,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00
65008 Accreditation		\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 10,000.00	\$ 1,000.00	\$ 1,000.00
65501 Edu materials and supplies		\$ 45,000.00	\$ 110,000.00	\$ 190,000.00	\$ 210,000.00	\$ 185,000.00	\$ 210,000.00
65502 Office Materials and Supplies	\$2,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
65701 Educational Software			\$ 20,000.00	\$ 20,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00
66501 ATHLETIC MATERIALS & SUPPLIES			\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
66503 Student Food		\$ 10,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
70601 Educational computer Equip			\$ 35,000.00	\$ 155,000.00	\$ 155,000.00	\$ 35,000.00	\$ 35,000.00
66507 Office computer equip RENT	\$1,500.00	\$ 10,000.00		\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00
Total Current Expenses	\$ 23,500	\$ 195,650	\$ 478,650	\$ 895,800	\$ 945,800	\$ 852,300	\$ 933,300
Total Expenditures	\$ 100,300	\$ 438,450	\$ 721,450	\$ 1,615,800	\$ 2,034,200	\$ 1,940,700	\$ 2,021,700
Excess Revenue over Expense	\$ (100,300)	\$ (132,313)	\$ 43,894	\$ (85,113)	\$ 139,925	\$ 426,425	\$ 510,300
SCF Commitment to funds (up to \$500,000)	\$ 100,300	\$ 132,313		\$ 85,113			
Total Capital Outlay Estimate							
Total excess revenue over expense with Capital Outlay	\$ -	\$ 1	\$ 43,894	\$ 1	\$ 139,925	\$ 426,425	\$ 510,300

SCF Collegiate School – Venice
Charter Application

Board of Trustees Meeting Minutes
March 27, 2018



STATE COLLEGE OF FLORIDASM
MANATEE - SARASOTA

DISTRICT BOARD OF TRUSTEES

SCF Mission Statement

State College of Florida, Manatee-Sarasota guided
by measurable standard of institutional excellence,
Provides engaging and accessible learning
environments that result in student success and
community prosperity.

AGENDA

The District Board of Trustees
State College of Florida, Manatee - Sarasota
Regular Meeting
SCF Venice Selby Room
March 27, 2018 6:00 pm

- 1. Meeting Call to Order – Mr. Hager**
- 2. Invocation and Pledge of Allegiance**
- 3. Public Comment - Mr. Hager**
- 4. President’s Report - Dr. Probstfeld**
 - **Legislative Update - Brian Thomas**
- 5. Faculty Senate Report - Beth Smith**
- 6. Meet the Mission Presentation:**
 - **Board Charts - Julie Jakway**
- 7. Approval of Non-Financial Consent Agenda Items (“Consent Agenda A”)**

Exhibit A:	Minutes of February 27, 2018 BOT Meeting - Page 3
Exhibit B:	Amended Schedule for CCD, Spring 2018 - Page 5
Exhibit C:	HR Personnel Actions Report January 2018 - Page 8
Exhibit D:	Continuing Contracts - Page 10
Exhibit E:	LLC Room Naming - Page 33

8. Approval of Financial Consent Agenda Items (“Consent Agenda B”)

Exhibit F:	Monthly Financial Report January 2018 - Page 34
Exhibit G:	Budget Amendment FY 2017-18 January 2018 #22-25 - Page 38
Exhibit H:	SCFCS Financial Report January 2018 - Page 42
Exhibit I:	SCFCS Financial Statement January 2018 - Page 43
Exhibit J:	Acceptance of Gifts and Grants January 2018 - Page 53
Exhibit K:	Property Disposals - Page 54

9. Facilities

Construction Projects - Chris Wellman

- Exhibit L: Building 19 Collegiate School Class & Study Rooms Remodel Contract - Page 55
- Exhibit M: Building 10 Fine Arts Shop Upgrade Contract - Page 56
- Exhibit N: Building 200 Science Lab Storage Upgrade Contract - Page 57

10. Old Business

11. New Business

12. Board Comments/Updates & Adjournment

MINUTES**THE DISTRICT BOARD OF TRUSTEES -- STATE COLLEGE OF FLORIDA, MANATEE – SARASOTA
REGULAR MEETING**

Date: February 27, 2018 5:30 p.m.**Location:** Bradenton**Proceedings:**

The District Board of Trustees of State College of Florida, Manatee – Sarasota held a Regular Meeting on February 27, 2018 at SCF Bradenton.

Board Members Present: Rick Hager, Edward Bailey, Richard Dorfman, Peter Logan, Rod Thomson and Robert Wyatt. **Absent:** Dominic DiMaio and Tracy Knight

Administrators Present: President Carol Probstfeld, Vice Presidents: Rich Barnhouse, Julie Jakway, Scott Parke and Gary Russell and General Counsel Steve Prouty.

1. Public Comments

None

2. President's Report

Dr. Probstfeld thanked the board members that had attended the SCFF Avenues to the Future event. Dr. Probstfeld recognized Trustee Wyatt who went table to table at the Avenues event thanking all of the attendees.

Dr. Probstfeld presented to the Board a mid-term progress report on the President's 2017-18 Goals.

3. SCFCS Venice Application - Kelly Monod

Ms. Monod shared with the Board an update on the Venice Campus Collegiate School application highlighting the three key areas of the application – the educational plan, the organizational plan and the business plan. Ms. Monod advised the board of the possibility they would need to provide subsidies up to \$500,000 in operational costs for the pre-optional year through the fifth year. As with the Bradenton Collegiate School they will repay the college. Ms. Jakway confirmed the \$500,000 in operational costs was based on a conservative estimate of 50% enrollment and would be taken from SCF auxiliary fund balance as needed and replaced as available.

4. Meet the Mission Presentations -**Student Recruitment & Retention-Implications of Initiatives - Dr. Rich Barnhouse**

Dr. Barnhouse made a presentation to the Board highlighting various key initiatives that SCF has implemented to address challenges in recruitment and retention.

Related Marketing - Jamie Smith

Ms. Smith made a presentation to the Board sharing the Communications and Marketing integrated approach to support recruitment and retention. Ms. Smith highlighted various diversified and targeted advertising and communications initiatives.

5. Approval of Non-Financial Consent Agenda Items (Consent Agenda A)

Exhibit A:	Minutes of January 30, 2018 BOT Meeting - Page 5
Exhibit B:	Amended Schedule for CCD, Spring 2018 - Page 8
Exhibit C:	HR Personnel Actions Report January 2018 - Page 10
Exhibit D:	FPL Easement - Page 12

After due discussion and consideration, Mr. Logan motioned to approve the Exhibits A-D of the Non-Financial Consent Agenda, Mr. Wyatt seconded, and the Board unanimously approved.

6. Approval of Financial Consent Agenda Items (Consent Agenda B)

Exhibit E:	Monthly Financial Report November 2017 - Page 18
Exhibit F:	Budget Amendment FY 2017-18 November 2017 # 13-16 - Page 22
Exhibit G:	SCFCS Financial Report November 2017 - Page 26
Exhibit H:	SCFCS Financial Statement November 2017 - Page 27
Exhibit I:	Acceptance of Gifts and Grants November 2017 - Page 37
Exhibit J:	Monthly Financial Report December 2017 - Page 38
Exhibit K:	Budget Amendment FY 2017-18 December 2017 # 17-21 - Page 42
Exhibit L:	SCFCS Financial Report December 2017 - Page 47
Exhibit M:	SCFCS Financial Statement December 2017 - Page 48
Exhibit N:	Acceptance of Gifts and Grants December 2017 - Page 58
Exhibit O:	Property Disposals - Page 59

Mr. Thomson requested Exhibit J be pulled from the consent agenda for clarification. After due discussion and consideration, Mr. Bailey motioned to approve the Exhibits E-I & K-O of the Financial Consent Agenda, Mr. Logan seconded, and the Board unanimously approved.

After further discussion and consideration of Exhibit J, Mr. Thomson motioned to approve Exhibit J of the Financial Consent Agenda, Mr. Dorfman seconded and the board unanimously approved.

7. Facilities

Construction Projects - Chris Wellman

Exhibit P: Boiler Replacement, Venice Campus - Page 60

Mr. Wellman requested the Board’s approval to award the Boiler Replacement contract to Bentzel Mechanical for \$82,000. After due discussion and consideration, Mr. Thomson motioned to approve Exhibit P, Mr. Logan seconded and the Board unanimously approved.

8. Old Business

None

9. New Business

Mr. Bailey introduced a conversation about campus security. Mr. Shawn Patten, SCF Manager of Public Safety, shared with the Board the various initiatives SCF has implemented to address the safety of its students, staff and faculty.

The Board requested administration to provide additional information.

10. Board Comments/Updates & Adjournment

The meeting adjourned at 6:35 p.m.

Mr. Rick Hager, Chair, Board of Trustees

Carol Probstfeld, Secretary, Board of Trustees

SCF Collegiate School – Venice
Charter Application

Letter of Commitment

June 26, 2018

Sarasota County Public Schools
2017 – 2018 Charter School Application Process
Charter Review Committee (CRC) Analysis and Initial Findings Report Response

State College of Florida Collegiate School Venice Charter Application

Members of the Charter Review Committee,

As a requirement of the Charter Review Committee's Analysis and Initial Findings Report, please note the State College of Florida, Manatee-Sarasota has committed to securing any financial deficit incurred in the beginning years of the new charter school on its Venice campus. The College will provide contingency funding for the first three years of operation, up to a total of \$500,000 for operating costs. The funding will cover any shortfall in projected enrollment as the school builds its capacity in its first years.

Please let me know if you have questions or need additional information.

Sincerely,

A handwritten signature in blue ink that reads 'Julia M. Jakway'.

Julia M. Jakway

Vice President of Finance and Administrative Services
State College of Florida, Manatee-Sarasota
jakwayjj@gmail.com
941-752-5326

C: Dr. Todd Fritch, Executive Vice President and Provost
Ms. Kelly Monod, Head of School

SCF Collegiate School – Venice Charter Application

Start-Up Plan

- Timeline by Activity
- Timeline by Date

TIMELINE BY ACTIVITY

SCF Collegiate School Timeline Plan	projected completion date	notes
Applied for appropriate legal status	completed	
Identifying and securing facility	January, 2019 August, 2021 August, 2022	Offices for administration and student meeting area School building for administration, 5 teachers and 9th grade, café, bus loop Additional 5 teachers and 10th grade
Recruiting and hiring staff (leaders, teachers, and other staff)	January, 2019 August, 2019 August, 2020 August, 2021 August, 2022	head of school, registrar, staff assistant, shared tech, contract ESE certified counselor advisor/instructor, staff assistant, officer manager, 1/2 nurse 5 instructors, food server 5 instructors, food server
Staff training	Upon hire for administration; collaboration with the CS - Bradenton August, 2021 August, 2022	teachers 9th grade teachers 10th grade
Finalizing curriculum and other instructional materials	completed	
Governing board training	completed	EXCEPT for new appointees, Jaymie Carter and John Horne. Training documents have been sent to them.
Policy adoption by Board	completed	
Recruiting students	October, 2018	SCF marketing and head of school - Bradenton
Enrollment lottery	March, 2019	
Establishing financial procedures	completed	Policies developed previously by VP business services, finance, etc.
Securing contracted services	January, 2019	ESE coordinator, part-time
Fundraising	Fall 2018	Charter grant application due
Finalizing transportation and food service plans	Fall 2019 Fall 2021 Fall 2019	Bus services, if needed District food services with 9th grade enrollment SCF Venice Café services with 11th grade enrollment
Procuring furniture, fixtures and equipment	Summer/Fall 2019	Growth plan beginning in the fall with administrative offices
Procuring instructional materials	Fall 2021 Fall 2022	9th grade 10th grade

TIMELINE BY DATE

SCF Collegiate School Timeline Plan	projected completion date	notes
Applied for appropriate legal status	completed	
Governing board training	completed	EXCEPT for new appointees, Jaymie Carter and John Horne. Training documents have been forwarded to them.
Policy adoption by Board	completed	
Establishing financial procedures	completed	Policies developed previously by VP business services, finance, etc.
Fundraising	Fall 2018	Charter grant application due
Recruiting students	October, 2018	SCF marketing and head of school - Bradenton
Identifying and securing facility	January, 2019	Offices for administration and student meeting area, with ability to expand with 9th and 10th grade in 2021 and 2022
Procuring furniture, fixtures and equipment	Summer/Fall 2019	Growth plan beginning in the fall with administrative offices, with ability to expand with 9th and 10th grade in 2021 and 2022
Recruiting and hiring staff (leaders, teachers, and other staff)	January, 2019	head of school, registrar, staff assistant, shared technology specialist
Securing contracted services	January, 2019	ESE coordinator, part-time
Staff training	Upon hire for administration	collaboration with SCFCS-Bradenton, training for teachers August 2021 and 2022
Enrollment lottery	March, 2019	
Recruiting and hiring staff (leaders, teachers, and other staff)	July, 2019	certified counselor
Finalizing transportation and food service plans	Fall 2019	Bus services, if needed
Finalizing transportation and food service plans	Fall 2019	SCF Venice Café services with 11th grade enrollment, district food service in fall 2021 with 9th grade
Recruiting and hiring staff (leaders, teachers, and other staff)	July, 2020	advisor/instructor, staff assistant, officer manager, 1/2 nurse
Recruiting and hiring staff (leaders, teachers, and other staff)	July, 2021	5 instructors, food server
Procuring instructional materials	Fall 2021	9th grade
Finalizing curriculum and other instructional materials	completed/ revisit fall 2021	9th grade enrollment, and in 2022 with 10th grade enrollment
Recruiting and hiring staff (leaders, teachers, and other staff)	July, 2022	5 instructors, food server