

# **Sarasota County Schools 2014 Charter School Application**



**Office of School Choice/Charter Schools  
1960 Landings Boulevard  
Sarasota, Florida 34231**

## APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: SKY Academy Englewood

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: The SKY Family YMCA

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

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NAME OF EDUCATION SERVICE PROVIDER (if any): N/A

NAME OF PARTNER/PARENT ORGANIZATION (if any): N/A

Projected School Opening: 2015-2016

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	6/7	200	375
Second Year	6/7/8	300	375
Third Year	6/7/8	350	375
Fourth Year	6/7/8	375	375
Fifth Year	6/7/8	375	375

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

  
 \_\_\_\_\_  
*Signature*

Kenneth Modzelewski  
 \_\_\_\_\_  
*Printed Name*

CEO  
 \_\_\_\_\_  
*Title*

7/23/14  
 \_\_\_\_\_  
*Date*

# TABLE OF CONTENTS

<b>Executive Summary</b>	5
<b>I. Educational Plan</b>	
Section 1: Mission, Guiding Principles and Purpose	6
Section 2: Target Population and Student Body	13
Section 3: Educational Program Design	16
Section 4: Curriculum Plan	42
Section 5: Student Performance, Assessment and Evaluation	82
Section 6: Exceptional Students	93
Section 7: English Language Learners	109
Section 8: School Climate and Discipline	117
<b>II. Organizational Plan</b>	
Section 9: Governance	122
Section 10: Management	133
Section 11: Education Service Providers	143
Section 12: Human Resources and Employment	144
Section 13: Student Recruitment and Enrollment	147
<b>III. Business Plan</b>	
Section 14: Facilities	151
Section 15: Transportation Service	153
Section 16: Food Service	156
Section 17: Budget	158
Section 18: Financial Management and Oversight	166
Section 19: Action Plan	170
<b>IV. Statement of Assurances</b>	172
<b>V. Appendices</b>	173
Appendix A - SKY Academy Student/Parent Handbook	174
Appendix B - FourSquare Research, Inc. Market Study	184
Appendix C - Sarasota County Schools Middle School Student Progression Plan	210
Appendix D - Language Arts Florida Standards (LAFS)	243

Appendix E- Sarasota County Schools 2013-2014 Comprehensive Research Based Reading Plan (6-8)	265
Appendix F - Mathematics Florida Standards (MAFS)	279
Appendix G - Science Florida Standards	299
Appendix H - Social Studies Florida Standards	315
Appendix I – Sarasota County Schools English Language Learner (ELL) Manual	363
Appendix J – Sarasota County Schools Student & Family Handbook, Section 3	401
Appendix K– SKY Family YMCA, Inc. Certificate of Status and Articles of Incorporation	410
Appendix L - Bylaws of The SKY Family YMCA, Inc.	417
Appendix M –The SKY Academy Employee Handbook	432
Appendix N - Sarasota County Schools Teacher Evaluation System (PRIDE)	481
Appendix O –Sarasota County Schools School Leader Evaluation System	516
Appendix P - SKY Academy Salary Schedule	640
Appendix Q - SKY Academy Englewood Proposed Finances and Annual Budget	643
Appendix R- SKY Family YMCA Letter of Commitment	667
Appendix S – Community Letters of Support	669
<b>V. Background Security Affidavits</b>	<b>674</b>



## **The SKY Family YMCA, Inc. - SKY Academy Englewood Executive Summary**

### **MISSION**

The Mission at SKY Academy Englewood is to promote high standards of academic achievement through the infusion of wellness strategies into a rigorous instructional program that is based on collective inquiry, innovation, experimentation, and collaborative learning opportunities. SKY Academy Englewood is deeply committed to creating a culture of wellness by strengthening the body and mind to increase brain capacity for learning and to enable students to live healthy, enjoyable lives.

(Note: **SKY** = "**S**trength and **K**nowledge at the **Y**MCA")

### **PURPOSE**

The purpose of SKY Academy Englewood is to change the lives of students by teaching them to take a greater interest in learning and to make smarter life choices. SKY Academy will focus on three key areas: nurturing the potential of students, helping students learn values and positive behaviors, and encouraging students to explore their unique talents and interests, so that they can become confident and contributing adults of tomorrow.

### **GOVERNANCE**

The governing board consists of a board of directors that will lead an autonomous public school. A school advisory council (SAC) will assist in the direction of the school. The SAC will be formed upon approval of the SKY Academy Englewood charter. SKY Academy Englewood will be organized as a private employer under the SKY Family YMCA umbrella and, thus, will operate as a private, not-for-profit, 501 (c) (3) corporation.

### **MANAGEMENT**

The principal is the administrator for the school. SKY Academy employees will be hired by the School Principal. There will also be a team leader's council with one team leader (teacher) from each grade level. The Principal is accountable to the Chief Executive Officer (CEO) of The SKY Family YMCA.

### **FACILITIES**

The proposed facility for the Englewood SKY Academy is located at 701 Medical Blvd. Englewood, Florida. Along with the new addition there is an existing gymnasium, locker rooms and multi-purpose room with a climbing wall. All of these areas will be used by the SKY Academy. The capacity for our site will more than meet the needs of our expected student population.

# I. EDUCATIONAL PLAN

## Section 1: Mission, Guiding Principles and Purpose

◆ **Provide the mission statement for the proposed charter school.**

The Mission at SKY Academy Englewood is to promote high standards of academic achievement through the infusion of wellness strategies into a rigorous instructional program that is based on collective inquiry, innovation, experimentation, and collaborative learning opportunities. SKY Academy Englewood is deeply committed to creating a culture of wellness by strengthening the body and mind to increase brain capacity for learning and to enable students to live healthy, enjoyable lives.

The vision of SKY Academy Englewood is to change the lives of students by teaching them to take a greater interest in learning and to make smarter life choices. SKY Academy will focus on three key areas: nurturing the potential of students, helping students learn values and positive behaviors, and encouraging students to explore their unique talents and interests, so that they can become confident and contributing adults of tomorrow.

(Note: SKY = " **S**trength and **K**nowledge at the **Y**MCA")

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

*In accordance with the law, charter schools shall be guided by the following principles:*

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.*

SKY Academy Englewood (also referred to as "the School") will provide students with a rigorous academic curriculum that promotes high standards for student achievement. The School will integrate wellness dimensions into its curriculum to promote enhanced academic success. Parents in Sarasota County will have the opportunity to enroll their children in an innovative school of choice that offers students a top quality education that combines high expectations for achievement with an emphasis on increased levels of physical fitness and a healthy lifestyle. SKY Academy's educational program and teaching philosophy is based on the research conducted by Dr. John Ratey that indicates that exercise and physical fitness positively affect brain function, which, in turn, leads to increased academic performance. SKY Academy will provide parents and students with an educational program that prepares students for high school studies upon completion of the middle school curriculum. The School will offer its students a rich array of educational resources that promote learning and critical thinking. The School will implement research-based programs and effective practices to assist students in meeting the Florida Standards. SKY Academy will create an educational environment that promotes a culture of high expectations for academic achievement and a shared belief in the transformative effects of exercise on the brain. The School will offer the students of Sarasota County an opportunity to

participate in an innovative and unique learning program that focuses on getting the mind and body operating in peak condition.

- ***Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.***

SKY Academy Englewood will promote high levels of student achievement in a cost efficient and responsible manner. The Governing Board, Principal, teachers, staff, parents, and community stakeholders will collaboratively develop an annual School Improvement Plan that will detail specific goals and strategies to achieve academic success. The Governing Board will allocate resources to meet the School's mission and the goals delineated in the School Improvement Plan. The Governing Board will ensure that financial controls (including monthly financial reports, an annual audit and regular Board review of financial statements) are properly employed to safeguard finances and promote fiscal efficiency as detailed in Section 18 (Financial Management and Oversight).

SKY Academy Englewood will continually strive to promote student success through ongoing progress monitoring of students' individual educational needs. A comprehensive assessment system will be implemented at the School in order to measure students' academic progress and learning gains in core subject areas. Utilizing data from state, district, and classroom assessments, as well as from attendance records, behavioral records, and student grades, the School will determine students' academic and psychosocial needs and provide support and remediation as needed. The School will hire highly qualified teachers who will provide data-driven, differentiated instruction in order to target individual students' academic needs. The School will hire a highly qualified and experienced Principal who has a track record of achieving academic success as a school leader. The Principal, leadership team, teachers, and support personnel will collaborate to determine the resources, strategies, and appropriate services that must be provided to students in order to meet their academic, social, and behavioral needs.

- ***Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.***

SKY Academy Englewood believes that informing and involving parents in their children's academic progress is essential to the success of the students. The School recognizes that engaging parents in their children's educational experience, and keeping them informed of their children's progress, is a critical component in achieving excellence. Through ongoing parental communication, SKY Academy will keep parents informed of their children's reading level and learning gains made throughout the year.

SKY Academy Englewood will assess the reading level of each student at the beginning of the year using the Gates-MacGinitie Reading Test (GMRT), and will monitor student progress in reading throughout the year. At the end of the year, the School will administer the GMRT again to assess whether the student demonstrates a year's worth of learning. The assessments used to determine a student's reading level, as well as learning gains made throughout the year, are delineated below:

- ELA Scores on Florida Standards Assessment
- FAIR-FS Scores (Analysis of 1st, 2nd, and 3rd administrations)
- Gates/MacGinitie Reading Assessment (Pre and Posttest)
- Progress Monitoring Assessments for Sarasota County - ELA/Reading (Analysis of all administrations)
- CELLA (Comparison of scores from previous year to current year)

SKY Academy Englewood will inform parents of their children's learning gains in the following manner:

- Providing parents with reports from the school (Gates-MacGinitie, FAIR-FS, teacher-developed tests), District Progress Monitoring Tests, and State-mandated exams (FSA, EOC, CELLA, FAA) that contain results of assessments
- Providing parents with mid-quarter progress reports
- Providing parents with quarterly report cards
- Communicating with parents, verbally and in writing, regarding their child's progress
- Scheduling conferences with parents to discuss student progress
- Holding data chats with parents to share progress monitoring assessment results and to analyze the data

SKY Academy parents will also be provided with access to the Sarasota County School District's Parent Portal so they can receive updated information on their children's grades in each course.

SKY Academy Englewood will abide by FS 1003.4156(1)(2)(1-5) that stipulates that each school that includes middle grades must conduct an annual parent meeting in the evening or on a weekend to inform parents about the course curriculum and activities. SKY Academy is deeply committed to actively engaging parents in the educational program at the School and in maintaining parents informed and involved in the academic progress of their children.

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

*In accordance with the law, charter schools shall fulfill the following purposes:*

*- Improve student learning and academic achievement.*

The educational program at SKY Academy Englewood will promote high levels of student achievement. The curriculum will be standards-based, relevant, thematic, and challenging in order to engage students in critical and creative thinking. Students will be required to meet state standards as delineated in the Florida Standards. Through ongoing progress monitoring assessments, the School will be able to determine whether students are mastering the Standards. Highly qualified teachers will provide research-based instruction and remediation to students to ensure that they are meeting the Florida Standards. Teachers at SKY Academy must meet the following criteria: hold an acceptable bachelor's degree or higher degree; hold a valid Florida Temporary or Professional Certificate; have passed the appropriate subject area test in the subject area assigned; have demonstrated subject matter competence in the subject area(s) taught;

have proper endorsement or certification if working with bilingual, ESE, or ESL students. Additionally, all teachers will be encouraged to become reading endorsed.

The School will offer an innovative educational program that incorporates physical activity into the school day with the goal of increasing student achievement by strengthening the mind and body. Research indicates that engaging students in daily physical activity will have profound effects on the students' memory, concentration, behavior, and academics. Student achievement soars when mind and body gain strength through exercise (Dr. John Ratey, M.D., *Spark*, 2008). SKY Academy will integrate wellness courses into the curriculum and empower students to take responsibility for their own learning.

SKY Academy Englewood will endeavor to improve student learning and academic achievement through the implementation of the following practices:

- Standards-based, rigorous curriculum that is aligned to the Florida Standards
- Thematic curriculum--students learn everything through the lens of wellness and set personal fitness and wellness goals
- Data-driven instruction based on systematic analysis of student performance data
- Ongoing student progress monitoring in all core areas
- Targeted, small group instruction by highly qualified teachers
- Multi-Tiered System of Supports
- Technology-enhanced instruction
- Partnership with parents and the community
- High-quality professional development
- High standards of assessment and accountability
- Research-based intervention strategies and materials
- Research-based comprehensive reading program and continuous progress monitoring
- Higher-order teaching practices (inquiry, experimentation, collaborative learning)
- Before/After school tutoring programs
- Summer school

Upon enrollment, parents and students will sign a contract located within the SKY Academy Student/Parent Handbook (see Appendix A) that delineates their responsibilities as members of the SKY Academy family. The Student/Parent Handbook will also include information on discipline policies, school procedures, and opportunities for parent involvement. At SKY Academy Englewood, all stakeholders will collaborate as partners in education to improve the learning and academic achievement of all students.

Parents and students will be involved in their academic goal setting, keeping in mind their wellness goal, academic achievement, and the successful transition to high school. Students will participate in a system to track their learning progress toward that goal. Baseline assessments in literacy and numeracy, as well as the development of an Individual Student Learning Plan using school academic records, assessment results, and student and parent/guardian input will help to identify students' academic learning needs. Students who are managing and tracking their pacing through the curriculum and sharing this information regularly with parents/guardians will be further engaged in the achievement of their academic goals and meeting their potential as learners.

- ***Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.***

SKY Academy Englewood will increase learning opportunities for all students, including low-performing students, by incorporating key elements and instructional practices into the educational program, as specified below. The School will offer a challenging academic program centered on the Florida Standards while incorporating wellness strategies. The Florida Standards set high-quality educational standards for students at grades K-12 that are designed to ensure that students are college and career ready by the time they graduate from high school. At SKY Academy, students will be expected to achieve at high academic levels and take responsibility for their own learning through small learning academies. Additionally, the School will strive to instill in students the knowledge and desire to live healthy and socially responsible lives. The School will provide students with opportunities to give back and support neighbors.

At SKY Academy Englewood, low-performing students will benefit from intensive, remedial instruction and the use research-based intervention strategies, materials, and computer-based programs. Low-performing students need a variety of instructional approaches to meet their needs as well as to motivate them. SKY Academy will have a strong focus on ensuring that students achieve grade level proficiency in reading. Reading is a critical component of the educational program and serves as the basic foundation for all academic areas. The following research-based practices and school-wide strategies will be implemented at SKY Academy to improve the reading level of low-performing students:

- Implementation of individualized reading plans (based on student diagnostic data);
- Implementation of reading initiatives geared towards increasing students' reading comprehension, fluency, independent and instructional reading levels; students will read for a minimum of 30 minutes per day.
- Explicit instruction--***I Do*** (teacher models), ***We Do*** (guided practice), ***You Do*** (independent practice);
- Active reading strategies (cloze reading, peer reading, choral, repeat reading)--these strategies lead to fluency and comprehension;
- Active learning strategies (cooperative learning; project-based learning; think-pair-share; write, turn and talk)--these activities give the struggling student an opportunity to excel;
- Collaborative Learning Strategies (Socratic seminars; Literature circles);
- Bell ringers/warm ups (to activate or create background knowledge or interest);
- Explicit corrective feedback (orally by the teacher and also on student written work);
- Interventions (pull out or push in model during class);
- Highly structured Response to Intervention/Multi-tiered Systems of Support Program that monitors the progress of students who have been identified as requiring additional assistance through tiered interventions
- Computer-based programs such as *iReady*, *Study Island*, and *Gizmos* to remediate reading deficiencies, improve reading comprehension, and increase reading levels.
- Intensive Reading courses for students demonstrating low performance on statewide, standardized test

Student progress in reading will be monitored through a system of continuous improvement that ensures that the teacher and other student support staff will

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

- ***Encourage the use of innovative learning methods.***

SKY Academy Englewood utilizes an innovative instructional model that combines a rigorous, standards-based curriculum with the infusion of wellness strategies to foster improved student learning and higher academic achievement. The School follows the Florida Standards in the same manner as all public schools. However, SKY Academy's instructional approach is what makes it unique and innovative. Subjects are studied through the lens of wellness. Making healthy and positive choices will become routine for students at SKY Academy. Students will be required to meet the state-mandated requirements for middle school promotion and the successful transition to high school. However, SKY Academy will offer students an opportunity to acquire knowledge and demonstrate competence in courses infused with wellness-related content. A smaller, more nurturing learning environment at SKY Academy will provide students with a greater sense of community and will increase student achievement and reduce behavioral problems. SKY Academy believes that students who are goal-oriented are more likely to achieve their goals.

In addition to the educational setting centered on a "wellness" theme, another innovative and attractive feature of the school is its focus on total student health. The School incorporates daily physical activity into the School's educational plan. Students have access to the YMCA facilities before, during, and after school. The School offers students opportunities to build body strength through a range of fitness activities that include strength training and cardiovascular endurance. SKY Academy believes that energizing students through fun, non-competitive physical activity will have profound effects on the student's memory, concentration, and behavior. Research conducted by John Ratey (2008) confirms student achievement soars when mind and body gain strength through exercise.

- ***Require the measurement of learning outcomes.***

SKY Academy Englewood will provide an educational program that holds the School accountable for student learning outcomes. A comprehensive assessment program will be followed in order to determine students' academic strengths and weaknesses. In doing so, the School will be able to determine appropriate interventions to ensure student success. The School will hold its students accountable for meeting personal wellness and academic goals, as well as State Standards. Teachers will be held accountable for making professional growth by engaging in high quality staff development, as well as for ensuring that their students are making learning gains as measured through progress monitoring assessments throughout the year.

SKY Academy will participate in all components of the Florida Accountability System as required by Florida Statute. The School will use state-mandated assessments, district assessments, and school-wide tests and other measurement tools to develop an annual school improvement plan that identifies the school's needs and the appropriate measures and strategies to achieve its goals.

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

- ***Create innovative measurement tools.***

SKY Academy will utilize a comprehensive system of assessments to ensure that students of all ability levels are able to demonstrate their knowledge and proficiency in all areas. Measurement tools will not be limited to standardized or district assessments. The School will use an additional assessment--the Gates-MacGinitie Reading Test (GMRT)--to measure students' baseline reading level and progress made throughout the year. In addition, teachers will utilize their own assessments (written and oral), demonstrations, collaborative projects, reports, authentic assessments, and other innovative methods of assessment. The School will also measure students' wellness and fitness levels as the beginning of the year, and at the end of the year, using the TriFit Health Assessment Software.

- ***Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.***

SKY Academy will provide the Englewood community with an innovative and unique instructional model. The infusion of wellness studies into all course work at SKY Academy will provide parents and students with an exciting option and a wonderful opportunity for middle school students who are interested in combining their studies with physical fitness and wellness courses. The School will strive to become a model of excellence in teaching and learning that is recognized in Sarasota County.

- ***Expand the capacity of the public school system.***

SKY Academy will expand the educational options afforded to public school students through the infusion of wellness themes and concepts into courses in a small school setting that will prepare students for a successful transition to high school and beyond. Parents of middle school students in the Englewood and North Port communities of Sarasota County will have the opportunity to attend a middle school of their choice that offers them a unique program of studies.

- ***Create new professional opportunities for teachers, including ownership of the learning program at the school site.***

SKY Academy will provide teachers with high quality, relevant professional development. The School will offer teachers opportunities to select the type of professional development that best fits their professional growth needs. Teachers will form professional learning communities within the School. Through collaborative planning, they will be able to develop thematic lessons for a common group of students that focus on higher order thinking, wellness, and social responsibility.



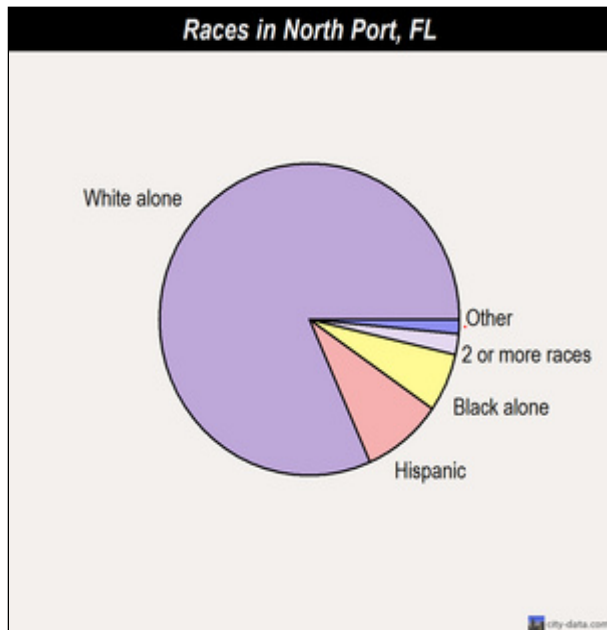
## Section 2: Target Population and Student Body

◆ Describe the anticipated target population to be served.

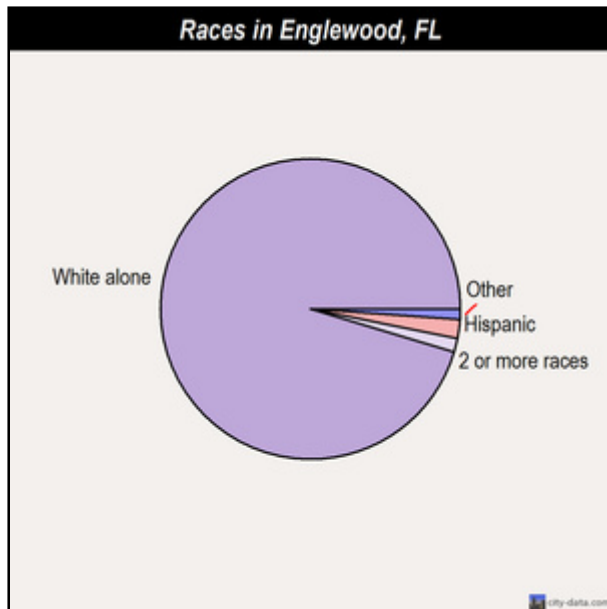
SKY Academy will offer a unique educational experience specifically designed for students and their parents/guardians who reside in the Englewood and North Port communities of Sarasota County. Those students who reside in Charlotte County, specifically Port Charlotte, will also be targeted for enrollment provided they comply with inter-district agreements for enrollment. SKY Academy Englewood will target students in grades 6 through 8, ages 11-13, who desire to complete middle school in an innovative, non-traditional school of choice.

SKY Academy will recruit students who are interested in an educational setting that promotes high standards for academic achievement and emphasizes wellness and a healthy lifestyle. The school will target families who have an existing membership at the YMCA and believe SKY Academy Englewood will further fulfill the educational needs as well as supplement the wellness interests of their children. The School will not deny enrollment to any eligible applicants based on sex, race, religion, national origin, ancestry, sexual orientation, or physical, mental, emotional, or learning disability.

SKY Academy Englewood will strive to parallel the demographics of the Englewood and North Port communities. The demographics for these communities are reflected in the chart below. This projection was made based on the latest demographic information accessible at <http://www.city-data.com/city/North-Port-Florida.html> and <http://www.city-data.com/city/Englewood-Florida.html>



North Port, FL	
<b><u>Population in 2010*:</u> 58,378</b>	
White	80.1%
Hispanic -	8.7%
Black	7.2%
Multiracial	1.8%
Other	1.0%
Asian	0.9%
American Indian	0.2%
Native Hawaiian/ Asian Pacific Islander	0.09%
<i>*2010 Census Data</i>	



Englewood, FL	
<b>Population in 2010*:</b>	<b>14863</b>
White	95.4%
Hispanic -	2.0%
Black	0.4%
Multiracial	1.5%
Asian	0.4%
American Indian	0.3%
<i>*Last Census Data</i>	

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

Year	2015	2016	2017	2018	2019
<b>Grades Served</b>	6, 7	6, 7, 8	6, 7, 8	6, 7, 8	6, 7, 8
<b>Number of students served per grade level</b>	6 - 100 7 - 100	6 - 100 7 - 100 8 - 100	6 - 125 7 - 125 8 - 100	6 - 125 7 - 125 8 - 125	6 - 125 7 - 125 8 - 125
<b>Projected number of students per core class</b>	6 – 22:1 7 – 22:1	6 – 22:1 7 – 22:1 8 – 22:1	6 – 22:1 7 – 22:1 8 – 22:1	6 – 22:1 7 – 22:1 8 – 22:1	6 – 22:1 7 – 22:1 8 – 22:1
<b>Projected Number of students enrolled</b>	200	300	350	375	375

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

In order to assess the enrollment potential for a new SKY Academy charter middle school at the Englewood Branch YMCA, FourSquare Research conducted both qualitative and quantitative research (see complete market study report located in Appendix B). The study included in-depth

telephone interviews with over 400 randomly-selected households that live in the targeted survey area and have children ages 10-14. Based on the findings of the study, the following key conclusions were reached:

1. The study revealed that significant interest exists for a new charter middle school at the Englewood YMCA. A total of 10.8% of all households with children ages 10-14 expressed *a great deal of interest* in enrolling.
2. The study suggested there is a potential for a new charter middle school at the Englewood YMCA. It forecasts 213 students enrolled for the first year of the new school.
3. Finding revealed the location of Englewood YMCA is well positioned for the new SKY Academy charter middle school. Of all prospective students, 65% considered the location very convenient and 35% somewhat convenient.
4. Findings indicated 58% of prospective students would be in Grade 6, 23% in Grade 7, and 19% in Grade 8.
5. The new SKY Academy charter middle school would attract a majority of its students from Charlotte County.

### Section 3: Educational Program Design

- ◆ Describe the school’s daily schedule and annual calendar, including the annual number of days and hours of instructional time.

Per Florida Statute, F.S. 1003.02 (1)(g)1 and the Sarasota County Public School’s annual calendar, SKY Academy will provide a minimum of 180 days of instruction per calendar year. All district and state requirements will be met regarding instructional time. As illustrated in the chart below, the instructional day will start at 7:45 AM and end at 2:40 PM. The School will implement the schedule that best fits and accommodates its program and mission. Activities during this time are described in detail in the Curriculum Plan section of the Charter Application.

At SKY Academy, there will be seven periods per day which will consist of 50 minutes each. Students in need of immediate intensive intervention for reading will have 50 minutes of intense reading instruction daily from a certified reading teacher, in addition to their English/Language Arts requirement. Additionally, reading will be infused in all academic areas. Each school day will include two 50-minute blocks of physical education daily. As much as possible, subject area teachers will have common planning times throughout the day to facilitate collaboration on developing thematic units of study, as well as to analyze student data and identify strategies to meet the needs of individual students. Academic assistance will also be available at the end of the school day and during the summer for students in need of intensive tutoring. A sample daily schedule is presented below.

*Sample SKY Academy Englewood Schedule - Grade 7*

Monday - Friday	
<b>Block 1 - 7:45 – 8:35</b>	M/J Team Sports (1508200)
<b>Block 2 - 8:40 – 9:30</b>	M/J Spanish Intermediate (0708010)
<b>Block 3 - 9:35 – 10:25</b>	M/J Language Arts 2 (1001040)
<b>Block 4 - 10:30 – 11:20</b>	M/J Math 2 (1205040)
<b>Block 5 - 11:25 – 12:15</b>	M/J Life Science (2000010)
<b>12:20 – 12:50</b>	Lunch (B)
<b>Block 6 - 12:55 – 1:45</b>	M/J Civics (2106010)
<b>Block 7 - 1:50 – 2:40</b>	M/J Outdoor Pursuits (1508300)

SKY Academy’s annual calendar will mirror the Board-approved calendar for Sarasota County Schools. For those students that meet the school's expectations for academic achievement, their school year will consist of four grading periods of approximately 45 school days each, or 180 days. However, those students in need of intensive remediation will have an additional thirty-day session of attendance during the summer, making the length of their school year 210 days. This summer session will offer remediation in the areas of reading, writing and mathematics. These students will be identified through academic grades, school-wide assessments, and teacher recommendation. Although there is no FTE for a summer program, SKY Academy Englewood

will fund summer remediation from the School's budget and through the SKY Family YMCA operating budget.

◆ **Describe the proposed charter school's educational program.**

SKY Academy Englewood will provide an optimal learning environment for its students. The educational program will focus not only academic growth, but also on learning wellness strategies and engaging in daily physical activities. The School's goal is to teach students to develop a love for learning and make smarter life choices so that they will live healthier and happier lives. SKY Academy will allow students to take responsibility for their own learning and explore their unique talents and interest. Additionally, the School will also endeavor to instill in students a set of values and positive behaviors that will help them to acquire a sense of giving and social responsibility.

SKY Academy Englewood will provide a challenging academic program and set high expectations for student achievement. The School will provide students the state-of-the-art learning tools they will need to meet or exceed its high academic standards. The curriculum will incorporate research-based instructional strategies that allow students to engage in critical and analytical thinking. Teachers will engage students in the lessons through collaborative creative projects; inquiry based learning; interdisciplinary, themed units of study; innovative, technologically-enhanced lessons; and experimentation. Research-based strategies and interventions will be utilized to address the needs of struggling students in order to help them perform at grade level, and to decrease the learning gap among students. Multi-tiered systems of support will be used by school personnel to assist students in making learning progress through tiered interventions. At the same time, the School will meet the needs of high performing students through advanced course offerings.

The innovative educational program that will be offered by SKY Academy Englewood will provide middle school students and their families with the following advantages:

- Small student population and safe school environment
- Highly-qualified teachers who are motivated and energized for teaching and learning
- New, technology-focused school facility next to the YMCA
- Access to YMCA facilities before, during, and after school, including a free YMCA membership for enrolled students
- State-of-the-art facility that includes a science laboratory, art room, and technology/media room
- Curriculum that meets and exceeds state standards
- Wellness strategies infused into all core and elective courses through cross-curricular planning
- Wellness focus on physical education and total health through daily classes
- Wide range of fitness activities, including strength training and cardiovascular endurance
- Bus transportation provided by the School's fleet of buses
- Nutritional food program that is developed by a dietician and prepared by an on-site chef
- Individualized instruction based on student's skills and abilities

- Personal fitness and academic goals
- Empowerment to take responsibility for their own learning through the development of personal academic and wellness goals
- Free before and after school tutoring sessions
- Summer session

The educational program at SKY Academy Englewood is based on five key instructional components that will promote high standards of academic achievement to ensure mastery of the Florida Standards. The five components are as follows:

**1. Rigorous Academic Instruction**

*-Inquiry, Innovation, Experimentation, Collaborative Learning*

**2. Explicit Instruction**

*-Gradual Release Model*

**3. Differentiated Instruction**

*-Data-driven, individualized, differentiated instruction*

**4. Technology-Enhanced Instruction**

*-Digital Learning Environment; Computer-based resources*

**5. Wellness Instruction**

*-Central focus on wellness and personal physical fitness goals*

**1. Rigorous Academic Instruction**

Rigorous academic instruction will provide students with on-going opportunities to actively explore, research and solve complex problems to develop a deep understanding of core academic concepts that reflect preparation for high school and beyond. At SKY Academy, increasing rigor does not mean more and longer homework assignments. Rather, it means time and opportunity for students to develop and apply habits of mind as they navigate sophisticated and reflective learning experiences. Lessons will be designed to assist students in developing strong habits of mind, weigh evidence, consider varying viewpoints, see connections, identify patterns, evaluate outcomes, speculate on possibilities and assess value. Students will find creative paths to solve problems while developing critical thinking skills. Through an academically rigorous program, students will not only gain knowledge and skills to achieve at high levels, but they will also develop ways of thinking and application that prepare them for the transition to high school, higher education, the workplace and global citizenship. At SKY Academy, administrators, teachers, students, and families will function as a learning community where academic rigor will be reflected in how everyone plans and executes instruction.

Strategies to achieve rigorous academic instruction include the following:

- ***Inquiry Based Learning.*** At SKY Academy Englewood the inquiry based learning approach will focus on using and learning content as a means to develop information-processing and problem-solving skills. The lessons will be student centered, with the teacher as a facilitator of learning. There will be more emphasis on "how we come to know" and less on "what we know." Students will be more involved in the construction of knowledge through active involvement. The more interested and engaged students are in a lesson or project, the easier it will be for them to construct in-depth knowledge in the subject area. Learning becomes almost effortless when something fascinates students and reflects their interests and goals. The School's inquiry-based learning will not only focus on in-school success, but it will be equally focused on preparing students to become lifelong learners. The School's instructional practices will be an "open" method of studies where students are encouraged to conduct research, utilize available resources, and go beyond the classroom and school to extend their learning. Teachers will plan inquiry-based lessons that afford students an opportunity to use state-of-the-art technology to connect with local and world communities as a means to solve problems and answer questions.
- ***Innovation.*** The School will integrate the wellness concept across content areas to help students develop skills and knowledge while expanding their ability to understand conceptual relationships, and think creatively and critically. When concepts and ideas from different courses are brought into meaningful association, students draw their own conclusions and exert a power over their knowledge that motivates them to learn. Cross-curricular integration assumes a holistic, real-world approach to learning. Using common, broad concepts to frame specific subject-area content is representative of how we generalize, analyze and compare ideas in day-to-day life and work. Through cross-curricular integration, students will develop meaningful and relevant skills and knowledge; they will also gain what they need for a lifetime of decision-making and problem solving in a way that departmentalized subject matter cannot. The success of cross-curricular integration requires a school-wide commitment. Therefore, interdepartmental teams of teachers will be given time and space to collaborate and plan together.
- ***Experimentation.*** Problem solving skills are arguably the most important facet of the education process. SKY Academy will provide students with an opportunity to solidify learning through experimentation. The new, state-of-the-art school facility will be equipped with a science laboratory. The School believes that students must learn to investigate, experiment, relate information and draw logical conclusions. The learning process is greatly enhanced when students are challenged to seek answers to problems and are driven by a curiosity to learn. In addition, students should be provided with materials that are best suited for their knowledge base, skills, and ability levels. They should also be able to effectively review previously studied concepts in order to enhance their understanding and increase their knowledge base. Hands-on laboratory experiments are one way to develop cognitive learning skills in students. Research suggests that by conducting experiments students learn the material in a more in-depth manner and develop a deeper understanding in the other subject areas and with greater purpose and relevance to real life. Students will think analytically, make keen observations,

hypothesize, experiment, and validate their assumptions and educated guesses. Students can then apply their learning to other areas and better comprehend text, media, lecture, and real-life experiences.

Clough (1999) suggests that experimentation can be even more effective when teachers make the following adaptations:

- Where appropriate, include students in determining the lab problem.
  - Where appropriate, have students invent laboratory procedures (consider safety, equipment, and cognitive issues).
  - When students cannot invent laboratory procedures, structure the experience so students can be fully engaged in the lab experiment. For example, have students explain what they perceive is the rationale for each particular step in a given procedure. Have them make and defend predictions.
  - Require students to consider and defend what information/data are relevant and irrelevant.
  - Have students decide what their data means.
  - Require students to apply mathematical reasoning to problems.
  - Make students responsible for communicating their work in a clear manner.
  - Have students set goals, make decisions, and assess progress.
- ***Collaborative Learning.*** At SKY Academy, collaborative learning will be used as a method of teaching and learning in which students work together to explore a significant question or create a meaningful project. With the teacher functioning as the facilitator, students will work in small groups on a structured activity. Students will be individually accountable for their work, and the work of the group as a whole is also assessed. At the School, collaborative groups will work face-to-face and learn the value of teamwork. During this process, students can identify and use their strengths, and they also develop an awareness of their weaker skills so that they can work to improve them for the good of the team. As they learn to develop their interpersonal skills, they learn to deal with conflict. When collaborative groups are guided by clear objectives, students engage in numerous activities that improve their understanding of concepts explored. Some of the collaborative strategies that will be used include Socratic seminars and literature circles (explained further in Section 4).

## **2. Explicit Instruction**

To increase student achievement and mastery of the Florida Standards, SKY Academy will incorporate explicit instruction which involves directing student attention toward specific learning in a highly structured environment. Through explicit instruction, teaching will focus on producing specific learning outcomes. Topics and contents will be broken down into small parts and taught individually. The lessons will involve explanation, demonstration and practice. Students will be provided with guidance and a structured framework. Topics will be taught in a logical order and directed by the teacher. Another important characteristic of the School's explicit instruction model is that it will involve the modeling of skills and behaviors as well as the modeling of thinking. This involves the teacher thinking out loud when working through problems and demonstrating processes for students. When a teacher conducts the think aloud or



modeling session, students will benefit from directly observing high level comprehension and reasoning, fluency and prosody. Struggling students will benefit greatly from this method of instruction.

- **Gradual Release.** The scaffold or “gradual release model” is broadly recognized as a successful approach for moving classroom instruction from teacher-centered, whole group delivery to student-centered collaboration and independent practice. Sometimes referred to as the “**I Do, We Do, You Do**” model, this model proposes a plan of instruction that includes demonstration, prompt, and practice. Gradual release will be used in conjunction with explicit instruction at SKY Academy to assist students in maximizing their academic growth and performance. According to Buehl (2005), the gradual release model “emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise.” The chart below explains the role of the teacher and student during the “**I Do**,” “**You Do**,” and “**We Do**” model of instruction.

<b>Process</b>	<b>Teacher</b>	<b>Student</b>
<b>I Do</b> (Direct, Explicit Instruction)	<ul style="list-style-type: none"> <li>● Provides direct instruction</li> <li>● Establishes goals and purpose</li> <li>● Models Thinks Aloud</li> </ul>	<ul style="list-style-type: none"> <li>● Actively listens</li> <li>● Takes notes</li> <li>● Ask for clarification</li> </ul>
<b>We Do</b> (Guided Instruction)	<ul style="list-style-type: none"> <li>● Interactive instruction</li> <li>● Works with students</li> <li>● Checks for understanding, prompt students using guiding questions</li> <li>● Provides additional modeling</li> <li>● Meets with needs-based groups</li> </ul>	<ul style="list-style-type: none"> <li>● Asks and responds to questions</li> <li>● Works with teachers and classmates</li> <li>● Completes the process alongside others</li> <li>● Engages in active learning activities</li> </ul>
<b>You Do</b> (Collaborative Learning)	<ul style="list-style-type: none"> <li>● Moves along groups</li> <li>● Clarifies misunderstandings or misconceptions</li> <li>● Provides support as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Works with classmates, shares outcomes</li> <li>● Collaborates on authentic tasks</li> <li>● Consolidates learning</li> <li>● Completes process in small groups</li> <li>● Looks to peers for clarification</li> </ul>
<b>You Do</b> (Independent Practice)	<ul style="list-style-type: none"> <li>● Provides feedback</li> <li>● Evaluates</li> <li>● Determines levels of understanding</li> <li>● Determines areas to re-teach</li> </ul>	<ul style="list-style-type: none"> <li>● Works alone</li> <li>● Relies on background knowledge, notes, activities, classroom learning to complete assignments</li> <li>● Takes full responsibility for outcomes</li> </ul>

*Jennipher Willoughby, McGraw-Hill/Glencoe, Teaching Today*

### **3. Differentiated Instruction**

Rather than simply "teaching to the middle" (providing a single avenue for learning for all students in a class), the teachers at SKY Academy Englewood will use differentiated instruction to match tasks, activities, and assessments with their students' interests, abilities, and learning preferences. The use of this instructional strategy will require planning, commitment, and acknowledgment of the fact that diverse abilities, experiences, and interests have a tremendous impact on individual student learning. Teachers will be required to identify the level at which their individual students are working; this will be determined by their students' standardized test scores and other assessment information such as the FAIR-FS, baseline or diagnostic assessments, interim or progress monitoring assessments, and teacher-developed assessments. The chart below shows the general differentiated instructional strategies that will be applied at the School.

<b>Methods of Differentiating Instruction</b>	<b>Strategies for Differentiating Instruction</b>
<b>Based on Content</b>	<ul style="list-style-type: none"> <li>• Utilize pre-tests to assess where individual students need to begin study of a given topic or unit.</li> <li>• Encourage thinking at various levels of Bloom's Revised Taxonomy</li> <li>• Use a variety of instructional delivery methods to address different learning styles.</li> <li>• Break assignments into smaller, more manageable parts that include structured directions for each part.</li> <li>• Choose broad instructional concepts and skills that lend themselves to understanding at various levels of complexity.</li> </ul>
<b>Based on Process</b>	<ul style="list-style-type: none"> <li>• Provide access to a variety of materials which target different learning preferences and reading abilities.</li> <li>• Develop activities that target auditory, visual, and kinesthetic learners.</li> <li>• Establish stations for inquiry-based, independent learning activities.</li> <li>• Create activities that vary in level of</li> </ul>

	<p>complexity and degree of abstract thinking required.</p> <ul style="list-style-type: none"> <li>• Use flexible grouping to group and regroup students based on factors including content, ability, and assessment results.</li> </ul>
<b>Based on Product</b>	<ul style="list-style-type: none"> <li>• Use a variety of assessment strategies, including performance-based and open-ended assessment.</li> <li>• Balance teacher-assigned and student-selected projects.</li> <li>• Offer students a choice of projects that reflect a variety of learning styles and interests.</li> <li>• Make assessment an ongoing, interactive process.</li> </ul>
<b>Based on Student Interest</b>	<ul style="list-style-type: none"> <li>• Use an interest survey to determine subject matter or instructional materials that students are interested in learning about</li> <li>• Provide multiple, diverse assessment opportunities for students to select from</li> <li>• Provide opportunities for students to engage in independent study</li> </ul>

*Jennipher Willoughby (2011), Differentiating Instruction: Meeting Students Where They Are*

#### **4. Technology-Enhanced Instruction**

The School's use of technology in the classroom will solidify the mission to develop students who are prepared to take their place in an increasingly global society. The use of technology is also having an equally positive impact in helping students gain necessary 21st century skills that serve to advance learning engagement, and prepare students for life and work. While having its own focus and objectives, technology-enhanced instruction at the School will be interwoven into the other three instructional principles (rigor, explicit instruction, and differentiated instruction). The use of education technology in teaching and learning has a strong, positive effect on student achievement. The use of technology for learning will not take place in a vacuum; rather, teachers must effectively apply technology in the curriculum and throughout the school day. The School will also use software to develop individual student fitness goals and measure improvement based on students' personalized goals. Professional development will be offered to teachers on an

ongoing basis in order to keep teachers up-to-date with changing technological programs, resources, and applications.

The School's technology-enhanced instructional program will offer students the following:

SMART Boards	SMART board technology is similar to combining touch screen technology and whiteboard markers. The board is connected to a computer and provides interactive technology. Rather than just displaying information, smart boards have the capability of saving your work and sending it to other computers. Teachers can even access information online with the touch of a finger. Teachers will be able to activate students' prior knowledge, display information from various media sources and allow students to become actively involved with any planned lesson.
Virtual Science Labs Computer Lab Mobile Computer Labs	Remediation and enrichment efforts will be enhanced with the availability of mobile and static computer labs. In addition, virtual science lab software such as GIZMOS and online essential labs will be conducted using tablets and laptops within the science classrooms. Virtual science labs are relatively efficient, contained environments. They are designed to give students practice with designing and conducting virtual investigations in preparation for designing and conducting their own hands-on investigations.
Laptops Tablets E-readers	Laptops, tablets and e-readers will provide an avenue for teachers to differentiate instruction effectively. Students will be able to independently read books, conduct research, access virtual labs and other course content using individualized tablets and laptops.
TriFit Health Assessment Software	Polar's TriFit Software is an easy-to-use tool that allows physical educators to assess individual students or entire classes efficiently and with greater accuracy. Teachers have the ability to customize health improvement programs and can create and print reports on student fitness levels and trends. TriFit Software features a Fitness Assessment and Exercise Planner program that contains a variety of popular youth protocols including President's Challenge, YMCA, and several others. With TriFit Software, teachers can design student programs based on target body composition, caloric intake goals, cardiovascular fitness and weight training routines, all which support a student's personal objectives and level of ability.
Technology Learning Resources to Supplement the Core Curriculum*	<p><b><i>Explore Learning Gizmos</i></b> (Science and Mathematics)  <b><i>Study Island</i></b> (All Core Subjects)  <b><i>iReady</i></b> (Reading and Mathematics)</p> <p>*A description of each of these resources as well as an implementation plan will be discussed in Chapter 4 of this application.</p>

## **5. Wellness Instruction**

At SKY Academy Englewood, wellness instruction is infused into all areas of the curriculum. Thematic learning experiences provided throughout the wellness studies are an integral part of the student's total educational experience at SKY Academy. Teachers will incorporate wellness themes as they plan lessons across all subjects that address the Florida Standards. The wellness themes that will be used to plan thematic lessons across the curriculum include the following:

- Social wellness
- Physical wellness
- Emotional wellness
- Environmental wellness
- Mental wellness
- Health wellness

By taking advantage of the unique focus of studies provided at SKY Academy, students will not only be prepared for the transition to high school, but also mentally and physically prepared for a life after high school that involves making healthy choices.

At SKY Academy Englewood, students will be required to participate in a physical education as well as a health/wellness course each day. At the beginning of each year, the physical education teacher will assess individual students in order to customize a health improvement program. Polar's TriFit Software is a tool that will be used by teachers to design individualized programs for students that include target body composition, caloric intake goals, cardiovascular fitness and weight training routines, all of which support a student's personal objectives and levels of ability. Throughout the year, students will be motivated as they see the graphical summary and how well they did on fitness tests. Students will continuously set personal goals as they review the information. In keeping with the School's mission, SKY Academy is deeply committed to creating a culture of wellness by strengthening the body and mind to increase brain capacity for learning and to enable students to live healthy, enjoyable lives.

### **◆ Describe the research base for the educational program.**

The research base for the educational program is designed around the SKY Academy's mission--to promote high standards of academic achievement through the infusion of wellness strategies into a rigorous instructional program that is based on collective inquiry, innovation, experimentation, and collaborative learning opportunities. To that end, a high-quality, research-based educational program has been developed that supports the School's mission. The educational program at SKY Academy Englewood is based on five key instructional components that promote high standards of academic achievement: (1) Rigorous academic instruction; (2) Explicit instruction; (3) Differentiated instruction; (4) Technology-enhanced instruction; and (5) Wellness instruction. The research that supports these five components is cited below.

## **1. Rigorous Academic Instruction (Inquiry, Innovation, Experimentation, Collaborative Learning)--Research Base**

Instruction should connect directly to students' lives and must deeply engage them with the content in order for students to be better prepared for college and careers. To succeed in postsecondary education and in a 21st century economy, students must be afforded opportunities to practice higher-order thinking skills, such as how to analyze an argument, weigh evidence, recognize bias (their own and others' bias), distinguish fact from opinion, balance competing principles, work collaboratively with others, and be able to communicate clearly what they understand (Wagner, 2006). In order to accomplish these goals, instruction must be rigorous and meaningful.

The definition of rigor varies greatly in both research and practice. Bower and Powers (2009) conducted a study to determine the essential components of rigor. They defined rigor through their research as "how the standard curriculum is delivered within the classroom to ensure students are not only successful on standardized assessments but also able to apply this knowledge to new situations both within the classroom and in the real world." They also identified higher-order thinking and real-world application as two critical aspects of rigor, suggesting that it is not enough for students to know how to memorize information and perform on multiple-choice and short-answer tests. Students must have deep and rich content knowledge, but rigor also includes the ability to apply that knowledge in authentic ways.

In the 1950s, Benjamin Bloom developed a model which organized thinking skills into six levels, from the most basic to the more complex levels of thinking. This model was adapted for classroom use as a planning tool and continues to be one of the most universally applied models of thinking. In the 1990s, Lorin Anderson, a former student of Bloom, revisited the taxonomy. As a result, changes were made to the model (Pohl, 2000, *Learning to Think, Thinking to Learn*). The changes that were made included the following (retrieved from: <http://www.kurwongbss.qld.edu.au/thinking/Bloom/blooms.htm>):

- The names of the six major categories were changed from *noun* to *verb* forms.
- As the taxonomy reflects different forms of thinking and thinking is an active process verbs were used rather than nouns.
- The subcategories of the six major categories were also replaced by verbs and some subcategories were reorganized,
- The knowledge category was renamed. Knowledge is an outcome or product of thinking not a form of thinking *per se*. Consequently, the word knowledge was inappropriate to describe as a category of thinking and was replaced with the word *remembering* instead.
- Comprehension and synthesis were retitled to *understanding* and *creating* respectively, in order to better reflect the nature of thinking defined in each category.

SKY Academy Englewood will utilize **Bloom's Revised Taxonomy** to promote higher order thinking among students. Teachers will plan lessons and assessments utilizing the revised model as shown below:

**Bloom's Revised Taxonomy**

<u>Original Terms</u>		<u>New Terms</u>	
	⇒		
↑	⇒		↑
↑	⇒		↑

In *A Taxonomy for Learning, Teaching and Assessing: a Revision of Bloom's Taxonomy* (2001), Loring and Krathwohl define the cognitive processes associated with each of the revised Categories of Bloom's Revised Taxonomy as follows:

Category	Cognitive Processes	Alternative Names
<b>Remember</b>	recognizing, recalling	identifying, retrieving
<b>Understand</b>	Interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining	clarifying, paraphrasing, representing, translating, illustrating, instantiating, categorizing, subsuming, abstracting, generalizing, concluding, extrapolating, interpolating, predicating, contrasting, mapping, matching, constructing models
<b>Apply</b>	executing, implementing	carrying out, using
<b>Analyze</b>	differentiating, organizing, attributing	discriminating, distinguishing, focusing, selecting, finding, coherence, integrating, outlining, parsing, structuring, deconstructing
<b>Evaluate</b>	checking, critiquing	coordinating, detecting, monitoring, testing, judging

Teaching and learning approaches that involve students collaborating on projects that culminate with a product or presentation are ways to bring rigor into the classroom. Students can take on real problems, use what they know (prior knowledge) and research to come up with real solutions to real problems. They must engage with their subject and with their peers in a meaningful way. John Dewey (1990), called for a curriculum that involves a critical but balanced understanding of the culture and the prior knowledge of each child in order to extend learning. According to Spillane (2000), presenting content in more authentic ways—disciplinary and other real-world contexts—has become a central theme of current reform movements. Schools should be places where “the work students are asked to do is work worth doing” (Darling-Hammond, 2006). Research collected by the International Center for Leadership in Education shows that “students understand and retain knowledge best when they have applied it in a practical, relevant setting” (Daggett, 2005). A skilled 21st century educator helps students master learning targets and standards using purposefully crafted lessons and teaches with appropriate instructional strategies incorporated within a lesson. The students understand why they are learning particular skills and content and are engaged in learning opportunities that allow them to use their inquiry skills, creativity, and critical thinking to solve problems.

Authentic learning builds on the concept of “learning by doing” to increase a student’s engagement. To succeed, this method needs to have meaning or value to the student, embody in-depth learning in the subject and allow the student to use what he or she learned to produce something new and innovative (Lemke & Coughlin, 2009). For example, in project-based learning, students collaborate to create their own projects that demonstrate their knowledge (Bell, 2010). Students start by developing a question that will guide their work. The teacher acts as the supervisor. The goal is greater understanding of the topic, deeper learning, higher-level reading, and increased motivation (Bell, 2010). Research has shown that students who engage in project-based learning outscore their traditionally educated peers in standardized testing (Bell, 2010).

## **2. Explicit Instruction (Gradual Release Model)--Research Base**

In the quest to maximize students’ academic growth, one of the most effective tools available to educators is explicit instruction. This instructional routine involves a structured, systematic, and effective methodology for teaching academic skills. It is called explicit because it is an unambiguous and direct approach to teaching that includes both instructional design and delivery procedures. Explicit instruction is characterized by a series of support or scaffolds, whereby students are guided through the learning process with clear statements about the learning process and rationale for learning the new skill, clear expectations and demonstrations of the learning targets and supported practice with feedback until independent mastery has been achieved. Rosenshine (1987) described this form of instruction as “a systematic method of teaching with emphasis on proceeding in small steps, checking for student understanding, and achieving active and successful participation from all students.”

Martella, Slocum, & Martella (2004); Rosenshine (1997); Rosenshine & Stevens (1986); Simmons, Fuchs, Mathes, & Hodge (1995); and Swanson (2001), have identified a range of instructional behaviors and elements characteristic of an explicit approach to teaching. These instructional behaviors and elements are discussed below:



- ***Focus instruction on critical content.*** Teach skills, strategies, vocabulary terms, concepts, and rules that will empower students in the future and match the students' instructional needs.
- ***Sequence skills logically.*** Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself, and separating skills and strategies that are similar and, thus, may be confusing to students.
- ***Break down complex skills and strategies into smaller instructional units.*** Teach in small steps. Segmenting complex skills into smaller instructional units of new material addresses concerns about cognitive overloading, processing demands, and the capacity of students' working memory. Once mastered, units are synthesized (i.e., practiced as a whole).
- ***Design organized and focused lessons.*** Make sure lessons are organized and focused, in order to make optimal use of instructional time. Organized lessons are on topic, well sequenced, and contain no irrelevant digressions.
- ***Begin lessons with a clear statement of the lesson's goals and your expectations.*** Tell learners clearly what is to be learned and why it is important. Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them.
- ***Review prior skills and knowledge before beginning instruction.*** Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with other related skills.
- ***Provide step-by-step demonstrations.*** Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill. Clearly demonstrate the target skill or strategy, in order to show the students a model of proficient performance.
- ***Use clear and concise language.*** Use consistent, unambiguous wording and terminology. The complexity of the teacher's speech (e.g., vocabulary, sentence structure) should depend on students' receptive vocabulary, to reduce possible confusion.
- ***Provide an adequate range of examples and non-examples.*** In order to establish the boundaries of when and when not to apply a skill, strategy, concept, or rule, provides a wide range of examples and non-examples. A wide range of examples illustrating situations when the skill will be used or applied is necessary so that students do not underuse it. Conversely, presenting a wide range of non-examples reduces the possibility that students will use the skill inappropriately.

- ***Provide guided and supported practice.*** In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance. When students demonstrate success, the teacher can gradually increase task difficulty while decreasing the level of guidance.
- ***Require frequent responses.*** Plan for a high level of student-teacher interaction via the use of questioning. Having the students respond frequently (i.e., oral responses, written responses or action responses) helps them focus on the lesson content, provides opportunities for student elaboration, assists the teacher in checking understanding, and keeps students active and attentive.
- ***Monitor student performance closely.*** Carefully watch and listen to students' responses in order to verify student mastery as well as make timely adjustments in instruction if students are making errors. Close monitoring also allows the teacher to provide feedback to students about how well they are doing.
- ***Provide immediate affirmative and corrective feedback.*** Follow up on students' responses as quickly as possible. Immediate feedback to students about the accuracy of their responses helps ensure high rates of success and reduces the likelihood of practicing errors.
- ***Deliver the lesson at a brisk pace.*** Deliver instruction at an appropriate pace to optimize instructional time, the amount of content that can be presented, and on-task behavior. Use a rate of presentation that is brisk but includes a reasonable amount of time for students' thinking/processing, especially when they are learning new material. The desired pace is neither so slow that students get bored nor so quick that they can't keep up.
- ***Help students organize knowledge.*** Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit. Well-organized and connected information makes it easier for students to retrieve information and facilitate its integration with new material.
- ***Provide distributed and cumulative practice.*** Distributed (vs. massed) practice refers to multiple opportunities to practice a skill over time. Cumulative practice is a method for providing distributed practice by including practice opportunities that address both previously and newly acquired skills. Provide students with multiple practice attempts, in order to address issues of retention as well as automaticity.

### ***The Gradual Release of Responsibility Model***

SKY Academy believes that the skill set of the teacher, and how the teacher uses valuable instructional time, is a critical component to increase student achievement. One way teachers can provide more targeted, individualized instruction is to use the gradual release of responsibility model (Pearson & Gallagher, 1983). This instructional model requires that the teacher purposefully transitions from assuming all the responsibility for performing a task to a situation in which the students assume all of the responsibility. This gradual release may occur over a day,

a week, or a semester. Stated another way, the gradual release of responsibility emphasizes instruction that leads students into becoming capable thinkers and learners when handling new tasks in which they have no expertise. This gradual release of responsibility model of instruction has been documented as an effective approach for improving writing achievement (Fisher & Frey, 2003), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003).

The chart below shows the four interactive (or interrelated) components of the gradual release of responsibility model.

Teacher Responsibility	<ul style="list-style-type: none"> <li>• <b>Focus Lesson</b></li> <li>• <b>Guided Instruction</b></li> </ul>	<p>"I do it"</p> <p>"We do it"</p>
Student Responsibility	<ul style="list-style-type: none"> <li>• <b>Collaborative Learning</b></li> <li>• <b>Independent Tasks</b></li> </ul>	<p>"You do it together"</p> <p>"You do it alone"</p>

- ***Focus Lessons*** - This component allows teachers to model their own metacognitive processes as active readers. Modeled strategies focus on increasing understanding of content-area texts. Usually brief in nature, focus lessons establish purposes for reading and clue students into important learning objectives.
- ***Guided Instruction*** - During guided instruction, teachers prompt, question, facilitate, model or lead students through tasks that increase understanding of a particular text.
- ***Collaborative Learning*** - During the collaborative learning component in the gradual release of responsibility model, students consolidate their understanding of the content and explore opportunities to problem solve, discuss, negotiate, and think with their peers.
- ***Independent Learning*** - This component addresses the most important goal of good instruction—to provide students with practice in applying skills and information in new ways. As students transfer their learning to subsequent tasks, they synthesize information, transform ideas, and solidify their understanding. They become active readers and capable learners.

It is important to understand that the gradual release of responsibility model is not linear. Students move back and forth among each of the components as they master skills, strategies, and learning standards.

### **3. Differentiated Instruction (Data-driven, individualized, differentiated instruction)-- Research Base**

To differentiate instruction is to recognize students' varying background knowledge, readiness, language, preferences in learning and interests; and to react responsively. Differentiated instruction is a process to teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process.

Several key elements guide differentiation in the education environment. Tomlinson (2001) identifies three elements of the curriculum that can be differentiated: content, process, and products. These are described in the following three sections, which are followed by several additional guidelines for forming an understanding of and developing ideas around differentiated instruction.

#### **► Content**

- ***Several elements and materials are used to support instructional content.*** These include acts, concepts, generalizations or principles, attitudes, and skills. The variation seen in a differentiated classroom is most frequently in the manner in which students gain access to important learning. Access to the content is seen as key.
- ***Align tasks and objectives to learning goals.*** Designers of differentiated instruction view the alignment of tasks with instructional goals and objectives as essential. Goals are most frequently assessed by many state-level, high-stakes tests and frequently administered standardized measures. Objectives are frequently written in incremental steps resulting in a continuum of skill-building tasks. An objectives-driven menu makes it easier to find the next instructional step for learners entering at varying levels.
- ***Instruction is concept-focused and principle-driven.*** The instructional concepts should be broad-based, not focused on minute details or unlimited facts. Teachers must focus on the concepts, principles and skills that students should learn. The content of instruction should address the same concepts with all students, but the degree of complexity should be adjusted to suit diverse learners.

#### **► Process**

- ***Flexible grouping is consistently used.*** Strategies for flexible grouping are essential. Learners are expected to interact and work together as they develop knowledge of new content. Teachers may conduct whole-class introductory discussions of content big ideas followed by small group or paired work. Student groups may be coached from within or by the teacher to complete assigned tasks. Grouping of students is not fixed. As one of the foundations of differentiated instruction, grouping and regrouping must be a dynamic process, changing with the content, project, and on-going evaluations.

- ***Classroom management benefits students and teachers.*** To effectively operate a classroom using differentiated instruction, teachers must carefully select organization and instructional delivery strategies. In her text, *How to Differentiate Instruction in Mixed-Ability Classrooms* (Chapter 7), Carol Tomlinson (2001) identifies 17 key strategies for teachers to successfully meet the challenge of designing and managing differentiated instruction.

► **Products**

- ***Initial and on-going assessment of student readiness and growth are essential.*** Meaningful pre-assessment naturally leads to functional and successful differentiation. Incorporating pre, post, and on-going assessment informs teachers so that they can better provide a menu of approaches, choices, and scaffolds for the varying needs, interests and abilities that exist in classrooms of diverse students. Assessments may be formal or informal, including interviews, surveys, performance assessments, and more formal evaluation procedures.
- ***Students are active and responsible explorers.*** Teachers respect that each task put before the learner will be interesting, engaging, and accessible to essential understanding and skills. Each child should feel challenged most of the time.
- ***Vary expectations and requirements for student responses.*** Items to which students respond may be differentiated so that different students can demonstrate or express their knowledge and understanding in different ways. A well-designed student product allows varied means of expression and alternative procedures and offers varying degrees of difficulty, types of evaluation, and scoring.

***Additional Guidelines That Make Differentiation Possible for Teachers to Attain***

- ***Clarify key concepts and generalizations.*** Ensure that all learners gain powerful understandings that can serve as the foundation for future learning. Teachers are encouraged to identify essential concepts and instructional foci to ensure that all learners comprehend.
- ***Use assessment as a teaching tool to extend rather than merely measure instruction.*** Assessment should occur before, during, and following the instructional episode, and it should be used to help pose questions regarding student needs and optimal learning.
- ***Emphasize critical and creative thinking as a goal in lesson design.*** The tasks, activities, and procedures for students should require that they understand and apply meaning. Instruction may require supports, additional motivation, varied tasks, materials, or equipment for different students in the classroom.
- ***Engaging all learners is essential.*** Teachers are encouraged to strive for the development of lessons that are engaging and motivating for a diverse class of students. Vary tasks within instruction as well as across students. In other words, an entire session for students should not consist of all drill and practice, or any single structure or activity.

- ***Provide a balance between teacher-assigned and student-selected tasks.*** A balanced working structure is optimal in a differentiated classroom. Based on pre-assessment information, the balance will vary from class-to-class as well as lesson-to-lesson. Teachers should ensure that students have choices in their learning.

### ***Evidence of Differentiation as a Classroom Practice***

Differentiation is recognized to be a compilation of many theories and practices. According to the proponents of differentiation, the principles and guidelines are rooted in years of educational theory and research. For example, differentiated instruction adopts the concept of "readiness." That is, the difficulty of skills taught should be slightly in advance of the child's current level of mastery. This is grounded in the work of Lev Vygotsky (1978), and the zone of proximal development (ZPD), the range at which learning takes place. The classroom research by Fisher et al. (1980) strongly supports the ZPD concept. The researchers found that in classrooms where individuals were performing at a level of about 80% accuracy, students learned more and felt better about themselves and the subject area under study.

Other practices noted as central to differentiation have been validated in the effective teaching research conducted from the mid 1980's to the present. According to Ellis and Worthington (1994), these practices include effective management procedures, grouping students for instruction, and engaging learners. Tomlinson (2000) reports individual cases of settings in which the full model of differentiation was very promising and teachers using differentiation have written about improvements in their classrooms.

### **4. Technology-Enhanced Instruction (*Digital Learning Environment; Computer-based resources*)--Research Base**

As computer application and technology become more commonplace, the use of information technology has become pervasive in most everyone's lives. The trend toward technology-enhanced classes has escalated quickly during the past decade as students have become increasingly tech-savvy. Classrooms across the nation have become "wired" and textbook publishers now offer a wide variety of computerized teaching supplements. The School believes that technology has the potential to transform the learning environment from passive to active and more "engaging" for the student. According to Roblyer (2003), technology may enable the learner to be more actively involved in his or her own learning. While technology may enhance the classroom and engage today's student more effectively, most do not believe it replaces the need for a structured, content-driving learning process that is grounded in theory. To be effective, technology-based tools must accompany appropriate pedagogy (Laurillard, 2002).

In recent technology research studies, positive findings have been reported related to students' attitudes. There are consistent patterns identified in John Schacter's report, "The Impact of Educational Technology on Student Achievement: What the Most Current Research Has to Say" regarding an improved attitude of students "when their classes include computer-based instruction" (Schacter, 2001). Based on research data, it is clear that when technology is used as a learning tool, "students' attitudes towards learning and their own self-concept improved consistently" (Schacter, 2001). Without a doubt, students who have positive attitudes about

school tend to do better academically. SKY Academy strongly believes that by increasing students' level of enthusiasm and motivation, more learning will occur. By continuing to study the effects of technology on students' attitudes, educators can continue to justify the use of technology to raise student achievement.

Research indicates that in addition to improving students' attitudes, student test scores have also improved with the use of technology. In a West Virginia statewide research study, researchers found that the more time students participated in the Basic Skills / Computer Education program, the higher their Stanford 9 scores rose (Schacter, 2001). This report also stated that the program was more cost effective than other initiatives that had been attempted in the past to improve student achievement. Other studies have also concluded similar results linking technology with superior test scores; however, it is also clear that the research doesn't pinpoint specific software, student populations, or amount of access to technology (Schacter, 2001). SKY Academy believes that with proper teacher training, students could benefit academically from technology integration in the School's educational program.

Besides improved success in school, educators are well aware that they are responsible for creating independent and critical thinkers. According to Schacter (2001), technology is critical to the teaching of these skills that will be necessary for students entering as 21st century employees. Schacter's research has shown that by utilizing technology in the classroom, teachers spend less time lecturing and more time having students work in cooperative groups. During a 1994 study of Apple Classrooms of Tomorrow (ACOT), inconclusive results pointed at the fact that the learning experiences taking place in those classroom required "higher level reasoning and problem-solving" (Schacter, 2001). A study completed by Integrated Learning Systems, showed over four points on growth for the groups who used technology and worked cooperatively. Based on information gathered during the study, it was clear to see that students enjoyed helping each other and remained more focused on the task (Brush, 1997). Most interestingly, other studies have found that technology-based assignments allow students more freedom, which allows them to think critically about their learning and investigate outside the basic assignment in order to make it meaningful to them and their classmates. It is the belief of SKY Academy that by allowing students to engage in a technology-enhanced curriculum, the students will acquire the necessary skills to be competitive in the global society.

##### **5. Wellness Instruction (Central focus on wellness and personal physical fitness goals)-- Research Base**

The School will integrate wellness dimensions into its curriculum to promote enhanced academic success. SKY Academy's educational program and teaching philosophy is based on the research conducted by Dr. John Ratey (*Spark, The Revolutionary Science of Exercise and the Brain*, 2008) that indicates that exercise and physical fitness positively affect brain function, which, in turn, leads to increased academic performance. In *Spark* (2008), Ratey cites research studies that show how daily exercise resulted in increased student achievement and behavior at elementary, middle, and senior high schools throughout the country. Some of the findings are as follows:

- Struggling high school freshman students improved 17% in reading in one semester in Naperville, Illinois;

- 8th grade students in the same district scored first in the world in science and sixth in math in a 1999 international test;
- A Kansas City, Missouri, inner-city elementary school reduced discipline problems by 250% in one year.

At SKY Academy, students will be provided a strong educational foundation with an emphasis on physical fitness and a healthy lifestyle. Furthermore, wellness is an integral component of the School's overall culture. Healthy students are learners who are "knowledgeable and productive, and are also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders" (ASCD, 2004). As part of the School's initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one's health through an active, healthy lifestyle that fosters a lifelong *commitment* to wellness; the mission and vision for comprehensive health and wellness education reflects this perspective.

A quality comprehensive health and physical education program fosters a population that demonstrates the following:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting;
- Engages in a physically active lifestyle;
- Is knowledgeable about health and wellness and how to access health resources;
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services;
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills;
- Is accepting and respectful of individual and cultural differences;
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

◆ **Explain how the educational program aligns with the school's mission.**

The Mission at SKY Academy is to promote high standards of academic achievement through the infusion of wellness strategies into a rigorous instructional program that is based on collective inquiry, innovation, experimentation, and collaborative learning opportunities. To that end, the School will implement a strategic plan that aligns with the school's mission to ensure that learning continues to evolve and expand to its fullest potential in a dynamic and changing world. In keeping with the School's mission, the instructional program at SKY Academy Englewood consists of five key areas of emphasis: (1) Rigorous Academic Instruction; (2) Explicit Instruction; (3) Differentiated Instruction; (4) Technology-Enhanced Instruction; and (5) Wellness Instruction. Clearly defining and increasing the school's capacity in these areas will allow the School to develop its full potential by fulfilling and sustaining the mission and realizing the vision. These five areas of emphasis are the foundation of the educational program at SKY Academy Englewood. Additionally, the School's educational program focuses on three



essential elements: (1) Hiring exceptional educators (2) Offering a coordinated system of professional development and (3) Inspiring students to learn. Sky Academy Englewood will ensure that these crucial elements are incorporated into the School's program as defined below.

### ***Exceptional Educators***

The School's faculty and staff will be comprised of highly-qualified, leadership-oriented experts in their fields who enthusiastically meet the academic, emotional, and psycho-social needs of a high-achieving and diverse population of learners. As lifelong learners who shape the future, they will continue to focus on thinking creatively, reasoning systematically, and working collaboratively, both within and beyond the SKY Academy community. SKY Academy's Governing Board, teachers, administrators, and support staff will continuously demonstrate a deep commitment to providing the passionate and innovative teaching that develops both the students' and the School's full potential. The School's strategic plan for developing and maintaining exceptional educators will consist of the following:

- Formalizing leadership opportunities for faculty in the areas of curriculum design, pedagogy and program development;
- Developing and refining the process for performance review, aligning feedback and assessment with published criteria that are grounded in current research;
- Attracting and retaining the highest quality faculty, staff and administrators.

### ***Strategic Professional Development***

As SKY Academy educators will continually aim for higher student achievement, their professional development will play a significant role in attaining this goal. It is essential that educators keep current with the latest research and innovations if higher student achievement is to be realized. To this end, SKY Academy will develop and implement a coordinated system of professional development making continuous, well-defined, and strategic professional learning a central part of the culture and practice in the school. Sky Academy will align its professional development program to the standards adopted by the state and support the framework for standards adopted by the National Staff Development Council, the Florida Professional Development Evaluation Protocol System, and the Sarasota County School District. The school will ensure that instructional staff members are provided with release time to attend District in-services with the purpose of increasing student achievement, enhancing classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.

In addition to trainings offered at the District level, the inservice plan developed by SKY Academy will rely on state-approved vendors to provide quality, professional development to its staff members. These organizations include the following:

- **Educational Impact (EI)**  
Educational Impact is the premier online provider of powerful e-learning and professional development for teachers and administrators. The company was founded in 1999 by educators who realized that traditional professional development could be improved and enhanced through the use and integration of online learning and streaming video.

- **The William Cecil Golden School Leadership Development Program**  
 The William Cecil Golden School Leadership Development Program (WCG) was established by the 2006 Florida Legislature to provide a high quality, competency-based, customized, comprehensive and coordinated statewide professional development system for current and emerging school leaders. The program is aligned with and supports Florida's Principal Leadership Standards, the standards of Learning Forward, the standards of the Florida Professional Development System Evaluation Protocol and No Child Left Behind (NCLB) requirements for high quality professional development.
- **Start with Success**  
 Start with Success is a state-sponsored web resource for early career educators, educators new to Florida, aspiring educators and experienced educators who support and mentor new educators. This site also provides resources for classroom substitute teachers, including web-based resources to enhance district substitute teacher orientation and training programs.
- **Professional Consulting Group (PCG)**  
 Through Florida's Race to the Top State-Level Project, Public Consulting Group (PCG) is presenting a multi-tiered comprehensive Professional Development system offering charter school administrators, teachers, and governing board members face-to-face regional training sessions and a web-based blended model to improve the capacity of participating teachers and school leaders as they plan for and monitor next steps in Florida Standards implementation. Participation is FREE to Florida charter schools.
- **Florida Charter Schools Online Learning Community Project (CPALMS Charter)**  
 CPALMS Charter, the official online learning community for charter school teachers and leaders, provides an abundance of resources. CPALMS offers webinars (live and archived) on subjects that range from creating teacher work space to effective teaching strategies to information on teacher evaluations. For the leaders of charter schools, this site includes discussion forums on the different teacher evaluation plans, a description of the different plans and sample documents to assist leaders in personnel evaluations. There is also a resource list and webinars that focus on professional development and growth for leaders.

In addition to professional growth plan at the school level, the school will contribute to the individual development of its educators through ongoing evaluation using the District's approved evaluation tool (PRIDE) detailed in Section 10 of this application. In other words, professional development will be dictated by the evaluation results of instructional personnel. The school will help instructional personnel and other staff improves their effectiveness by aligning the professional growth activities they are provided with their individual needs as identified through evaluation results.

***Inspiring Learning***

The cornerstone of the School's educational experience is fostering a deep desire for learning within its student population to ensure that all students are prepared for high school studies after

middle school. The program will continue to reflect the changing educational landscape and will be designed for each student to develop his or her full potential academically, emotionally, physically, and socially. Inspiring learning at the School is not limited to students. Cultivating a culture of learning that encompasses parents, faculty, staff, administration, the Governing Board, and the community will be a major goal.

Focusing on the learning needs of students, on current research, and on best practices, the professionals at the School will engage in collaborative, vigorous and structured professional learning geared toward excellence and innovation in all aspects of the program. The goal of professional development is for the School to accomplish the following:

- To further develop and refine the process for curriculum development and program assessment;
- To further develop and implement theoretically sound, research-based best practices in assessment of student learning;
- To pursue collaborations and partnerships with mission-aligned organizations, institutions and schools;
- To continue to embrace wellness as a means to improve student achievement and promote a healthy lifestyle.

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

SKY Academy's educational program will help students master the Florida Standards by providing rigorous instruction aligned with the state standards and supported by a research-based curriculum. The instructional methods utilized will be based on current research on "how students learn best" to ensure that the knowledge and skills that students are required to attain (as defined in the Florida Standards) are mastered and retained from one academic school year to the next. By providing students with a unique middle school experience that emphasizes high academic achievement and wellness through the use of direct explicit instruction, inquiry, innovation, experimentation, and collaborative learning, students will develop and achieve success at a higher level. The School is cognizant of the fact that students' individual learning needs vary. To that end, teachers will differentiate their instruction (during small-group, teacher-directed lessons) to meet the individual needs of each student and, thereby, optimize the student's learning experience.

At SKY Academy, teachers will consistently use data to drive their instruction based on the learning needs of the students that they teach. Teachers will infuse both the explicit instruction and the differentiated instruction model during whole group and teacher-led small group instruction to assist students in mastering the standards. Data chats will be conducted with students regularly in an effort to assist them in taking ownership of their learning. Data chats will serve as a tool to help students set individualized learning goals to ensure that they are meeting the new Florida Standards. In an effort to engage learners, teachers are charged with making learning relevant to students. For this to take place, students must be able to make a connection with the information being taught that extends beyond the classroom. The structure and application of the school's wellness curriculum will lend itself to helping students make such

real world connections. Inquiry based learning will be at the helm of teaching and learning in an effort to help the students think critically, write analytically, and apply knowledge as intended by the new Florida Standards.

The School will assess students' knowledge in the critical areas of reading and mathematics through diagnostic assessments aligned to the Florida Standards. Ongoing assessments will provide valuable data to determine which students need additional interventions, and staff will be available to provide small group and individualized instruction when necessary for those students who are struggling with individual concepts or who have been determined to have deficiencies and/or learning gaps as per their assessment scores (i.e. baseline and interim assessments, school-wide progress monitoring assessments, FAIR-FS, EOC's, as well as the Florida Standards Assessments).

Guided by the school's mission and vision, SKY Academy will implement a standards-based curriculum aligned to the Florida Standards. Teachers will determine additional curriculum enhancements based on student interests, needs, performance, and community, family and school resources. Instructional strategies will help the students construct their own meaning based on prior knowledge and personal experiences. Technology will be integrated into the curriculum as a student resource and teaching tool, and will serve to educate students on the powerful role that technology plays in their future. All teachers will be expected to be proficient in the effective integration and utilization of technology to enhance the teaching and learning process.

SKY Academy will implement a highly-structured Multi-Tiered System of Supports (MTSS) approach to maximize each student's learning potential. As well, the School will provide the appropriate support services for Exceptional Student Education (ESE) students and English Language Learners (ELLs). Additionally, the School will provide the following services to help all students meet the Florida Standards in English/Language Arts and Mathematics:

- **Before School Program.** Students will be able to attend a before school program where they will have access to computer-assisted learning programs, mentoring, and assistance with academics.
- **After School Program.** Students who are not performing on grade level are required to attend the After School Academic Enrichment Program three days per week. This program is designed to assist students who are temporarily falling behind in their academics, or those who need remediation. Attendance is required, as delineated in the student/parent contract, and the curriculum is taught by certified teachers. Programs are developed for individual students based upon the areas in which they need help. Students are required to attend the program until they demonstrate significant academic growth and are able to keep up with the regular school work.
- **Summer School Program.** Students who have not earned passing grades in core subject areas will have an opportunity to make up the classes during the summer term--through a blended learning model that consists of teacher-directed lessons combined with computer-based instruction. The SKY Family YMCA will provide supplemental funds needed to cover the cost of the program.

**If the school intends to replicate an existing school design<sup>1</sup>:**

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

In 2011, SKY Academy Venice opened its doors and launched an innovative new middle school based on total wellness. In its first two years of existence, SKY Academy has demonstrated academic excellence, as determined by the Florida Department of Education. With full support from the YMCA, SKY Academy Englewood will mirror the current program established by its successful predecessor, SKY Academy Venice. This school has demonstrated compliance with legal requirements, fiscal responsibility, effective implementation of the curriculum and special programs, and adherence to statutory guidelines for charter schools, as demonstrated through the school-site district compliance reviews.

- ◆ **Describe the applicant’s capacity to replicate an existing school design.**

As previously stated, SKY Academy Englewood has the full support of and access to the extensive resources of the YMCA. The existing SKY Academy in Venice has demonstrated educational excellence, as demonstrated by successful audits, satisfactory compliance reviews, and school grades issued by the State. Following is an outline of the key components that will facilitate the replication of the existing school (SKY Academy Venice):

- **Financial Capacity:** The SKY Family YMCA has the financial stability and fiscal resources to fully commit to a first-rate school in Englewood. Not only does the organization have solid operations in Human Resources, Accounting, and Risk Management, but it has established onsite facility structures necessary to operate a school designed around wellness activities (i.e., strength and cardiovascular equipment, sport fields, etc.). Furthermore, funding for the construction of the school facility has been fully allocated by the YMCA through a combination of pledged gifts and existing operations funds.
- **Functional Capacity:** The YMCA has first-hand knowledge and hands-on experience offering a unique wellness-based environment within Sarasota County as evidenced by its long-standing, reputable history not only within the State of Florida but nationally as well.
- **Community Capacity:** The YMCA is in good standing with the Englewood community. For the past 20 years, it has been recognized as the community hub of Englewood and has received strong support of and for its programs. SKY Academy Englewood will greatly enhance the prominent position of the YMCA within the community.

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<sup>1</sup> An applicant is considered to be replicating an “existing school design” if:

- The proposed school is substantially similar *overall* to at least one school, and
- The individuals and/or organization involved in the establishment and operation of the proposed school are deeply involved in the operation of the similar school(s).

For example, a plan to implement a specific program, such as a widely-used curriculum, would not be categorized as the replication of an existing school design.

## **Section 4: Curriculum Plan**

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

The School will follow the curriculum of study recommended by the State of Florida and Sarasota County Schools, as outlined in the current Middle School Student Progression Plan (see Appendix C). The curriculum will directly align with the Florida Standards, and teachers will utilize an instructional approach that emphasizes collective inquiry, innovation, experimentation, and collaborative learning. The Florida Standards will drive the curriculum and will provide teachers and parents with a common, clear understanding of what students are expected to learn at each grade level while establishing individualized benchmarks for each student. The curriculum will promote high standards of academic achievement through the infusion of wellness strategies into a rigorous, thematic instructional program. The Florida Standards (grades 6-8) encompass the knowledge and skills students should master so that they will complete middle school able to succeed in high school courses. The standards are aligned with high school and subsequent post-secondary expectations and are clear, understandable and consistent. Completion of these robust and rigorous standards ensures that middle school students are prepared to succeed in high school as well as the global economy and society after graduation.

The School will promote higher order thinking skills and infuse technology instruction as a tool for research and increased global awareness and competitiveness. The curriculum framework is organized around learning strands that incorporate wellness and fitness and provide students with a solid, high quality education. The School offers students a diverse curriculum that not only emphasizes mastery of a set of targeted skills and standards, but promotes a more analytical and creative method of inquiry and learning. It is through rigorous academic instruction, research-based instructional practices and materials, differentiated instruction, technology-enhanced instruction, varied curricular offerings, advanced courses, intensive intervention and tutoring (as needed), extracurricular activities, and wellness courses, that students are provided with a meaningful and well-rounded educational experience.

### **Overview of Curriculum**

Teachers at SKY Academy Englewood are required to plan lessons in the core academic areas of Language Arts, Mathematics, Science, and Social Studies that are aligned to the Florida Standards. The School’s standards-based curriculum will be presented in nine-week units by subject and grade level. Teachers in all core subject areas will use textbooks adopted by the Sarasota County Schools. Building on a solid base of knowledge in each academic area, students will expand their prior knowledge through an integrated curriculum which focuses on inquiry and thematic, project-based applications of essential elements of learning. Standards are infused into the interdisciplinary units and aligned with the Florida Standards at each grade level to guide teachers as they guide students toward high levels of analysis and learning.

Teachers, with guidance and professional development from the School's Reading Coach, will adopt, access, and utilize the District’s instructional focus calendars that chunk the information

being presented in the nine-week unit into biweekly mini lessons. All calendars and plans are developed using the most current informal and formal assessment data. The instructional focus calendar will be utilized school wide to ensure all teachers are aware of the concepts being taught in each class. The lesson plans must demonstrate that the teachers are utilizing appropriate instructional strategies to address the linguistic needs of English Language Learners (ELL). Additionally, the teachers' lesson plans must include instructional strategies that address the specific needs of students with disabilities who qualify for Exceptional Student Education (ESE) and have an Individualized Education Plan (IEP), as well as students who have a 504 Plan. Lesson plans must identify specific skills/concepts being taught, and benchmarks covered as delineated in the Florida Standards as well as specific research based best practices being used to deliver the instruction. The plans must also include evidence that there is small-group, direct instruction for students in need of remediation in order to master specific skills, based on the results of district and teacher-developed progress monitoring assessments. Lesson plans will show evidence that daily instructional activities allow for active student participation and opportunities for students to demonstrate high level thinking and reasoning throughout the lessons. Teachers will work collaboratively to plan weekly lessons that are based on thematic units and incorporate best practices for achieving maximum student learning.

Instructional focus calendars will be utilized to support the implementation of the Florida Standards in the following ways:

- Assist teachers in identifying and developing thematic, cross-curricular units that are aligned to the Florida Standards
- Create opportunities for teachers to develop purposeful lessons that embed teacher-directed instruction and student-initiated queries and investigations (inquiry based learning)
- Integration of differentiated instructional techniques as well as the infusion of technology to enhance and cement learning
- Integration of a rigorous instructional program grounded in the research-based principles of innovation, experimentation and collaborative learning
- Provide timelines for accomplishing academic goals and mastery of content knowledge and skills
- Provide teachers will formal and informal professional development opportunities to refine their craft
- Support communication among teachers, administrators, parents, and the community.

The curriculum at SKY Academy Englewood is designed to serve students of all ability levels, and is scaffolded so that students move from the prerequisite expectations of a concept or standard to mastery of that standard. To ensure scaffolding, teachers' lessons will be developed using the research-based approach of explicit instruction and gradual release. Through deliberate, careful, and temporary scaffolding, students can learn basic skills as well as more

complex skills (e.g., learning strategies, complex math operations, strategies for writing longer products); maintain a high level of success as they do so; and systematically move toward independent application of the skill. Scaffolding addresses several areas of learning difficulty exhibited by many students (especially those with disabilities), including attention problems, working memory deficits, and poorly organized knowledge (Swanson, 1999; Swanson & Siegel, 2001).

At SKY Academy, teachers will be required to follow the *I Do, We Do, You Do* model of explicit instruction. During the *I Do*, teachers explicitly model (sometimes incorporating a think aloud) the concept or idea as the students observe or take notes; likewise, during the *We Do* portion, the students work together with the assistance of the teacher as they all work through concepts and attempt to make meaning collaboratively. Finally, during the *You Do* portion of the lesson, students are expected to demonstrate mastery, informally or formally, independent of teacher or peer support. The *You Do* portion of the lesson is the final phase of the gradual release model and, in keeping with new Florida Standards Assessment; students will demonstrate mastery of a concept through writing. The gradual release of responsibility “emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise” (Buehl, 2005). This gradual release of responsibility model of instruction has been documented as an effective approach for improving writing achievement (Fisher & Frey, 2003), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003).

At SKY Academy, teachers will also be required to participate in cross curricular lesson studies and professional learning communities. Lesson study is a structured process adapted from Japan that enables small groups of teachers to plan, observe, analyze and refine actual classroom lessons. Because the focus is on the effectiveness of a lesson itself and what students learn, rather than on an individual teacher’s performance, the method helps reduce the anxiety and resistance to being observed that some teachers feel. These collaborative efforts will immerse teachers in actual action research as they explore a common problem, discuss ways to tackle the problem and then conduct research to ascertain and evaluate the effectiveness of the agreed upon instructional approach. Teachers will also be involved in quarterly book studies aimed at building their capacity while deepening and broadening their understanding of current effective instructional strategies. These efforts will foster and promote an interdisciplinary approach to teaching and learning. The School's Reading Coach will be instrumental in leading the lesson studies and book studies.

In addition to completing the required core courses, students will participate in a wellness curriculum which includes participation in a fitness and wellness course each day. The curriculum will be structured to meet the needs of each individual student. This curriculum design is supported by the research conducted by Raley (2008) that shows that physical activity sparks biological changes that encourage brain cells to bind to one another. For the brain to learn, these connections must be made; they reflect the brain’s fundamental ability to adapt to challenges. The more neuroscientists discover about this process, the clearer it becomes that exercise provides an unparalleled stimulus, creating an environment in which the brain is ready, willing, and able to learn. Aerobic activity has a dramatic effect on adaptation, regulating systems that might be out of balance and optimizing those that are not. Physical activity is an



indispensable tool for anyone who wants to reach his or her full potential (Ratey, 2008). *Extended Learning Opportunities*

In addition to the traditional school day, students in need of additional support and remediation (e.g. ELL and ESE students, struggling readers, students performing below grade level) will be provided extended learning opportunities before and after school, and during the summer to accelerate their progress. As per s.1011.62(9), F.S., students that have been identified as having a deficiency in reading shall be provided with instructional and support services that will aide them in reaching the desired levels of performance. This support will be provided by a certified reading instructor.

The School will implement a blended learning model of instruction to remediate students who are deficient in one or more core subject areas. Extended learning opportunities will be provided via direct teacher instruction using research-based best practices as well as student-directed technology learning resources that include the following:

- *iReady* (Reading/English Language Arts and Mathematics)
- *Study Island* (All Core Subject Areas)
- *Gizmos* (Science and Mathematics)

### ***Core Academic Areas***

The School will implement the Language Arts Florida Standards (LAFS) and the Mathematics Florida Standards (MAFS), along with the other state-adopted core standards. In addition, the School will adhere to Florida Statute, Section 1008.25, to ensure that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics, and that each student and his or her parent be informed of that student's academic progress.

## **ENGLISH LANGUAGE ARTS/READING**

It is the goal of the English Language Arts program to provide a platform for students to achieve excellence in reading, writing, speaking, listening, and literacy skills. Students will be afforded the opportunity to develop and refine these language arts skills in a meaningful and systematic way using various instructional approaches such as Socratic seminars and literature circles. Socratic seminars are collaborative, intellectual dialogue facilitated with open-ended questions about a text. Literature circles are small groups of students gathering to discuss a piece of literature in depth. The discussion is guided by students' response to what they have read. Collaboration is at the heart of this approach. Students reshape and add onto their understanding as they construct meaning with other readers.

Students will be exposed to various aspects of the English Language Arts strands across the varied curriculum areas and various instructional media (i.e., videos, computer-based research, etc.). Teachers in the other core areas will be expected to address the English Language Arts Florida Standards within their lessons and will utilize instructional strategies such as active reading and active learning strategies. The curriculum and instruction will be rigorous; students will be taught through high-level strategies that include inquiry, experimentation, and

collaborative learning. Students will read complex text while synthesizing information across text to create meaning. Students will be required to demonstrate knowledge through analytical writing and close reading of text. Students will be exposed to a wide array of instructional reading materials, including those that center on the theme of health and wellness. Through the exploration of high interest and relevant content, and the utilization of highly effective, research-based instructional practices, it is expected that students will demonstrate high academic achievement on the English Language Arts Florida Standards. The Language Arts Florida Standards (LAFS) include the English Language Arts standards, as well as the content-area literacy standards for the following content areas: history/social studies, science, and technical subjects.

The LAFS are categorized by *Strand*, *Cluster*, and *Standard*. The chart below list the *Strands* and *Clusters* for the Language Arts Florida Standards (LAFS), 6-8. The specific *Standards* (Code and Description) in addition to a complete list of the English Language Arts Florida Standards for grades 6-8 are found in Appendix D.

<b>GRADE 6</b>	
Strand: READING STANDARDS FOR LITERATURE	Cluster 1: Key Ideas and Details Cluster 2: Craft and Structure Cluster 3: Integration of Knowledge and Ideas Cluster 4: Range of Reading and Level of Text Complexity
Strand: READING STANDARDS FOR INFORMATIONAL TEXT	Cluster 1: Key Ideas and Details Cluster 2: Craft and Structure Cluster 3: Integration of Knowledge and Ideas Cluster 4: Range of Reading and Level of Text Complexity
Strand: WRITING STANDARDS	Cluster 1: Text Types and Purposes Cluster 2: Production and Distribution of Writing Cluster 3: Research to Build and Present Knowledge Cluster 4: Range of Writing
Strand: STANDARDS FOR SPEAKING AND LISTENING	Cluster 1: Comprehension and Collaboration Cluster 2: Presentation of Knowledge and Ideas
Strand: LANGUAGE STANDARDS	Cluster 1: Conventions of Standard English Cluster 2: Knowledge of Language Cluster 3: Vocabulary Acquisition and Use
<b>GRADE 7</b>	
Strand: READING STANDARDS FOR LITERATURE	Cluster 1: Key Ideas and Details Cluster 2: Craft and Structure Cluster 3: Integration of Knowledge and Ideas Cluster 4: Range of Reading and Level of Text

	Complexity
Strand: READING STANDARDS FOR INFORMATIONAL TEXTS	Cluster 1: Key Ideas and Details Cluster 2: Craft and Structure Cluster 3: Integration of Knowledge and Ideas Cluster 4: Range of Reading and Level of Complexity
Strand: WRITING STANDARDS	Cluster 1: Text Types and Purposes Cluster 2: Production and Distribution of Writing Cluster 3: Research to Build and Present Knowledge Cluster 4: Range of Writing
Strand: STANDARDS FOR SPEAKING AND LISTENING	Cluster 1: Comprehension and Collaboration Cluster 2: Presentation of Knowledge and Ideas
Strand: LANGUAGE STANDARDS	Cluster 1: Conventions of Standard English Cluster 2: Knowledge of Language Cluster 3: Vocabulary Acquisition and Use
<b>GRADE 8</b>	
Strand: READING STANDARDS FOR LITERATURE	Cluster 1: Key Ideas and Details Cluster 2: Craft and Structure Cluster 3: Integration of Knowledge and Ideas Cluster 4: Range of Reading of Text Complexity
Strand: READING STANDARDS FOR INFORMATIONAL TEXT	Cluster 1: Key Ideas and Details Cluster 2: Craft and Structure Cluster 3: Integration of Knowledge and Ideas Cluster 4: Range of Reading and Level of Text Complexity
Strand: WRITING STANDARDS	Cluster 1: Text Types and Purposes Cluster 2: Production and Distribution of Writing Cluster 3: Research to Build and Present Knowledge Cluster 4: Range of Writing
Strand: STANDARDS FOR SPEAKING AND LISTENING	Cluster 1: Comprehension and Collaboration Cluster 2: Presentation of Knowledge and Ideas
Strand: LANGUAGE STANDARDS	Cluster 1: Conventions of Standard English Cluster 2: Knowledge of Language Cluster 3: Vocabulary Acquisition and Use

## English Language Arts Courses & Textbooks

SKY Academy Englewood will implement Sarasota County's Comprehensive Research-Based Reading Plan (CRRP)--see Appendix E. The CRRP provides teachers with a systemic framework for literacy instruction. Additionally, it provides core and supplemental reading intervention programming for every student who is reading below grade level. Teachers will focus on text exemplars and integrate real-life texts such as newspapers and research articles, providing for a balance of fiction and nonfiction text. These competencies are integrated throughout students' learning experiences in English/Language Arts. Students refine and master previously learned skills in increasingly complex reading selections, presentations, and thematic written compositions.

Students will master the following reading skills:

- Use the reading process to construct meaning
- Use background knowledge to extend and expand learning across the curriculum
- Recognize and understand the characteristics of various literary forms
- Use technology to cement learning
- Analyze literary selections as a whole
- Analyze characters and their words and/or actions
- Evaluate the author's purpose or intent, as well as actions or events that occur within the selection

## English Language Arts/Reading Courses and Textbooks

<b>Courses</b>	<b>Florida Course Codes</b>	<b>District Adopted Textbooks*</b>
Grades 6 - 8 M/J Language Arts 1 M/J Language Arts 1, ADV M/J Language Arts 2 M/J Language Arts 2, ADV M/J Language Arts 3 M/J Language Arts 3, ADV	1001010 1001020 1001040 1001050 1001070 1001080	<i>Collections</i> , 2015, Houghton, Mifflin, Harcourt
English for Speakers of Other Languages (ESOL)*  Language Arts 1 ESOL Language Arts 2 ESOL Language Arts 3 ESOL  *Students take these course based on the results of a language proficiency test.	1002000 1002010 1002020	<i>Collections</i> , 2015, Houghton, Mifflin, Harcourt
Intensive Reading	1000010	<i>Languages of Literature</i> , 2012,

		McDougall-Littel  <i>Collections</i> , 2015, Houghton, Mifflin, Harcourt
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## **MATHEMATICS**

The School will implement a rigorous and relevant mathematics program that focuses on the application of mental math strategies related to the mastery of basic operations, fundamental math concepts, and practical problem solving. Using strategies, skills, concepts, and technology, students will move beyond a particular problem, generalizing to other situations, and will experience the integration of mathematics into as many areas of study as possible. Mathematics instruction at the School seeks to provide students with the real world application of mathematical concepts and will bridge the gap between theory and practice. The curriculum and instruction will be rigorous; students will be taught through high-level strategies that include inquiry, experimentation, and collaborative learning in order to meet the required standards as delineated in the Mathematics Florida Standards.

The thematic focus on wellness will be infused into the mathematics curriculum as students will use mathematical principles and concepts to calculate, hypothesize, experiment and provide explanations and support for health and wellness topics that include: BMI, calorie intake, nutrition etc. Upon successful completion of 8<sup>th</sup> grade, students will be able accomplish the following:

- Build new mathematical knowledge through their work with problems
- Pose questions and collect, organize, and represent data to answer those questions
- Interpret data using methods of exploratory data analysis
- Develop and evaluate inferences, predictions, and arguments that are based on data
- Understand and apply basic notions of chance and probability
- Recognize the usefulness of transformations and symmetry in analyzing mathematical situations
- Organize and consolidate their mathematical thinking to communicate with others
- Recognize and use connections among different mathematical ideas

Per the Sarasota County Schools Middle School Student Progression Plan, each school that includes middle grades will offer at least one high school mathematics course for which students may earn high school credit. To earn high school credit for Algebra I, a middle grades student must pass the Algebra I statewide, standardized assessment. To earn high school credit for a geometry course, the middle grades student must take the statewide, standardized geometry assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.

## **Mathematics Florida Standards (MAFS)**

The MAFS are categorized by *Domain*, *Cluster*, and *Standard*. The chart below lists the *Domains* and *Clusters* for the Mathematics Florida Standards (MAFS), 6-8. The specific *Standards* (Code and Description) in addition to a complete list of the Mathematics Florida Standards are found in Appendix F.

<b>GRADE 6</b>	
Domain: RATIOS & PROPORTIONAL RELATIONSHIPS	Cluster 1: Understand ration concepts and use ratio reasoning to solve problems.
Domain: THE NUMBER SYSTEM	Cluster 1: Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Cluster 2: Compute fluently with multi-digit numbers and find common factors and multiples. Cluster 3: Apply and extend previous understandings of numbers to the system of rational numbers,
Domain: EXPRESSIONS & EQUATIONS	Cluster 1: Apply and extend previous understandings of arithmetic to algebraic expressions. Cluster 2: Reason about and solve one-variable equations and inequalities. Cluster 3: Represent and analyze quantitative relationships between dependent and independent variables.
Domain: GEOMETRY	Cluster 1: Solve real-world and mathematical problems involving area, surface area, and volume.
Domain: STATISTICS & PROBABILITY	Cluster 1: Develop an understanding of statistical viability. Cluster 2: Summarize and describe distributions.
<b>GRADE 7</b>	
Domain: RATIOS & PROPORTIONAL RELATIONSHIPS	Cluster 1: Analyze proportional relationships and use them to solve real-world and mathematical problems.
Domain: THE NUMBER SYSTEM	Cluster 1: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
Domain: EXPRESSIONS & EQUATIONS	Cluster 1: Use properties of operations to generate equivalent expressions.

	Cluster 2: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
Domain: GEOMETRY	Cluster 1: Draw, construct, and describe geometrical figures and describe the relationships between them. Cluster 2: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
Domain: STATISTICS & PROBABILITY	Cluster 1: Use random sampling to draw inferences about a population. Cluster 2: Draw informal comparative inferences about two populations. Cluster 3: Investigate chance processes and develop, use, and evaluate probability models.
<b>GRADE 8</b>	
Domain: THE NUMBER SYSTEM	Cluster 1: Know that there are numbers that are not rational, and approximate them by rational numbers.
Domain: EXPRESSIONS & EQUATIONS	Cluster 1: Work with radicals and integer exponents. Cluster 2: Understand the connections between proportional relationships, lines, and linear equations. Cluster 3: Analyze and solve linear equations and pairs of simultaneous linear equations.
Domain: FUNCTIONS	Cluster 1: Define, evaluate, and compare functions. Cluster 2: Use functions to model relationships between quantities.
Domain: GEOMETRY	Cluster 1: Understand congruence and similarity using physical models, transparencies, or geometry software. Cluster 2: Understand and apply the Pythagorean Theorem. Cluster 3: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
Domain: STATISTICS & PROBABILITY	Cluster 1: Investigate patterns of association in bivariate data.

## Mathematics Courses and Textbooks

Courses	Course Codes	Textbooks
M/J Mathematics 1 M/J Mathematics 1, ADV M/J Mathematics 2 M/J Mathematics 2, ADV M/J Pre-Algebra	1205010 1205020 1205040 1205050 1205070	<i>Florida Math Connects</i> , 2011, Glencoe- McGraw Hill.  <i>Florida Math Connects (Pre- Algebra)</i> , 2011, Glencoe- McGraw Hill.
Algebra 1*	1200310	<i>Florida Math Connects - Algebra</i> , 2011, Glencoe- McGraw Hill.
M/J Intensive Math	1204000	<i>Florida Math Connects</i> , 2011, Glencoe- McGraw Hill.  <i>Study Island</i>

\*High School Course; student must pass the Algebra 1 End of Course (EOC) to receive high school credit.

## SCIENCE

The primary goal of the science program at SKY Academy is to provide instruction in the bodies of knowledge of science: nature of matter, earth and space science, physical science and life science. The school will focus on the “Big Ideas” within these bodies of knowledge in grades 6-8. Instruction in the bodies of knowledge of science at the School is achieved through a science curriculum that integrates physical education, health education and wellness concepts, skills, and understandings with the strands of science. The science curriculum will construct thematic concepts that focus on physical fitness, health and wellness. The goal of this approach to science education is to guide all students in embracing the following:

- How science is connected to health and wellness
- Personal fitness and wellness
- The concept of sports and games for health and wellness
- The powerful outcomes gained through sportsmanship and teamwork.

### Science Florida Standards

The Florida Department of Education (FLDOE) adopted the Next Generation Sunshine State Standards (NGSSS) in 2008. While the Science standards are under revision to reflect the national standards, SKY Academy will follow the Science standards currently in adoption by the FLDOE. These standards are categorized by *Big Ideas and Benchmarks*.



The chart below list the *Big Ideas* for the Science Standards, 6-8. The specific *Benchmarks* (Code and Description), in addition to a complete list of the Science Standards for grades 6-8, are found in Appendix G.

<b>GRADE 6</b>
<p><b>Big Idea 1: The Practice of Science</b></p> <ul style="list-style-type: none"> <li>A. Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.</li> <li>B. The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."</li> <li>C. Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.</li> <li>D. Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.</li> </ul>
<p><b>Big Idea 2: The Characteristics of Scientific Knowledge</b></p> <ul style="list-style-type: none"> <li>A. Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, or other ways of knowing, such as art, philosophy, or religion.</li> <li>B. Scientific knowledge is durable and robust, but open to change.</li> <li>C. Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery.</li> </ul>
<p><b>Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models</b></p> <ul style="list-style-type: none"> <li>A. The terms that describe examples of scientific knowledge, for example; "theory," "law," "hypothesis," and "model" have very specific meanings and functions within science.</li> </ul>
<p><b>Big Idea 5: Earth in Space and Time</b></p> <ul style="list-style-type: none"> <li>A. The origin and eventual fate of the Universe still remains one of the greatest questions in science.</li> <li>B. Gravity and energy influence the formation of galaxies, including our own Milky Way Galaxy, stars, the planetary systems, and Earth. Humankind's need to explore continues to lead to the development of knowledge and understanding of the nature of the Universe.</li> </ul>
<p><b>Big Idea 6: Earth Structures</b></p> <ul style="list-style-type: none"> <li>A. Over geologic time, internal and external sources of energy have continuously altered the features of Earth by means of both constructive and destructive forces. All life, including human civilization, is dependent on Earth's internal and external energy and material resources.</li> </ul>
<p><b>Big Idea 7: Earth Systems and Patterns</b></p> <ul style="list-style-type: none"> <li>A. The scientific theory of the evolution of Earth states that changes in our planet are driven by the flow of energy and the cycling of matter through dynamic interactions among the atmosphere, hydrosphere, cryosphere, geosphere, and biosphere, and the resources used to sustain human civilization on Earth.</li> </ul>

## GRADE 7

### **Big Idea 1: The Practice of Science**

- A. Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.
- B. The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."
- C. Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.
- D. Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.

### **Big Idea 2: The Characteristics of Scientific Knowledge**

- A. Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, or other ways of knowing, such as art, philosophy, or religion.
- B. Scientific knowledge is durable and robust, but open to change.
- C. Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery.

### **Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models**

- A. The terms that describe examples of scientific knowledge, for example; "theory," "law," "hypothesis," and "model" have very specific meanings and functions within science.

### **Big Idea 14: Organization and Development of Living Organisms**

- A. All living things share certain characteristics.
- B. The scientific theory of cells, also called cell theory, is a fundamental organizing principle of life on Earth.
- C. Life can be organized in a functional and structural hierarchy.
- D. Life is maintained by various physiological functions essential for growth, reproduction, and homeostasis.

### **Big Idea 15: Diversity and Evolution of Living Organisms**

- A. The scientific theory of evolution is the organizing principle of life science.
- B. The scientific theory of evolution is supported by multiple forms of evidence.
- C. Natural Selection is a primary mechanism leading to change over time in organisms.

### **Big Idea 16: Heredity and Reproduction**

- A. Reproduction is characteristic of living things and is essential for the survival of species.
- B. Genetic information is passed from generation to generation by DNA; DNA controls the traits of an organism.
- C. Changes in the DNA of an organism can cause changes in traits, and manipulation of DNA in organisms has led to genetically modified organisms

**Big Idea 17: Interdependence**

- A. Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs.
- B. Both human activities and natural events can have major impacts on the environment.
- C. Energy flows from the sun through producers to consumers.

**Big Idea 18: Matter and Energy Transformations**

- A. Living things all share basic needs for life.
- B. Living organisms acquire the energy they need for life processes through various metabolic pathways (photosynthesis and cellular respiration).  
Matter and energy are recycled through cycles such as the carbon cycle.

**GRADE 8****Big Idea 1: The Practice of Science**

- A. Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.
- B. The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."
- C. Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.
- D. Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.

**Big Idea 2: The Characteristics of Scientific Knowledge**

- A. Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, or other ways of knowing, such as art, philosophy, or religion.
- B. Scientific knowledge is durable and robust, but open to change.
- C. Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery.

**Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models**

- A. The terms that describe examples of scientific knowledge, for example; "theory," "law," "hypothesis," and "model" have very specific meanings and functions within science.

**Big Idea 4: Science and Society**

- A. As tomorrow's citizens, students should be able to identify issues about which society could provide input, formulate scientifically investigable questions about those issues, construct investigations of their questions, collect and evaluate data from their investigations, and develop scientific recommendations based upon their findings.

**Big Idea 8: Properties of Matter**

- A. All objects and substances in the world are made of matter. Matter has two fundamental properties: matter takes up space and matter has mass which gives it inertia.
- B. Objects and substances can be classified by their physical and chemical properties. Mass is the amount of matter (or "stuff") in an object. Weight, on the other hand, is the measure of force of attraction (gravitational force) between an object and Earth.

**Big Idea 9: Changes in Matter**

- A. Matter can undergo a variety of changes.
- B. When matter is changed physically, generally no changes occur in the structure of the atoms or molecules composing the matter.
- C. When matter changes chemically, a rearrangement of bonds between the atoms occurs. This results in new substances with new properties.

**Big Idea 10: Forms of Energy**

- A. Energy is involved in all physical processes and is a unifying concept in many areas of science
- B. Energy exists in many forms and has the ability to do work or cause a change.

**Big Idea 11: Energy Transfer and Transformations**

- A. Waves involve a transfer of energy without a transfer of matter.
- B. Water and sound waves transfer energy through a material.
- C. Light waves can travel through a vacuum and through matter.
- D. The Law of Conservation of Energy: Energy is conserved as it transfers from one object to another and from one form to another.

**Big Idea 12: Motion of Objects**

- A. Motion is a key characteristic of all matter that can be observed, described, and measured.
- B. The motion of objects can be changed by forces.

**Big Idea 13: Forces and Changes in Motion\***

- A. It takes energy to change the motion of objects.
- B. Energy change is understood in terms of forces--pushes or pulls.
- C. Some forces act through physical contact, while others act at a distance.

\*Clarification for grades 6-8: The target understanding for students in grades 6-8 should begin to transition the focus to a more specific definition of forces and changes in motion. Net forces create a change in motion. A change in momentum occurs when a net force is applied to an object over a time interval.

### Science Courses and Textbooks

Courses	Florida Course Codes	Textbooks
Earth/Space Science Earth/Space Science Adv	2001010 2001020	<i>Florida Earth and Space Science I.</i> 2012. Glencoe/McGraw Hill.
Life Science Life Science Adv	2000010 2000020	<i>Florida Life Science I.</i> 2012. Glencoe/McGraw Hill.
Physical Science Physical Science Adv	2003010 2003020	<i>Florida Physical Science I.</i> 2012. Glencoe/McGraw Hill.

### SOCIAL STUDIES

The primary goal of the social studies program is to provide instruction in the strands of Geography, Economics, World History, Civics and Government, and American History. The social studies curriculum at the School sets the stage for higher levels of rigor and higher academic achievement further enhanced by the Florida Standards for Literacy in History/Social Studies. Students will be able to describe and demonstrate how the standards for social studies serve as the foundation for standards-based teaching and learning, and students will understand history is the story of events, peoples, and places, and place these events and activities in chronological order. Students will investigate beliefs and principles of major religions, ethical systems, philosophies, and ideologies that have shaped economic, social, and political institutions and influenced the course of history. This instructional approach provides students with a practical application of many social studies standards and is recommended by the National Council for the Social Studies. Students will learn to identify the following:

- Natural characteristics of places
- How people interact with and modify their environment
- How cultural, economic, and political processes shape human migration and settlement
- The relative value of primary and secondary sources
- How diversity of societies, social classes, and groups have been affected and changed by forces of geography, ideology, and economics

Students in grade 7 will be required to complete a Civics course and take the statewide standardized Civics End-Of-Course (EOC) assessment. The EOC assessment constitutes 30% of the student's final grade.

The Career and Planning course is a required component of the Middle Grades Social Studies curriculum and will include online access to career planning options and tools. In grade 8,

students develop a personalized academic and career plan signed by student, teacher, and parent/guardian. The plan will be reviewed and updated by the student and school counselor.

**Social Studies Florida Standards**

Next Generation Sunshine State Standards (NGSSS) for Social Studies were approved by the State Board of Education in December 2008. These standards include content aligned with the following strands: American History, Geography, Economics, Civics and Government, World History, and Humanities. The social studies NGSSS for grades K-8 are organized by grade level. The 6-8 strands have a strong geography component included. The NGSSS also contain Access Points for students with significant cognitive disabilities. The Strands and Standards for the Social Studies NGSSS for grades 6-8 are listed below. The complete standards that include the Strand, Standards, and Benchmarks are located in Appendix H.

<b>GRADE 6</b>	
Strand: GEOGRAPHY	Standard 1: Understand how to use maps and other geographic representations, tools and technology to report information. Standard 2: Understand physical and cultural characteristics of places. Standard 3: Understand the relationships between the Earth’s ecosystems and the populations that dwell within them. Standard 4: Understand the characteristics, distribution, and migration of human populations. Standard 5: Understand how human actions can impact the environment. Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.
Strand: ECONOMICS	Standard 1: Understand the fundamental concepts relevant to the development of a market economy. Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy. Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.
Strand: WORLD HISTORY	Standard 1: Utilize historical inquiry skills and analytical processes. Standard 2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American). Standard 3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum). Standard 4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).
Strand: CIVICS AND GOVERNMENT	Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.
<b>GRADE 7</b>	
Strand: GEOGRAPHY	Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information. Standard 2: Understand physical and cultural characteristics of places. Standard 3: Understand the relationships between the Earth’s

	<p>Ecosystems and the populations that dwell within them.</p> <p>Standard 4: Understand the characteristics, distribution, and migration of human populations.</p> <p>Standard 5: Understand how human actions can impact the environment.</p> <p>Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.</p>
Strand: ECONOMICS	<p>Standard 1: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p>
Strand: CIVICS AND GOVERNMENT	<p>Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p> <p>Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Standard 4: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.</p>
<b>GRADE 8</b>	
Strand: AMERICAN HISTORY	<p>Standard 1: Use research and inquiry skills to analyze American History using primary and secondary sources.</p> <p>Standard 2: Examine the causes, course, and consequences of British settlement in the American colonies.</p> <p>Standard 3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Standard 4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Standard 5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</p>
Strand: GEOGRAPHY	<p>Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.</p> <p>Standard 2: Understand physical and cultural characteristics of places.</p> <p>Standard 3: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.</p> <p>Standard 4: Understand the characteristics, distribution, and</p>

	<p>migration of human populations.</p> <p>Standard 5: Understand how human actions can impact the environment.</p> <p>Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.</p>
Strand: ECONOMICS	<p>Standard 1: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p>
Strand: CIVICS AND GOVERNMENT	<p>Standard 1: The student will evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Standard 2: The student will demonstrate an understanding of the principles, functions, and organization of government.</p>

### Social Studies Courses and Textbooks

Courses	Course Codes	Textbooks
M/J World History	2109010	<i>Florida-Discovering Our Past. A History of the World's Early Years.</i> 2013. McGraw-Hill
M/J World History Adv	2109020	
M/J Civics	2106010	<i>Florida Civics Economics and Geography.</i> 2013. McGraw-Hill.
M/J Civics Adv	2106020	
M/J US History & Career Planning	2100015	<i>Florida-Discovering our past. A History of the United States.</i> 2013. McGraw-Hill.
M/J US History & Career Planning Adv	2100025	



## MIDDLE GRADES PROMOTION REQUIREMENTS

Promotion from middle school grades 6, 7, and 8 requires that a student must successfully complete the following academic courses or higher:

<b>Middle School Promotion Requirements*</b>				
<b>Grade</b>	<b>Required Courses</b>			
6	English Language Arts	Math	Earth/Space Science	Social Studies
7	English Language Arts	Math	Life Science	Social Studies/Civics
8	English Language Arts	Math	Physical Science	Social Studies/Career Education and Planning

*\*Latest information available from Sarasota County Schools Middle School Student Progression Plan*

The SKY Family YMCA SKY Academy Englewood will use the Florida Standards as the basis for the curriculum taught to its middle school (6-8 grades) students. Specifically, the recent adoptions and approvals of these standards defined in the tables below will drive the core academic curriculum and supplemental curriculum at SKY Academy Englewood.

**Table 1: Core Academic Areas**

<b>Standards</b>	<b>Adoption Date</b>	<b>Description</b>
Mathematics (MAFS)	March 2014	These standards include K-8 grade level standards. The bodies of knowledge represented in these standards include: <ul style="list-style-type: none"> <li>• Algebra</li> <li>• Geometry</li> <li>• Statistics</li> <li>• Probability</li> </ul>
Language Arts (LAFS)	March 2014	These standards include the English Language Arts standards in grades K-12 as well as the content area literacy standards for middle school instruction in the following content areas: history/social science, science, and technical subjects. The strands included in these standards are: <ul style="list-style-type: none"> <li>• Language</li> <li>• Reading for Informational Text</li> <li>• Reading for Literature</li> </ul>

		<ul style="list-style-type: none"> <li>• Speaking and Listening</li> <li>• Writing</li> </ul>
Science Next Generation Sunshine State Standards (NGSSS for Science)	February 2008	<p>These standards are organized and presented by grade level and bodies of knowledge in the science areas. The standards contain “Big Ideas” throughout. The bodies of knowledge within these standards will include:</p> <ul style="list-style-type: none"> <li>• Nature of Science</li> <li>• Life Science</li> <li>• Earth/Space Science</li> <li>• Physical Science</li> </ul>
Social Studies Next Generation Sunshine State Standards (NGSSS for Social Studies)	December 2008	<p>These standards are organized by grade level for K-8 and include the following strands of social studies:</p> <ul style="list-style-type: none"> <li>• Civics and Government</li> <li>• Economics</li> <li>• Geography</li> <li>• World History</li> </ul>

**Table 2: Supplemental Subject Areas**

<b>Standards</b>	<b>Adoption Date</b>	<b>Description</b>
Physical Education Next Generation Sunshine State Standards (NGSSS for Physical Education)	December 2008	<p>These standards are organized by grade level for K-12 and include the following strands of physical education:</p> <ul style="list-style-type: none"> <li>• Cognitive abilities</li> <li>• Lifetime Fitness</li> <li>• Movement Competency</li> <li>• Responsible Behaviors and Values</li> </ul>
Health Education Next Generation Sunshine State Standards (NGSSS for Health Education)	December 2008	<p>These standards are organized by grade level for K-12 and include the following health literacy areas:</p> <ul style="list-style-type: none"> <li>• Concepts</li> <li>• Promotion</li> <li>• Responsible Behavior</li> </ul>
Fine Arts Next Generation Sunshine State Standards (NGSSS for Fine Arts)	December 2010	<p>These standards are organized by grade level for 6-8 and include the following fine arts literacy areas:</p> <ul style="list-style-type: none"> <li>• Critical Thinking and Reflection</li> <li>• Historical and Global Connections</li> <li>• Innovation, Technology and the Future</li> <li>• Organizational Structure</li> <li>• Skills, Techniques and Processes</li> </ul>
World Languages Next Generation Sunshine State Standards (NGSSS for World Languages)	December 2010	<p>These standards are organized by grade level for K-12 and include the following world language areas:</p> <ul style="list-style-type: none"> <li>• Interpretive Listening</li> <li>• Interpretative Reading</li> <li>• Interpersonal Communication</li> <li>• Presentational Speaking</li> </ul>

		<ul style="list-style-type: none"> <li>• Presentational Writing</li> <li>• Culture</li> <li>• Connections</li> <li>• Comparisons</li> <li>• Communities</li> </ul>
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The expectation is that the new MAFS and LAFS standards recently adopted for Florida will be implemented beginning in the 2014-15 school year. Additionally, the other standards listed in the tables above will reflect the instruction for the other core and supplemental subject areas. These standards will provide teachers, students, parents and administrators of SKY Academy Englewood with a common and clear understanding of what students are expected to know and be able to do at each grade level and in each subject/course area taught at SKY Academy Englewood.

It is the intention of the SKY Academy Englewood to follow the established Sarasota County Schools Middle School Student Progression Plan (found in Appendix C). By adhering Florida legislation (Section 1008.25.F.S.) and to this established progression plan, SKY Academy Englewood will ensure that the required program of study, placement, promotion, reporting, retention, and assessment procedures are fair and equitable to all students and families, help to establish a comprehensive model and provide accountability for all students enrolled in SKY Academy Englewood. This plan will serve to determine SKY Academy Englewood students' progression from one grade to another – based in part upon proficiency in reading, writing, mathematics, science, and social studies. This progression plan will be made available to all staff at SKY Academy Englewood as well as the students, parents, and families enrolled in SKY Academy Englewood.

**Career and Education Planning Course**

As part of the requirements for middle grades promotion, each student will be enrolled in a career and education-planning course in eighth grade as a required component of the social studies curriculum. This course will result in the completion of a personalized career and education plan. This plan will allow each student to chart his/her courses for high school and major area of interest; set short and long term goals; record personal assessments such as interests, values, skills, aptitudes, and career options; and plan for postsecondary education. The plan will be signed by the student, the student's parent, and the student's support services coordinator or academic advisor, and will serve as a portfolio of information that students can update as they continue their education and the career decision making process. The courses and instructional units offered at the SKY Academy Englewood will be consistent with the courses made available by FLDOE via CPALMS Charter.

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

SKY Academy Englewood will implement Sarasota County Schools' Comprehensive Research-Based Reading Plan (CRRP) with fidelity (Appendix E), a reading curriculum that is consistent with effective teaching strategies that are grounded in scientifically based reading research as stated in Sections 1002.33(6)(a)(4) and (7)(a)(2), F.S.

The core curriculum at SKY Academy Englewood will consist of the textbook series and publishers under adoption by the Sarasota County School District at the onset of the 2015-2016 school year. The teachers at SKY Academy will be provided with release time to attend content-specific professional development workshops in an effort to incorporate best practices into classroom instruction. The school will utilize instructional focus calendars, scope and sequence materials, and assessment materials aligned to the curriculum of respective publishers--Houghton Mifflin Harcourt, Glencoe/McGraw-Hill, McDougal-Littell--all of which contain research-based instructional strategies and multiple options to address the needs of students performing below, at, or above grade-level.

The benefits of textbooks are described by Ferris Jaer (2013) in an article in *Scientific American*:

“When we read, we construct a mental representation of the text in which meaning is anchored to structure. The exact nature of such representations remains unclear, but they are likely similar to the mental maps we create of terrain—such as mountains and trails—and of man-made physical spaces, such as apartments and offices. Both anecdotally and in published studies, people report that when trying to locate a particular piece of written information they often remember where in the text it appeared. We might recall that we passed the red farmhouse near the start of the trail before we started climbing uphill through the forest; in a similar way, we remember that we read about Mr. Darcy rebuffing Elizabeth Bennett on the bottom of the left-hand page in one of the earlier chapters.”

With textbooks, students get left page and right page and eight corners on which to associate the information. Just like they navigate a map by what comes before and after, students do that with reading, which will be the primary focus of the academic program at SKY Academy Englewood.

**Supplemental Resources (Research Base)**

SKY Academy Englewood will supplement the primary curriculum in the core academic areas with research-based resources that include the following:

Program	Description	Research-Base for Supplemental Resources
iReady Diagnostic (reading and mathematics)	<p>K–12 adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets.</p> <p>Teacher-Led Instruction Provides rigorous, on-grade-level instruction and practice with <i>Ready</i>® and additional</p>	<p>A study conducted in 2013 for i-Ready Diagnostic by the Educational Research Institute (ERI) of America found that the teaching product is strongly correlated to tests aligning to CCSS, is a statistically significant predictor of student performance for standardized tests and can accurately predict actual student performance on such tests. To examine the validity of <i>iReady Diagnostic</i>, ERIA conducted a</p>

	<p>downloadable lessons to help meet individual student or small group needs.</p> <p>Student Instruction &amp; Practice provides personalized student instruction targeted to students' unique areas of needs.</p>	<p>study on the relationship between the <i>iReady</i> end-of-year diagnostic scores in reading and mathematics and the actual New York State (NYS) ELA and Math scores of the same students for 2012-2013. The study included 6,500 students between grades 3-8. The results showed that the <i>iReady Diagnostic</i> reading and math scores were exactly the same or within one level for 95% to 99% of all students. The study provided overwhelmingly positive evidence of the validity of the <i>iReady Diagnostic</i> reading and mathematics scores when compared to NYS ELA and math scores.</p>
<p><b>Study Island</b> (all core subjects)</p>	<p><i>Study Island</i> is a web based program designed as a supplemental educational tool geared specifically to each individual state's achievement tests. The content contained in <i>Study Island</i> is very specific. It provides assessment and skill practice in all major subject areas in both tested and untested grade levels. <i>Study Island</i> is not meant to be used as a primary curriculum. It is only a supplemental tool. However, there are mini lessons for review before or during each individual standard's specific set of questions. This allows students to have a quick refresher on material that should have been covered in depth during class instructional time. One of the best features of <i>Study Island</i> is that it truly does not leave any student behind. If a 6th grade student is working on a <u>math</u> lesson over exponents and that student performs unsatisfactorily within that topic, then the student will be</p>	<p>Magnolia Consulting published a comprehensive research study on how <i>Study Island</i> aligns with best practices (2012). <i>Study Island</i> incorporates research-based practices to support the development of literacy skills. The dual inclusion of specific goals <i>before</i> reading and progress feedback <i>during</i> reading appear to have the greatest impact, as students in these conditions experience higher self-efficacy and greater reading skills compared to students who only receive goals for reading but no progress feedback (Schunk and Rice, 1991). Computer programs such as <i>Study Island</i> offer new ways to support classroom literacy development. Research on computer-assisted instruction shows a positive influence of digital programs on reading achievement (Soe and Chang, 2000). Specifically, computer program feedback that focuses attention on specific tasks and provides information on correct answers leads to higher student achievement outcomes (Kluger and DeNisi, 1996).</p>

	<p>cycled down a to a lower level of skill within that specific topic. Students will then work on that lower level as a building block until they can master that skill and eventually move back up to grade level. A student can be cycled down 2-3 skill levels below their grade level until they build enough of that skill to gradually advance back up to their actual grade level. This skill building component allows students with gaps in certain areas to fill those gaps before moving on to more advanced material.</p>	
<p>Explore Learning <i>Gizmos</i> (Science and Mathematics)</p>	<p><i>Gizmos</i> and essential labs are used by the classroom teacher to reinforce and further explain the content being taught via classroom lectures and textbook course materials. Students will be able to use the online interactive medium to explore and review concepts through experimentation.</p>	<p>Research has consistently shown simulations to be powerful tools for improving student learning. As stated in <i>Technology in the Secondary Science Classroom</i>, “Explore Learning Gizmos embody what research points to as characteristics of effective simulations. Gizmos are content focused, they encourage inquiry instruction and they actively engage students in learning. These features are very well aligned with the findings of more than two decades of research on the effective uses of computer simulations in science instruction” (Bell, 2007).</p>

While the importance of research-based foundation materials cannot be underscored, SKY Academy Englewood believes that possibly, the single most important factor in providing students with a high quality educational program is having competent, caring, and qualified teachers. Effective teachers and other instructional personnel are essential for effective programs. Stronge and Tucker (2003) state that “without capable, high quality teachers in America’s classrooms, no educational reform can possibly succeed. They further conclude that “regardless of how well a program may be designed, the program is only as effective as the people who implement or support it.” A resounding factor in the literature in the accountability movement is that teacher quality improves student learning. SKY Academy Englewood will recruit highly qualified teachers and work with teachers, in formative ways, to grow, develop, and learn those instructional strategies which will have the greatest impact on student achievement.

SKY Academy's educational program is based on five key elements of instruction: rigor, explicit instruction, differentiated instruction, technology, and wellness. The School focuses on nurturing the potential of students while focusing not only on their academic growth, but on their physical, social and emotional growth. SKY Academy also emphasizes the importance of wellness and healthy practices to maximize students' learning potential. The curriculum will incorporate research-based instructional strategies that allow students to engage in critical and analytical thinking. Teachers will engage students in the lessons through collaborative creative projects; inquiry based learning; interdisciplinary, themed units of study; innovative, technologically-enhanced lessons; and experimentation. Research-based strategies and interventions will be utilized to address the needs of struggling students in order to help them perform at grade level, and to decrease the learning gap among students.

### **Rigorous Instruction**

Rigorous academic instruction will provide students with on-going opportunities to actively explore, research and solve complex problems. This will allow students to develop a deep understanding of core academic concepts that reflect readiness for high school standards. For a teacher to create a truly rigorous learning environment, each student must be expected to learn at high levels, and each student must be supported so he or she can learn at high levels and demonstrate learning at high levels. According to Wagner (2008), rigor for the 21st century includes a focus on skills for life: critical thinking and problem solving, collaboration and leadership, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing information, and curiosity and imagination. As such, teachers at SKY Academy Englewood will develop rigorous lessons using approved textbooks from Sarasota County Public Schools. Students will be exposed to grade level expectations that promote:

- A deep immersion in all subjects that includes real-world setting and application
- Quality of thinking not quantity in all grades and all subjects
- High expectations that includes great effort on the part of the learner
- Scientific experiment or literary analysis that is thoughtful, deep and pays attention to accuracy and detail
- Quality lessons that move students to more challenging work while simultaneously providing ongoing scaffolding to support students as they learn.

At SKY Academy, teachers will promote a culture of rigor in their classrooms that provide opportunities for each student to demonstrate learning at high levels. In such a classroom, rigor can be observed in the following manner:

- When the teacher asks a question, all students are asked to respond through pair/share, interactive white boards, or some other form of response.
- Students are given a variety of ways to demonstrate learning. This may include tests with a wide range of types of questions, or it may be that students are allowed to show their understanding through creative projects.
- Students are given multiple opportunities to demonstrate understanding. This may occur through a "not yet" grading policy or through opportunities to rework missed questions of a test for partial credit.

For the majority of SKY Academy students, the learning opportunities described above will challenge advanced students. The school will offer Academic Challenging Curriculum to Enhance Learning (ACCEL) options (subject matter acceleration, virtual instruction for higher grade-level subjects) to eligible students with parent permission. As delineated in the Student Progression Plan (see Appendix C), the school will develop a plan for any student who meets criteria for an ACCEL option as assurance of continuous course progression and a smooth transition into high school.

### **Explicit Instruction**

Explicit Instruction will serve as the pillar upon which all instructional routines and plans are developed at SKY Academy. Teachers across all curriculums will imbue these scaffolded steps into a meaningful process that will allow for a greater understanding of grade level material and content. This instructional routine involves a structured, systematic, and effective methodology for teaching academic skills. Explicit instruction is characterized by a series of support or scaffolds, whereby students are guided through the learning process with clear statements about the learning process and rationale for learning the new skill, clear expectations and demonstrations of the learning targets and supported practice with feedback until independent mastery has been achieved. Rosenshine (1987) described this form of instruction as “a systematic method of teaching with emphasis on proceeding in small steps, checking for student understanding, and achieving active and successful participation from all students.”

Explicit Instruction will be evident by:

- Notations in a teacher’s lesson plan (*I Do, We Do, You Do* process)
- Actual student artifacts and work samples after the lesson is delivered
- Administrative observation of the execution of explicit instruction in the classroom
- Teacher agenda that is written on the board
- Lesson study and professional development that teachers will undergo in this subject area

### **Differentiated Instruction**

Students' needs can effectively be met if teachers use formal and informal data to make instructional decisions. Teachers will be required to identify the level in which their individual students should be working; this will be determined by the students’ standardized test scores and other assessment information such as the FAIR-FS, baseline, interim and teacher-created assessments. Teachers will be expected to create lessons that remediate students who struggle with a particular concept and also develop enrichment activities for the more proficient ones.

Differentiated Instruction will be evident by the following:

- Notations in a teacher’s lesson plans
- Administrative observation of the execution of small group instruction
- Evidence of differentiation in student work folders and artifacts
- Lesson study and professional development that teachers will undergo in this subject area



- Posted differentiated groups with varied tasks on the board or permanently displayed in the room.

### **Technology-Based Instruction**

While having its own focus and objectives, technology-enhanced instruction at SKY Academy will be interwoven into the other three instructional principles (rigorous, explicit, and differentiated). The use of technology in teaching and learning has a strong, positive effect on student achievement. The use of technology for learning will not take place in a vacuum; rather, teachers must effectively apply technology in the curriculum and throughout the school day. In addition, access to professional development will be offered to teachers on an ongoing basis in order to keep teachers up-to-date with changing technological programs.

Technology Instruction will be evident by the following:

- Its implementation during various aspects of instructional lessons (i.e. video clips to activate background knowledge or to broaden and deepen understanding; the use of the SMARTBoard to create interactive lessons, etc.)
- Student use of tablets and student computer stations for research, essential labs, reading and math remediation and/or reinforcement through computer-based programs (before, during, and after school) and whole group extension activities using technology resources
- Teacher professional development in the use of technology instructional resources
- Student work samples and artifacts (such as PowerPoints, research papers, graphic arts designs, etc.)
- Teachers' use of TriFit Software to measure students' body composition, biometrics, flexibility, cardiovascular endurance, and muscular strength and endurance.

### **Wellness Instruction**

SKY Academy Englewood intends to foster an awareness of health and wellness, as well as an emphasis on the correlation between wellness and academic success. SKY Academy believes that wellness is an active process of becoming aware and making choices toward a healthier life. At SKY Academy, exercise and personal fitness will be a major component of the curriculum. The School strongly believes that there is a strong connection between exercise and the brain. At SKY Academy Englewood, wellness instruction is infused into all areas of the curriculum. Wellness Instruction will be evident as follows:

- Students and staff will have full access of the YMCA's facilities.
  - The School will have certified and trained instructors delivering wellness instruction.
  - The School will infuse wellness and health principles throughout all core classes.
  - The School will have the services of a certified dietician to prepare meals for students.
- ◆ **Describe the school's reading curriculum. Provide evidence that reading is a primary focus of the school and that there is a curriculum and set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy for students reading below grade level.**

SKY Academy Englewood will implement The School District of Sarasota County's Comprehensive Research-Based Reading Plan (CRRP) with fidelity (located in Appendix E). The school will ensure that reading is the primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students reading at grade level or higher and a separate curriculum and strategies for students who are not reading at grade level. Delivering successful instruction of the reading curriculum will be a primary focus.

Through the implementation of the District's CRRP, the School will immerse students in a comprehensive approach designed to ensure student mastery of literacy skills. These strategies will be utilized across all subject areas. All subjects, including the arts, will reinforce literacy skills as part of the course requirements. SKY Academy will implement the District's reading plan that supports the State's transition to the new Florida Standards and its efforts to meet College and Career Readiness objectives and goals. The plan is designed to ensure that all students will be able to read complex text independently and proficiently. The School's efforts will be directed toward meeting or exceeding the Florida Standards by implementing the following strategies:

- Ensuring that the School's Leadership Team and Reading Coach are guiding and supporting the plan;
- Ensuring that all faculty and staff commit to effectively teaching reading and infusing research-based strategies within daily lessons;
- Creating a school-wide Literacy Leadership Team, consisting of teachers from varying disciplines, who will work to promote school-wide literacy;
- Implementing a comprehensive system for analyzing student performance data to make instructional decisions; training teachers to appropriately and effectively utilize both formal and informal assessments to monitor student progress in an effort to diagnose, prescribe, and identify interventions for struggling readers;
- Establishing clearly defined and measurable student achievement goals in reading;
- Assessing students upon beginning the school year to determine baseline reading levels and identifying any specific reading deficiencies--teachers will use appropriate instructional materials to develop lessons that address deficiencies and enrich strengths;
- Conducting ongoing assessments throughout the year to monitor student progress and evaluating the effectiveness of instructional practices;
- Using research-based reading strategies and instructional strategies to enhance student learning and or remediate as needed;
- Infusing technology to enhance instructional lesson delivery;
- Facilitating professional development and providing support to teachers on text complexity and close analytical reading; professional development will be both formal and informal and will foster cross curricular interaction and planning; teachers will be able to complete a professional development needs survey at the beginning of each school year; the leadership team will use the results of the survey, along with student data and testing trends and classroom observations, to create the professional development calendar each year;
- Building student exposure to complex texts needed for high-level comprehension and complex cognitive tasks;
- Building extensive informational text/non-fiction print and digital libraries for all literacy learning classrooms;

- Building a bank of informational texts to pair with the themes, topics, and essential questions in core instructional courses across the content areas, especially in science and history (All staff members will be expected to teach literacy across their respective curriculum areas and use specific school-wide active learning and comprehension strategies daily. These strategies will be introduced to faculty and staff during common planning sessions, department meetings, professional development and faculty meetings);
- Compiling a bank of informational, non-fiction texts and articles to extend the Intensive Reading Program for students with demonstrated reading deficiencies, as measured by standardized test results;
- Incorporating extensive writing and research as part of all core instructional courses;
- Infusing literacy skills in all wellness courses;
- Aligning the plan with the components of the Multi-Tiered System of Supports (MTSS) framework;
- Ensuring that the Reading Coach employs the *Just Read, Florida! Reading/Coaching Model*; the Reading Coach will build teacher capacity by actively supporting the teachers in lesson plan development and delivery;
- Providing before/after school tutoring and summer courses for students who demonstrate a lack of proficiency in literacy skills;
- Evaluating the effectiveness of the instructional programs and strategies being used by reviewing, analyzing and utilizing assessment data; this reflection process will occur at least three times per year and will involve all key stakeholders.

The School will also implement research-based reading strategies and school-wide practices that have proven to be successful in improving reading achievement. Such strategies include, but are not limited to, the following:

- Utilizing state and district-adopted textbooks and programs
- Providing Structured Independent Reading
- Providing training in Reciprocal Teaching
- Developing lessons that incorporate higher order questions and student discussions
- Including Vocabulary Development as part of the curriculum
- Providing CRISS (Creating Independence through Student-Owned Strategies) training for teachers
- Incorporating Socratic Seminars
- Emphasizing Cooperative Learning Projects
- Utilizing Graphic Organizers
- Emphasizing Essential Questions (Big Questions)
- Teaching Marginal Note taking, Cornell Note taking and Selective Highlighting
- Providing professional development for all teachers in effective strategies for teaching reading
- Encouraging family literacy practices.

The reading curriculum will consist of a structured instructional routine as explained below:

<p><b>5 Minutes</b></p>	<p><b>Bell Ringer/Warm Up</b></p>	<p><b>Teacher Actions:</b></p> <ul style="list-style-type: none"> <li>● Reads to students to model fluency and prosody</li> <li>● Models think aloud while demonstrating a skill or process</li> <li>● Solves a problem/answers a question and demonstrates to the students how reasoning led to deduction of answer</li> </ul> <p><b>Student Actions:</b></p> <ul style="list-style-type: none"> <li>● Follows along as teacher reads fluently</li> <li>● Observes/follows along as teacher thinks aloud and solves problems/answers questions</li> </ul>	<p><b>Research Rationale:</b></p> <p>By verbalizing their inner speech (silent dialogue) as they think their way through a problem, teachers model how expert thinkers solve problems. As students think out loud with teachers and with one another, they gradually internalize this dialogue; it becomes their inner speech, the means by which they direct their own behaviors and problem-solving processes (Tinzmann et al. 1990). Therefore, as students think out loud, they learn how to learn.</p>
<p><b>20 Minutes</b></p>	<p><b>Whole Group/Teacher Directed Instruction</b></p>	<p><b>Teacher Actions:</b></p> <ul style="list-style-type: none"> <li>● Teacher uses explicit instruction/gradual release routine to teach a specific lesson</li> <li>● Lesson will include an I Do (teacher only), We Do (Teacher and Student collaboration) and a You Do (independent student practice)</li> </ul> <p><b>Student Actions:</b></p> <ul style="list-style-type: none"> <li>● Students will follow along as teacher models and delivers the lesson</li> <li>● Students will actively take notes, collaborate with peers</li> </ul>	<p><b>Research Rationale:</b></p> <p>Topics and contents are broken down into small parts and taught individually. It involves explanation, demonstration and practice. Students are provided with guidance and structured frameworks. Topics are taught in a logical order and directed by the teacher (Boyles, 2013)</p>
<p><b>20 Minutes</b></p>	<p><b>Differentiated Instruction</b></p>	<p><b>Teacher Actions:</b></p> <ul style="list-style-type: none"> <li>● Teacher uses student data to develop lessons that address student needs (small group instruction)</li> </ul>	<p><b>Research Rationale:</b></p> <p>Differentiation is a way of teaching; it is not a program or package of worksheets. It</p>

		<ul style="list-style-type: none"> <li>• Teacher uses explicit instruction/gradual release routine to teach a specific lesson</li> <li>• Lesson will include an I Do (teacher only), We Do (Teacher and Student collaboration)</li> </ul> <p><b>Students Actions:</b></p> <ul style="list-style-type: none"> <li>• Students will follow along as teacher models and delivers the lesson (during small group instruction)</li> <li>• Students will actively take notes, collaborate with peers</li> <li>• Students will work independently on skill-based tasks --"You Do"</li> <li>• Students will use technology resources in the classroom</li> </ul>	<p>asks teachers to know their students well so they can provide each one with experiences and tasks that will improve learning. Differentiation means giving students multiple options for taking in information (Tomlinson, 1999).</p>
5 Minutes	Wrap Up/Closure	<p><b>Teacher Actions:</b> Teacher will pose a higher order question or essential question to which students must respond Teacher will allow students to complete and share their responses</p> <p><b>Students Actions:</b> Students will answer higher order questions on their own (You Do) and then share responses.</p>	<p><b>Research Rationale:</b> Closure occurs when the teacher wraps up a lesson and helps students organize the information into a meaningful context in their minds. A brief summary or overview is often appropriate. Another helpful activity is to engage students in a quick discussion about what exactly they learned and what it means to them now (Lewis, Elementary Education).</p>

The School’s reading curriculum will be based on a foundation of real texts and text exemplars, as per the high rigor put forth by the Florida Standards (LAFS). Houghton Mifflin Harcourt’s research-based reading program, *Connections*, (or district-adopted series at onset of 2015-2016 school year) will serve as the comprehensive reading series for instruction. Additionally, teachers will incorporate novels, newspapers, articles, and other real-life texts to support the

implementation of the curriculum. As a supplement, the school will also use research-based digital resources such as iReady and Study Island. These supplementary technology-based resources will be used by the Language Arts classroom teacher, the Intensive Reading teacher, and by the interventionist (through pull-out interventions) to provide reinforcement or remediation for students as needed.

### **Reading for Students at Grade Level or Higher**

Students who are reading above grade level will be provided an authentic learning experience through the district-adopted textbook series, thematically related books, and supplemental novels. Student interests and abilities will be considered as teachers develop units that embed analytical and critical thinking skills. The school will employ at least one certified reading teacher and seek to hire additional teachers with reading endorsement. All teachers at the school will undergo continuous training in reading instruction.

Curriculum for this group of students will include the following:

- District-adopted textbooks
- Grade and age-appropriate novels
- Thematic cross curricular units
- Analytical writing to text
- Responding to text dependent questions
- Varied methods of assessments
- Infusion of literature circles and Socratic seminars
- Varied media sources
- Book Studies

For the majority of SKY Academy students, the learning opportunities described above will challenge advanced students. The school will offer Academic Challenging Curriculum to Enhance Learning (ACCEL) options (mid-year promotion, full-year promotion, subject matter acceleration) to eligible students with parent permission. The school will develop a plan for any student who meets criteria for an ACCEL option as assurance of continuous course progression and a smooth transition into high school.

### **Reading for Students Below Grade Level**

In compliance with Florida Law (Rule 6A-6.054, Florida Administrative Code), middle school students who score below mastery on the state-mandated standardized assessment, and who require intervention services in the areas of decoding and/or text reading efficiency, must have extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis before and after school with teacher support; students two or more years below grade level require a double block of reading to accelerate foundational reading skills. The teacher must have the Reading Endorsement or Certification in Reading (K-12). In addition, these students must be served by teachers who have a track record of success, as determined by the district. Classroom infrastructure (class size, materials, etc.) must be adequate to implement the intervention course.

Curriculum for this group of students will include the following:

- District-adopted textbooks for Intensive Reading courses
- Computer-based remediation curriculum from iReady

SKY Academy's reading intervention course will also include the following on a daily basis:

- Whole group explicit instruction
- Small group differentiated instruction
- Independent reading practice, utilizing classroom library materials, monitored by the teacher
- A focus on informational text and the analysis of multiple genres using multimedia
- Opportunities for accelerated achievement in order to facilitate efficient reading and deeper understanding of grade level texts.

The School will monitor the progress of students in reading throughout the year. At the beginning of the year, the School will administer the Gates-MacGinitie Reading Test (GMRT) to all students in grades 6-8. The results of this test will assist teachers in identifying students' needs. Additionally, the Florida Assessment for Instruction in Reading - Florida Standards (FAIR-FS) will be administered in the fall, winter, and spring. The School will also use the District's progress monitoring assessments to measure student progress in reading throughout the year.

Results of the GMRT, FAIR-FS, and District assessments at the end of the school will be compiled and analyzed by school leaders to determine whether students have made a year's worth of growth, and to identify which students will need to be placed in Intensive Reading classes for the following school year. End-of-year assessments will also be used to determine specific areas of student reading difficulty, reading intervention placement, and drive professional development needs as well. Time will be allotted for focused, explicit instruction for students with more intensive needs in reading. Instruction will be geared toward students' specific areas of need as identified through both formal and informal assessment results. A system of continuous improvement and response to intervention will be used to allow teachers to do the following:

- Identify students' specific area(s) of need;
- Provide explicit instruction followed by guided and independent practice with clear, corrective feedback;
- Assess to determine mastery of concepts taught; and
- Re-teach as needed.

Students who are on the cusp of passing the state-required assessment on the Florida Standards, but are not quite proficient, will receive instruction through content courses in which teachers will infuse reading strategies and skills into the assigned content area. Particular attention will be given to these students through small group and individualized instruction and tutoring. Students who are not proficient on the State-mandated standardized assessment, or who are identified as reading below grade level and have decoding or text efficiency issues will participate in an Intensive Reading course. This program will adhere to the specifications set forth by the State of Florida's Just Read, Florida! Initiative. The program specification will be a framework for a highly effective reading program. The Intensive Reading course will include the following components:

- Student learning of essential reading skills
- Efficient use of instructional time
- Ongoing assessments
- Differentiated instruction
- Materials aligned with student reading levels
- Wide assortment of diverse and informational text
- Flexible use of text
- Appropriate use of technology
- Opportunities to write in response to reading
- Direct, small group instruction,
- Guided reading instruction
- Independent reading practice
- Instruction and practice on vocabulary and comprehension skills
- Use of listening and technology stations to reinforce and practice good reading techniques
- Collaborative learning opportunities

Students who are performing below grade level will require remediation. Remediation of core skills will be essential for increasing academic success. These students will have the opportunity to participate in remedial coursework in reading in order to develop the skills necessary for performing at grade level curriculum. Strengthening these skills will result in a wide range of improved critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax, grammar--all of which are necessary skills for becoming an effective reader at the secondary level. All students will receive individualized progress monitoring and remedial instruction/tutoring as they move through the required core and elective courses.

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

Students who are functioning below grade level will be afforded several intervention opportunities. Hourly interventionists will be hired to provide pull out tutoring sessions in reading, mathematics and science, as needed. Intervention opportunities will also be available before and after school. Intervention approaches will alternate between small group, teacher-directed instruction to individualized computer-based instruction.

The School will establish procedures for implementing the Response to Intervention/Multi-Tiered System of Supports (RtI/MTSS) school-wide plan. The RtI/MTSS framework will serve as a system that uses evidence-based instruction and interventions, progress monitoring, and evaluation, for on-going tracking of individual students. This will allow the School to make informed decisions about the student's educational and behavioral programming needs. This framework will provide students who fail to respond to instruction with increasingly intensive levels of intervention. The RtI/MTSS model will use data-based problem-solving to integrate academics and behavioral instruction and intervention. The integrated instruction and intervention will be delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that the School's resources reach the



appropriate students at the appropriate levels to accelerate performance of all students to achieve and/or exceed proficiency.

### **Basic Components of the RtI/MTSS Model/Process**

The five-step RtI/MTSS problem-solving model involves:

#### Step 1: Define the problem

- Review concern, identify problem (deficit skill areas)
- Measurable/observable terms
- Identify replacement behavior
  - Data- current level of performance
  - Data- benchmark level(s)
  - Data- peer performance
  - Data- GAP analysis

#### Step 2: Identify/Analyze the cause

- Develop a hypothesis as to why the problem is occurring (brainstorming)
- Focus on explanations that can be addressed through instruction
- Consideration of rate of learning
- Develop predictions/assessment

#### Step 3: Develop a plan

- Identify interventions to meet student's needs
- Develop interventions in those areas for which data are available and hypotheses are verified
- Create a timeframe
- Determine frequency of interventions
- Implementation support
- How to evaluate

#### Step 4: Implement the plan

- Implement plan with FIDELITY by qualified staff according to process and timeframe
- Provided ongoing professional development
- Instruction delivered in the process in which it was designed
- Integrity of screening and progress-monitoring
- Document delivery of interventions

#### Step 5: Evaluate the plan

- Collect data through progress monitoring
- Frequently collect data
- Data must be charted (graphed)
- Student progress vs. aim-line
- If necessary revisit plan and make appropriate modifications and/or revisions

- Type of Response- good, questionable, poor

### **The MTSS Model:**

- Uses a team of educators who examine individual, classroom, and school-wide data to make decisions on how to best meet the needs of all students.
- Identifies children who require additional support in reading, math, writing, and/or behavior, and provides these children with research-based interventions and strategies that will facilitate their success.
- Identifies children who make very limited progress even after receiving intensive support for a substantial period of time.

### ***Defining Tiers 1, 2, and 3***

- **Tier 1** is what "ALL" students get in the form of instruction (academic and behavior/social-emotional) and student supports. Tier 1 focuses on the implementation of the district's Core Curriculum and is aligned with the state standards. Tier 1 services (time and focus) are based on the needs of the students in the School.
- **Tier 2** is what "some" students receive in addition to Tier 1 instruction. The purpose of Tier 2 instruction and supports is to improve student performance under Tier 1 performance expectations (levels and conditions of performance). Therefore, "effective" Tier 2 services occur when at least 80% of students receiving Tier 2 services (in addition to Tier 1) meet or exceed grade level/subject area Tier 1 proficiency levels (academic and/or behavior) established by the district. Tier 2 services are more "intense" (more time, narrow focus of instruction/intervention) than Tier 1.
- **Tier 3** is what "few" students receive, the most intense level a school can provide to a student. Typically, Tier 3 services are provided to very small groups and/or individual students. The purpose of Tier 3 services is to help students overcome significant barriers to learning academic and/or behavioral skills required for school success. Tier 3 services require more time and a more narrow focus of instruction/intervention than Tier 2 services. Tier 3 services require effective levels of collaboration and coordination among the staff (general and specialized) providing services to the student. The expected outcome of Tier 3 services, combined with Tiers 1 and 2, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) established by the district.

### ***MTSS Implementation***

At SKY Academy all students' progress will be reviewed at least three times per year. Students' progress will be monitored in all academic areas, as well as in behavior. Grade-level classroom instruction is designed to meet the needs of the majority of students; however, some children will require added supports to be successful. A variety of data will be used to determine which students need more intensive interventions. This information will be gathered from test scores, attendance history, health records, discipline reports, and classroom observations etc. If the MTSS team decides that a student needs more targeted instruction, a plan will be developed that defines the supports that will be provided. The plan will also detail how progress will be tracked

to determine whether the interventions are successful.

An intervention can be defined as additional instruction beyond what is already provided in the classroom. Interventions take place in small groups, and target a specific area of need (i.e., vocabulary) rather than a broad content area (i.e., reading). The intensity of the intervention is determined by the size of the group, how many days per week the group meets, and for how many minutes the intervention lasts. Students with more significant needs will receive more intensive interventions. The team will work to identify student needs and design intervention plans that will lead to success. Team members will be selected not only for their expertise, but also for how well they know and interact with the child. Ongoing, systematic reviews by the MTSS team will ensure that student progress is continuously monitored to make informed, collaborative decisions regarding the student's academic program.

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

All students at SKY Academy Englewood will be required to take two physical education courses each year (grades 6-8). The primary goal of the SKY Academy Englewood’s Physical Education Program is to provide instruction in the strands of physical education: physical literacy, responsible activity behaviors, and advocate and promote physically active lifestyles. These strands offer students the opportunity to develop and continually enhance life management skills necessary for healthy, active living. Students will not only develop the skills required for participation in physical activities, but will also develop an understanding of physical fitness, health and nutrition, and the importance of instituting positive health behaviors.

The chart below lists the physical education courses that each student will be required to take:

<b>Physical Education Courses</b>	
<b>MJ/Fitness</b> (1508000)	<b>MJ/ Comprehensive Fitness (6/7)</b> (1508600)
<b>M/J Team Sports</b> (1508200)	<b>M/J Comprehensive Fitness (7/8)</b> (1508700)
<b>M/J Individual/Dual Sports</b> (1508500)	<b>M/J Outdoor Pursuits</b> (1508300)

**Other Elective Courses Offered at SKY Academy**

SKY Academy will offer the additional electives so students will fulfill the requirements for middle school promotion to high school. (The School reserves the right to omit or add courses as needed or as teacher certifications permit):

<b>Electives</b>	<b>Course Code</b>	<b>Description</b>
<b>Health – 6-8</b>		
Health education is a distinctive and one of a kind discipline: it draws from topics across disciplines (science, social studies, math, language arts, physical education), yet it retains a very personal look at human behavior. The fundamental of health education is to enable students to		

use knowledge and develop skills that permit them to transform unhealthy habits into healthy habits. Students are supported in their efforts to apply knowledge, attitudes, and behaviors toward achieving wellness and maintaining a healthy life style.

**M/J Health 1 (0800000)**

**M/J Health 2 (0800010)**

**M/J Health 3 (0800020)**

**Art - 6-8\*\***

The primary goal of the Art Program at SKY Academy Englewood is to provide instruction in the strands of visual art: skills and techniques; creation and communication; historical and cultural connections; aesthetic and critical analysis; and applications to life. The Arts are serious and rigorous academic subjects with the potential to help students achieve creativity, self-awareness, self-expression, and interactive and cooperative learning skills. Study of the Arts has been proven to enrich and enhance reading, writing, and mathematics skills. Research also shows education in the Arts is critical to students' intellectual, social, emotional, and physical growth. Students will enhance their knowledge about the Arts by learning artistic traditions of their own culture as well as artistic traditions of other cultures. While understanding that each art is distinctive, students will also recognize the many similarities between and across various art forms. Students will look at the Arts as a language unto itself as well as a link to other disciplines, cultures, and human interactions.

**M/J Exploring 2D Art (0101005)**

**M/J Exploring 3D Art (0101035)**

**Spanish 6-8 \*\***

The primary goal of the SKY Academy Englewood's Foreign Language Program is to provide instruction in the following five areas: communication, cultures, connections, comparisons, and communities. Focusing on these five areas, students will learn to communicate in a language or in languages (other than English) through listening, speaking, reading, and writing. Students will formulate and answer questions about the literary elements of targeted language selections. Students will identify themes, ideas, or viewpoints on social behaviors and/or social interactions of various cultures and will discuss these cultural differences as they participate in age-appropriate cultural activities ranging from sports to dance. With a focus on communication, students will learn to exchange information with peers orally and in writing. They will use appropriate vocabulary and cultural expressions to request additional information when a message in the target language has not been fully understood, and they will use repetition, rephrasing, and gestures effectively to assist in communicating spoken messages. Students will conduct presentations regarding various topics, in the particular foreign language, to further develop their communication skills in front of an audience. Through these presentations, students will recognize that languages have different patterns of communication and interaction. Foreign language courses for high school credit will be offered for those students who meet prerequisite requirements.

<b>M/J Spanish, Beginning</b> (0708000)
<b>M/J Spanish, Intermediate</b> (0708010)**
<b>M/J Spanish, Advanced</b> (0708020)**
<b>M/J Spanish for Spanish Speakers, Beginning</b> (0709000)
<b>M/J Spanish for Spanish Speakers, Intermediate</b> (0709010)**
<b>M/J Spanish for Spanish Speakers, Advanced</b> (0709020)**

\*\*Course offerings will be based on enrollment

◆ **Describe how the effectiveness of the curriculum will be evaluated.**

The Principal and the Leadership Team will meet on a quarterly basis (at the end of each grading period) to conduct data chats with teachers. The Team will review student performance data derived from state, district, and school-wide assessments to interpret results, analyze data trends and discuss areas of strength and weakness. The effectiveness of the curriculum will be evaluated through ongoing analysis of student performance. In addition to quantitative data, the School will utilize qualitative data to assess the effectiveness of the curriculum. The Leadership Team and Reading Coach will hold informal conversations and reflections with core teachers to discuss the progression of students and the effectiveness of the School's curriculum. Students will also have an opportunity to reflect on the level of instruction that they have been receiving and are encouraged to provide the teachers with specific areas of concern based on their individualized data reports during student data chats. Teacher-developed examinations, as well as administrator and teacher review of student work samples, will also be used to evaluate the effectiveness of lessons being delivered to students. The teachers will use the data to refine instruction, determine individual student mastery and deficits, and to improve curriculum.

Curriculum will also be evaluated based on student learning gains as reflected in progress reports, benchmark tests, and report card grades. By collecting the data from formal and informal assessments, school leaders, teachers, and the Reading Coach will be able to disaggregate and analyze the data to determine student and school-wide needs. The data will be used to create an instructional timeline, as it relates to the students' needs. More specifically, when analyzing the benchmark data by strand, content or benchmark, the core area departments will create instructional timelines with goals that reflect the needs identified by the data and a proposed timeline of when these “non-mastered” skills will be re-taught and the specific re-teaching methods that will be used. Teachers will meet collaboratively to share best practices and discuss specific strategies and materials that have been successful in reaching students.

## Section 5: Student Performance, Assessment and Evaluation

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

The primary purpose of SKY Academy Englewood is to ensure that all students make significant learning progress each year. The School’s goal is to provide students with a top- quality educational program that will prepare students for secondary education, postsecondary studies and future careers. An additional and unique component of SKY Academy’s educational program is that wellness strategies are infused throughout all courses. At SKY Academy Englewood, all students are required to participate in a physical education course each day in order to promote health and wellness among the students. The School is committed to reaching its goals and objectives for improving student achievement. SKY Academy will endeavor to make annual gains during each year of the charter as delineated in the School’s annual School Improvement Plan, and as may be required by the district and state. In developing annual goals and objectives on the School Improvement Plan, the School’s stakeholders will use the previous year’s standardized student performance data (and other progress monitoring data and assessment measures) to determine appropriate learning gains and levels of achievement for students. At a minimum, students will be expected to make increases of three to five percentage points on standardized tests each year for all academic areas. SKY Academy will maintain high expectations for all students and teachers in order to establish an educational environment that is academically challenging and engaging, and that will allow students to make year-to-year progress as measured by state, district, and school assessments. The overall goals for SKY Academy are based on the School’s mission, purpose, and direction, and address the components of the Florida School Accountability Plan (English/Language Arts; Mathematics; Science; Social Studies; Graduation Rate; and Acceleration Success). The following objectives will be implemented each year and revised as necessary to ensure the School’s continuous improvement:

- The percentage of students achieving state proficiency level in English/Language Arts on the ELA Florida Standards Assessments (FSA) will be 60% or higher for year 1 of the charter (for grades 6-8 combined). An increase of five percentage points or higher is expected each year thereafter. (Writing is included within the English/Language Arts component.)
- The percentage of students achieving state proficiency level in Mathematics on the Mathematics Florida Standards Assessments (FSA) will be 60% or higher for year 1 of the charter (for grades 6-8 combined). An increase of five percentage points or higher is expected each year thereafter.
- The percentage of students achieving state proficiency level in Science on the FCAT Science assessment for grade 8 will be at or higher than the District average for year 1 of the charter. An increase of five percentage points or higher is expected each year thereafter.
- The percentage of students achieving state proficiency level in Civics on the Civics End-of-Course (EOC) assessment for grade 7 will be at or higher than the District for year 1

of the charter. An increase of five percentage points or higher is expected each year thereafter.

- The promotion rate will be 95% for students in grades 6, 7, and 8.
- The percentage of students successfully completing Advanced courses will meet or exceed the district's percentage. An increase of 5 percent is expected every year of the charter.
- Students will demonstrate a 30% increase in all dimensions of wellness on the personalized assessment given from the baseline assessment and the end-of-year assessment using the TriFit Health Assessment Software.

### ***Evaluating Student Progress and Performance***

The School will consistently monitor and evaluate student progress and performance by engaging key stakeholders in this process. It is through constant reflection that the School will assess the effectiveness of instructional practices in a timely manner and make adjustments as needed. The School will use State and District assessments and progress monitoring tools, and other school-wide assessments, to measure student progress throughout the year. The data will be disaggregated, analyzed and used to measure student learning gains and make informed decisions regarding the curriculum and instructional practices used at the School. It is the School's goal to use these evaluations and assessments as a means of fostering and developing a school-wide approach to teaching and learning.

At SKY Academy Englewood, student progress will be evaluated by the following methods:

- Teachers will administer the District's baseline assessments in the core areas and use this data to set goals (individual student goals as well as overall class goals).
- Teachers will administer the Gates-MacGinitie Reading Test (Pre and Post Test) to obtain baseline data, address reading deficiencies, and measure reading progress made throughout the year.
- Teachers will administer FAIR-FS three times per year and use that data to determine and target students' specific reading deficiencies.
- Administrators and school-wide leadership team will use the baseline data from the different assessments to identify student achievement goals for the year by identifying the School's overall strengths and weaknesses. An implementation plan will also be developed to address the concerns identified by the baseline data.
- School site leaders will analyze results of annual state-mandated assessments (i.e., Florida Standards Assessment; End of Course Assessments) to set goals based on the results of the previous year's results.
- Teachers will engage students in data chats to discuss individual goals, strengths and areas for improvement.
- Students will engage in quarterly report card conferences with teachers to discuss grades and attendance.

- The Reading Coach and school administrator(s) will work with the teachers to disaggregate the data. This will allow teachers to assess the impact of a previously taught lesson or unit.
- Students will take the second and third progress monitoring assessments (District assessments and the FAIR-FS) and the data will be compared with the previous baseline administration. The Reading Coach and administrator(s) will work with the teachers to evaluate the progress of individual students and develop alternative ways to address the needs of students who have similar deficiencies.
- Student progress will be correlated and compared to classroom attendance and classroom grades. Students with poor attendance and academic performance, will be placed on an academic contract until their academic performance improves.
- Student progress will also be monitored and assessed using data reports from computer based intervention programs, in addition to classroom assignments and teacher-developed exams (*iReady*, *Study Island*, and *Gizmos* diagnostic assessments)
- In addition to academic progress, students' personal fitness and wellness goals will be assessed using the TriFit Health Assessment Software.

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

The School will comply with the requirements for student placement and promotion as noted in the Sarasota County's Middle School Student Progression Plan located in Appendix C.

The Principal and staff will determine promotion and retention of a student. Students will progress in grade levels when they meet the requirements of the district's Student Progression Plan. Middle school grade promotion requires students in grades 6, 7, and 8 to successfully complete the following core academic courses:

- 6th Grade - Language Arts, Math, Earth Space Science, Social Studies
- 7th Grade - Language Arts, Math, Life Science, Social Studies/Civics
- 8th Grade - Language Arts, Math, Physical Science, Social Studies/Career Education Planning

Students in grade 6-8 must take all required state (FSA, EOC, etc.); students at SKY Academy will also take all District assessments identified on the District's Assessment Calendar.

Middle school students who take Algebra I must pass the Algebra I EOC assessment to earn high school credit. Students who take Geometry must take the Geometry EOC assessment, which constitutes 30% of the class grade, and the student must pass the class to get high school credit. Middle school students must take the Civics EOC assessment which will constitute 30% of the student's final course grade, however, students may need to pass the EOC in the 2015-2016 school year in order to pass the course.



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

SKY Academy Englewood will not serve high school students.

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

SKY Academy will utilize the baseline assessment developed by the District, as well as an additional reading diagnostic test--Gates-MacGinitie Reading Test--to identify the areas of strength and weakness among its students. The Gates-MacGinitie Reading Test will be administered to students at the beginning of the year, and again at the end of the year. The District's progress monitoring assessments will be administered to students to establish a baseline in literacy and mathematics and to monitor student progress throughout the year. The baseline enables teachers and academic coaches to identify students' academic proficiency in reading and mathematics and guides the development of individual academic plans, intervention needs, lesson plans, classroom goals, and departmental goals. The baseline assessment data is analyzed and disaggregated by the school site Leadership Team, the Reading Coach, and the teachers in order to adjust the instructional focus calendar that outlines key standards and benchmarks to be taught, if necessary. Also, teachers work alongside the Reading Coach to develop unit plans that address the identified standards or benchmarks. Students are then engaged in data chats to discuss specific areas of strength and weakness.

SKY Academy will administer additional baseline assessments at the beginning of each year to identify the strengths and needs of students, and to provide students with appropriate interventions as needed. The Florida Assessments for Instruction in Reading (FAIR-FS) will be administered to all students three times each year. The first assessment will be used to establish a baseline. Student performance data will be disaggregated by grade level, student sub-group, and class. The school site Leadership Team will engage the Reading Coach and the teachers in data chats to allow teachers to interpret their data and to develop clear next steps. Trends and patterns will indicate the need for modification in curriculum and/or teaching and learning strategies. Through analysis and evaluation of data, administrators and teachers are able to devise an academic plan for each student to achieve learning gains.

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

Sky Academy is committed to data-driven instruction and decision making. The School considers student assessment to be a critical component of a model to ensure continuous improvement. Meaningful and appropriate assessments determine whether students have successfully acquired crucial skills and knowledge. SKY Academy will ensure that personnel involved with any aspect of the assessment process will have knowledge of, and abide by, specific policies, procedures, and standards regarding test administration, test security, and

reporting of test results. Evaluation of student progress will provide on-going formative and summative information for monitoring student progress, and provide needed feedback for improving the educational program. SKY Academy teachers, school leadership, and the Reading Coach will have weekly meetings to discuss classroom activities and individual student performance patterns. The student Counselor/Advisor will be informed when students are not meeting academic course standards. A number of approaches will be implemented to help ensure students' success which include the following: a) timely intervention when student performance falters; b) daily monitoring of student attendance; c) weekly monitoring of student engagement and participation; d) immediate communication with parents through phone calls and conferences when the need arises; e) student and parent access to grades online, and timely communication among SKY Academy teachers and staff of poor student performance.

The different measurement tools and evaluation techniques that will be used for assessment purposes at SKY Academy Englewood include, but are not limited to, the following:

- State-mandated standardized tests to measure the Florida Standards--Florida Standards Assessment (FSA)
- End of Course Exams--Civics for middle school students, and other EOC exams for students who are enrolled in applicable high school courses
- Florida Assessment of Instruction in Reading (FAIR)-three times per year
- District-developed ongoing progress monitoring assessments to measure mastery of competencies outlined in the Florida State Standards (School will use the progress monitoring assessments used by the Sarasota District beginning in 2015-2016)
- Gates-MacGinitie Reading Test (GMRT)--a diagnostic tool used nationally to identify students' level of reading achievement; used to identify students needing additional instruction
- Outcomes from online diagnostic programs (*IReady, Study Island, etc.*)
- Formative and summative classroom tests which assess mastery of lessons or units of study
- School-developed Bi-weekly Standards Assessments--mini assessments that include questions for a quick check of content material, as well as essay type questions that require critical thinking and writing skills. The Reading Coach will work with teachers to develop these mini assessments and assist the teachers in analyzing results and identifying resources and strategies for re-teaching non-mastered skills.
- Teacher-made classroom tests (including pre- and post-tests)
- Writing assignments that focus on the development of writing and critical thinking skills by requiring students to respond to text (with an emphasis on informational passages and content area materials)
- Student portfolios (assessed by using specific criteria or rubrics)
- Journals
- Projects
- Research Papers
- Science laboratory experiments

- Oral Presentations/Demonstrations
- Physical Fitness Goals--assessed with the TriFit Assessment Software to measure attainment of students' individual goals

At SKY Academy, monitoring student performance is of utmost importance. The School will adhere to the state's assessment program, as required by 1008.22 F.S. Additionally, the School will administer baseline and progress monitoring assessments throughout the year to measure learning progress. The types and frequency of assessments that the School will use to monitor student performance are listed below.

### **Types and Frequency of Assessments**

<b>Assessment</b>	<b>Grade Levels/Student Group</b>	<b>Frequency of Administrations</b>	<b>Description of Assessment</b>
Florida Standards Assessment (FSA) English Language Arts	Grades 6-8	once a year	Statewide assessment addressing the new Florida Standards
Florida Standards Assessment (FSA) Mathematics	Grades 6-8	once a year	Statewide assessment addressing the new Florida Standards
Florida Assessment in Reading - Florida Standards (FAIR-FS)	Grades 6-8	3 times per year for all students in grades 6-8	The FAIR-FS is a language and literacy assessment designed to measure the research-based component skills associated with successful reading.
Gates-MacGinitie Reading Test (GMRT)	Grades 6-8	2 times per year	A diagnostic tool used nationally to identify students' level of reading achievement; used to identify students that need additional instruction
District's Progress Monitoring Assessments (beginning in 2015-2016)	Grades 6-8	3 times per year	Progress Monitoring Assessment Developed by District - All major curriculum areas.

CELLA	ELL Students	once per year	A four-skill language proficiency assessment that provides information about students' strengths and weaknesses in English.
End of Course (EOC) Exams - Algebra I/Geometry	If student is enrolled in Algebra I or Geometry (Grades 7-8)	once per year	Measures students' achievement of the Next Generation Sunshine State Standards (NGSSS) as outlined in the Algebra I course description.
End of Course (EOC) Civics	Grade 7		Measures students' achievement of the standards as outlined in the Civics course description.
Florida Alternative Assessment (FAA)*	SPED students whose IEP indicates the need for this exam	once per year	A performance-based assessment designed for students with significant cognitive disabilities. It measures student academic performance on the Next Generation Sunshine State Standards Access Points (NGSSS-AP) in Language Arts, Mathematics, and Science at three levels of complexity: participatory, supported, and independent.

*\*If applicable based on student IEPs*

**Computer-Based Testing (CBT)**

The Florida Department of Education (FLDOE) has released information regarding requirements for the Florida Standards Assessment (FSA), technical computer specifications, and the appropriate system requirements for all assessments. SKY Academy Englewood is cognizant of the need to provide and maintain the proper system infrastructure needed to effectively assess the performance of all students. The following state assessments are computer-based: Grades 6-8 ELA FSA; Grades 6-8 Mathematics FSA; Civics EOC assessments; all EOC assessments for high school courses offered in middle school. The Grade 8 science test continues to be paper based.

**System Requirements for Computer-based Testing**

The Florida Department of Education (FLDOE) in conjunction with the American Institutes for Research (AIR) and Pearson has also outlined specific technology requirements to assist with the administration of the Florida Standards Assessment (FSA) and the Next Generation Sunshine State Standards (NGSS) assessments respectively. The FSA will be delivered using the AIR’s system and the NGSSS will be delivered using Pearson’s system. SKY Academy Englewood will be in full compliance of the technological and system requirements which are delineated below:

<b>Online Testing Requirements for FSA using AIR’s Test Delivery System (Desktops, Laptops, and Netbooks)</b>		
<b>Supported Operating Systems</b>	<b>Requirements for Current Computers</b>	<b>Recommended Specifications for Future Purchases</b>
Windows 7, 8.0, 8.1	1 GHz or faster processor 1 GB RAM or greater memory	Pentium 4 GHz processor 2 GB RAM 80 GB hard drive
Mac OS X (Intel) 10.7, 10.8, 10.9	1 GHz or faster processor 1 GB RAM or greater memory	
Linux Fedora 16, 17, 18, 19, 20 openSUSE 13.1 Red Hat 6.5 Ubuntu 10, 12, 14 (LTS)	1 GHz or faster processor 1 GB RAM or greater memory	
<b>Tablets</b>		
<b>Supported Operating Systems</b>	<b>Supported Tablets</b>	<b>Related Requirements</b>
<b>iOS (iPads)</b> 6.0, 6.1	iPad 2 iPad 3	Guided Access must be enabled.

7.0, 7.1	Fourth-generation (Retina Display) iPad Air	For more information, refer to the <i>Secure Browser Installation</i> document.
<b>Android</b> 4.0.4 through 4.4	Google Nexus 10 Motorola Xoom Samsung Galaxy Note (10.1) Samsung Galaxy Tab 2 (10.1)	The secure browser keyboard must be enabled after installing the mobile secure browser. For more information, refer to the <i>Secure Browser Installation</i> document.

<b>Recommended Hardware Requirements for Florida TestNav 8.0.4 NGSSS</b>				
<b>Hardware Requirements</b>	<b>Windows</b>	<b>Macintosh</b>	<b>iPad</b>	<b>Chromebook</b>
Processor	1 GHz or faster	Only Intel-based Macs are supported	any	Any
Memory	1 GB RAM	1 GB RAM	any	Any
Screen size	Any	any	9.7 inch	Any
Screen Resolution	1024 x 768	1024 x 768	any	Any

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

At SKY Academy Englewood, teachers, the Reading Coach, and the leadership team will analyze student performance data to evaluate the effectiveness of the curriculum, as well as to measure the effectiveness of the instructional practices. By examining the results of student assessments in each of the core areas, teachers and school leaders will be able to determine the instructional needs of the students and the curricular needs of the School.

Analysis of data will reveal what students have learned, what they need help to learn, and the guidance needed by teachers in planning and executing lessons to ensure that all students learn. At SKY Academy, gathering student-assessment data is seen as a first step. Administrators and teachers will move to the second step by analyzing the collected data and using this information to guide teaching and learning.

There are a number of key questions that an examination of data will address.

- Which content standard indicator(s) was the teacher assessing?
- What percent of students demonstrated proficiency?
- What implications does that have for instruction?

- Which students have not demonstrated that they can do this?
- What diagnostic information did an examination of student work provide?
- Based on individual student performance, what do teachers need to do next to move the student to proficiency?
- Based on the class performance, what re-teaching do teachers need to do?
- After reassessing, did my students demonstrate proficiency?
- Is re-teaching or other intervention resulting in improved student performance?
- When comparing performance by subgroups (e.g., by racial group, gender, students with disabilities, ESL students, or students in the free and reduced meals program), are any groups not performing as well as the whole group? If so, what are we going to do about that?
- Do teachers have any students who are not attaining proficiency across indicators?
- What diagnostic information do teachers have about them to inform instruction?
- What interventions have we tried? What interventions do teachers plan to try next?

At SKY Academy Englewood, the Principal, Reading Coach, teachers, and support staff will be able to accomplish the following by meeting on a regular basis to analyze student performance data to make instructional decisions:

- Identify and analyze general trends or patterns observed
- Identify percentage of number of advanced, proficient, and not proficient
- Disaggregate data by demographics such as gender, ethnicity, English language proficiency, students on IEPs, and free and reduced lunch
- Analyze data by subsets such as specific standards, benchmarks, or indicators
- Conduct a cause and effect analysis--analyze how the concepts were taught, what strategies and materials were used, how much time was allocated, etc.
- Do an item analysis--Which items were missed by most students? Which items were missed by subgroups of students?
- Create tables that show data by students, by subgroup, by item, or broader categories such as benchmarks or standards
- Identify targets based on what was learned from the data analysis.

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

SKY Academy Englewood recognizes the importance of sharing student assessment results and student performance information with both students and parents. The school will endeavor to fully inform and engage parents in the academic progress of their child. SKY Academy is committed to giving detailed feedback to parents and students in a timely and efficient manner so students have a current understanding of the progress they are making in each course. Official progress in academic classes will be communicated to parents through emails, traditional mail, phone calls and the School's website as needed. Parents will be able to track their child's current performance on bi-weekly and monthly assessments via parent reports that will be sent home

with the students as well as mailed home. Parents will also have the ability to access student grades and progress via access to the parent portal. Parents will also receive emails and automated phone calls to indicate that new student data is available. The School website and social media will also provide notice of new student data.

In addition, the school will report annually in writing to the student and his/her parent or legal guardian the student's results on each statewide assessment test and yearly progress in the area of student learning. The progress of students toward achieving state and district requirements for proficiency in reading, writing, mathematics, social studies and science will be reported to each student and his/her parents or legal guardian quarterly in a written format. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments, portfolios, performance based assessments and other relevant information. Additionally, the Gates-MacGinitie Reading Test (GMRT) provides online reports which include disaggregation features--parents will receive copies of students' test results for the diagnostic assessment (at the beginning of the year) and for the post assessment (given at the end of the year).



## Section 6: Exceptional Students

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

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

The School has a clear understanding of state and federal requirements regarding the education of exceptional students. Public Law 94-142, the Education for all Handicapped Children Act, guarantees that each student with a disability is entitled to receive a free appropriate public education (FAPE) in the least restrictive environment that will enable the student to progress in the general curriculum to the maximum extent possible. The goal of special education at SKY Academy is consistent with the goal of general education for all middle school students: to support students in developing the knowledge and skills required in order to live meaningful, self-fulfilling lives with as much independence as possible in their communities. The School will provide eligible students with special education, which refers to specially designed instruction and related services to meet the unique needs of the student that result from the student's disability. Specially designed instruction means adapting, as appropriate, the content, methodology, and/or delivery of instruction.

The School will work the appropriate Pupil Support Program Specialists of Sarasota County Schools and adopt the Sarasota County Schools' policies and procedures related to the Exceptional Student Education (ESE) Program located in digital format and accessible on the District website at <http://sarasotacountyschools.net/departments/pupilsupportservices/esedocuments.aspx>.

Specifically, the School will follow all federal, state, and local policies that pertain to the ESE Program that include the following: the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1973; Sections 1000.05 and 1003.57, Florida Statutes; Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administrative Code. The School will complete all federal, state and other reports as required by the Sponsor and the State Department of Education within appropriate timeframes and guidelines.

SKY Academy Englewood will hire state-certified Exceptional Student Education (ESE) teachers to service students with disabilities, in accordance with the level of support needed to implement the related services and specialized instruction detailed in the student's Individual Education Plan (IEP). These services may be rendered through the following models, as determined by the IEP:

- **Inclusion:** The student spends 80% - 100% of his or her school day in a general education classroom.

- **Consultation:** The student does not receive direct services from a Special Education (SPED) teacher. The general education teacher and the SPED teacher consult with one another to discuss student progress (frequency is determined by current IEP).
- **Support Facilitator:** The student receives services from a SPED teacher within the general education classroom (frequency is determined by IEP).

Contracts will be developed with individuals or outside agencies to administer direct services, assessments, and progress monitoring to students with disabilities such as vision impairments, speech impairments, and deaf and hard of hearing. The School will provide related services such as Occupational and Physical Therapy (when applicable) to students qualifying for these services. The School will ensure that the students' needs are met in the most appropriate setting. Parents of students with disabilities will receive procedural guidelines and guidance in their native language. Furthermore, the School will participate in alternate assessments for students who are exempt from participating in the state-mandated assessments.

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

Students with disabilities will have an equal opportunity of being selected for enrollment in SKY Academy Englewood. Any eligible student who applies in the appropriate manner will be enrolled, except when the number of applicants exceeds the capacity of the program or facility, or when the Sponsor and School, in collaboration with the IEP committee, determine that the ESE student's needs will be better met in a different school setting. Admission to SKY Academy will not be based on race, religion, ethnic origin, or exceptionality. The school will utilize a lottery system if the number of applicants exceeds the capacity and the enrollment and lottery procedures for students with disabilities will be the same as for all students as described below.

In the first year of operation, SKY Academy will hold an open enrollment period and families will be able to apply in person. In the event that the number of applications exceeds the number of available spaces, the Principal will conduct an enrollment lottery which will randomly select students until all spaces are filled, and then randomly assign additional students to a waiting list. Students will be given ten (10) days from the notice of acceptance to confirm their attendance. If a student declines enrollment or fails to respond within the given timeframe, the enrollment will be offered to the next student on the waiting list until all student seats are filled.

Exceptional Student Education (ESE) students that attend SKY Academy shall be provided with programs implemented in accordance with federal, state and local policies and procedures, including the Individuals with Disabilities Education Improvement Act (IDEA 2004), and Section 504 of the Rehabilitation Act of 1973, sections 1000.05 of Florida Statutes, and Chapter 6A-6 and 6A-19 of the Florida Administrative Code.

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

SKY Academy Englewood plans to work closely with the District Pupil Support Program Specialist assigned to the school to ensure compliance with applicable state and federal

guidelines regarding ESE services. The school agrees to comply with all policies and procedures required by the Sponsor in regards to Exceptional Student Education to ensure that every student is provided a free appropriate public education (FAPE). Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA) will guide the School's decisions regarding the most appropriate education for students with disabilities. Specifically, the School will ensure the following:

- Education services meet the individual education needs of students with disabilities as adequately as the needs of the nondisabled students are met;
- Evaluation and placement procedures are completed within the appropriate timeframe to guard against misclassification or inappropriate placement of students, and periodic reevaluation will take place for students who are receiving special education or related services;
- Due process procedures are implemented that enable parents and guardians to
  - Receive required notices
  - Give consent for evaluation and placement
  - Review their child's records
  - Collaborate in the design of the Individual Education Plan (IEP)
  - Challenge identification, evaluation and placement decisions;
- Due process procedures also provide for an impartial hearing with the opportunity for participation by parents and representation by counsel, and a review procedure;
- Individual Education Plan (IEPs) for exceptional education students and Education Plans (EPs) for gifted students will be maintained and appropriate meetings held within the guidelines provided by the Sponsor.

SKY Academy will collaborate with District personnel to create public awareness of its special education opportunities and will advise parents/guardians of the services it can provide to students with disabilities. The School will also advise parents of the rights of students with disabilities and provide written procedures in the primary language of the home. This will assure that information regarding the rights of students with disabilities is made available in plain language and phraseology that will be understandable to parents/guardians, regardless of their ethnic, linguistic, or cultural background.

SKY Academy will strive to be a full-inclusion program, but not at the risk of any student failing to receive full educational benefit. The school will explore every opportunity for placing students with exceptionalities in appropriate inclusive settings to the maximum extent possible. The key to successful inclusion will be collaboration, communication, and prior planning using best research practices.

### **Procedures for Identification of Students with Special Needs**

SKY Academy will disseminate information to its staff regarding the procedures for identifying students with special needs as outlined in the Sarasota County Exception Student Education Policies and Procedures. For students identified as needing additional academic or behavioral support in order to succeed in the general education environment, SKY Academy will utilize a Multi-Tiered System of Supports (MTSS) model for the implementation of research-based instruction and intervention.

The Multi-Tiered System of Supports (MTSS)/Problem Solving Team (PST) will consist of the Team Coordinator (administrator or teacher assigned to oversee the MTSS/PST process), teacher, parent, and District-assigned school psychologist and school social worker. In addition, a target area specialist may attend depending on the nature of the referral which may include a reading coach, math specialist, or Functional Assessment of Behavior (FAB) specialist. If the student is referred due to academic reasons, an Individualized Student Improvement Plan and MTSS/PST Intervention Plan are required. If the student is referred due to behavioral/emotional problems a Behavior Intervention Plan (BIP) and/or Student Services Intervention Plan (SSIP) is required.

The MTSS/PST will be critical in leading the entire staff in the development of instructional and behavioral interventions to be agreed upon by teachers, and communicated to parents/guardians as necessary, in accordance with state and federal regulations. In addition, the team will support referring staff members with ideas and strategies on how best to support the student in an effort to build in successes for all students and reduce the number of referrals to special education (goal of IDEA 2004). Implementing this process of interventions will help to identify whether the concern about a student is academic and/or behavioral in nature. All “pre-referral screening” activities will take place in this setting prior to referral for consideration of specific learning disabilities, intellectual disabilities, and/or gifted and talented students. Parents/guardians will be informed of the planned intervention efforts and the student’s progress in response to intervention throughout the entire MTSS process.

Academic and behavioral interventions that are attempted prior to referral for ESE services will be attempted for a minimum of three weeks. The PST team will then analyze the student’s progress and document whether the interventions were successful. If the interventions are making a positive difference, the PST will continue to monitor on a monthly basis. If the measures prove ineffective, another set of interventions will be established and implemented for another three weeks. At this point, a school psychologist from the District will be made available.

When a teacher believes that a student may have a disability, he/she may request Tier 3 assistance from the MTSS/PST. The teacher completes the appropriate paperwork and Tier 1 and Tier 2 student profile for students referred for academic problems and submits the information to the MTSS/PST chair. Regardless of tiered support, children suspected of having a disability that do not use response to interventions in the eligibility determination process should be referred to the PST as soon as there is suspicion of the presence of the disability. The MTSS team will determine if Tier 3 problem solving is appropriate.

## **Referral**

The Tier 3 Problem Solving Team may refer a student for a comprehensive evaluation under three conditions:

1. Tier 3 problem solving and intervention, done with fidelity, has failed to promote a positive response in a student with academic and/or behavioral difficulties.

2. Tier 3 interventions have promoted a positive response for a student with academic and/or behavioral problems but the student continues to require sustained and intensive supports that may require special education.
3. A student demonstrates severe cognitive impairment, severe speech impairments, physical or sensory impairments, or presents as a danger to self or others is referred for a comprehensive evaluation, as appropriate, and RtI is not required for consideration for special education eligibility.

A parent of a child suspected of having a disability may request, at any time, a comprehensive evaluation to determine whether his/her child is eligible for special education. The school must provide the evaluation within the 60 day timeline. In this situation, the MTSS fulfills both the Tier 3 problem solving function (when appropriate) and Child Find simultaneously.

The MTSS/PST team will review the progress monitoring data and all other pertinent records to determine if the school will need to conduct an evaluation to determine the student's eligibility for specially designed instruction and services as a student with a disability. The referral of a student for an evaluation for possible placement in an ESE program will be made under the direction of the PST team after documenting that the parent has received a written notification of meeting, written information pertaining to their rights regarding the comprehensive evaluation, and following the receipt of written parental consent for testing. The written request for the parent's permission to evaluate will be in the primary language of the home.

SKY Academy will provide a copy of the procedural safeguards notice to the parents/guardians of a student with a disability upon initial referral for evaluation, each notification of an IEP meeting, reevaluation of the student, and receipt of a request for due process. The procedural safeguards notice will include a full explanation of all of the procedural safeguards available (i.e., prior written notice, parental consent, access to educational records, opportunity to present complaints to initiate due process hearings, and student's placement pending due process hearings).

### **Evaluation and Placement**

The District is responsible for conducting all initial evaluations necessary to determine if the student is eligible for ESE services and to determine the educational needs of the student.

- a) Evaluation specialists include, but are not limited to, persons such as physicians, school psychologists, psychologists, speech/language pathologists, teachers, audiologists, and social workers, with each such person licensed in the professional's field as evidenced by a valid license or certificate to practice such profession in Florida.
- b) Educational evaluators not covered by a license or certificate to practice a profession in Florida either hold a valid Florida teacher's certificate or are employed under the provisions of Rule 6A- 1.0502, F.A.C.
- c) Tests of intellectual functioning are administered and interpreted by a professional person qualified in accordance with Rule 6A-4.0311, F.A.C., or licensed under Chapter 490, F.S.
- d) The standardized assessment of adaptive behavior includes parental input regarding the student's adaptive behavior.

The school District ensures that initial evaluations of students suspected of having a disability are completed within 60 school days (cumulative) of which the student is in attendance, after the school district's receipt of the parental consent for evaluation. The determination of whether a student is "in attendance" must be made consistent with implementing Rule 6A-1.044, F.A.C., which requires the reporting of students' attendance.

The 60-day timeline for evaluation does not apply if:

- The parent repeatedly fails or refuses to produce the student for the evaluation;
- A student enrolls in SKY Academy after the timeline has begun and prior to a determination by the student's previous school district as to whether the student has a disability. This exception only applies when the current school district is making sufficient progress to ensure a prompt completion of the evaluation and the parent agrees to a specific time when the evaluation will be completed. Assessments of students who transfer within the same school year must be coordinated between schools to ensure prompt completion of evaluations.
- Gifted Evaluations-The school board ensures that students suspected of being gifted are evaluated within a reasonable period of time. The district makes every effort to complete initial evaluations for students suspected of being gifted within 90 school days (cumulative) of which the student is in attendance, after the school district's receipt of the parental consent for evaluation.

After informed written parental consent has been obtained, SKY Academy will work with the appropriate Sarasota County Pupil Support Program Specialists to schedule an initial evaluation, which will be conducted by a multidisciplinary team of District personnel as required by law. A psychological evaluation will be administered to determine whether student needs warrant an IEP and special education and/or related services in accordance with 20 USC Sec. 1400, the IDEA 2004 and/or the Rehabilitation Act of 1973. Other areas may also be assessed, as needed (such as speech or language).

After evaluation, written documentation of the team's determination of eligibility for disability services will include the following:

- A statement about whether the student has a disability
- The basis for making the determination
- The relationship of that behavior to the student's academic functioning
- The educationally relevant medical findings if any
- A statement whether there is a severe discrepancy between achievement and ability that is not correctable without special education and/or related services
- The determination of the team concerning the effects of environmental, cultural, or economic disadvantage

## **Screening Forms**

SKY Academy will use the required screening forms from the District to ensure that all federal requirements are met regarding identification, referral, due process, evaluation, individualized educational programs, and procedural safeguards. The forms will incorporate guidelines for assisting staff and parents/guardians to understand the nature of disabilities.

## **Individual Education Plan (IEP)**

SKY Academy will collaborate with the District to write an Individual Education Plan (IEP). An IEP is a written statement for a student with a disability that is developed, reviewed, and revised in accordance with Rule 6A-6.03028, FAG. Parents will be partners with SKY Academy Englewood in the IEP process as well.

The written individualized educational plan for each student will include a statement of the student's present levels of educational performance; annual measurable goals; measurable short-term instructional objectives; the specific special education and related services to be provided to the student; a description of the extent to which the student will be able to participate in general education programs and the extent to which the student will participate with non-disabled students in nonacademic and extracurricular activities; the projected dates for initiation and anticipated duration of services; objective criteria, evaluation procedures, and benchmarks.

Status reports shall indicate whether measurable goals for ESE students are being met at the same rate as those for general education program students. Where students with disabilities are included in the general education classes, it may be necessary to delineate an explanation of the grading criteria and explanation about necessary curriculum modifications on the IEP. Such modifications will include increases or decreases in instructional time, varied instructional strategies, and modified test administration procedures as permitted by the test protocol.

Accommodations and supports required by students with disabilities will be documented on the IEP. SKY Academy will ensure that to the maximum extent possible, students with disabilities are educated with students who are non-disabled in the least restrictive environment. Special classes or removal of students with disabilities from the general education environment will occur only if the nature or severity of the disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily, and if indicated on the student's IEP.

The school will also work with the District to access regular professional development training activities for staff members in the areas of confidentiality, continuum of services, legal ramifications of special education, strategic classroom instruction, how to modify and/or supplement core curriculum, best practices, the uses of assistive technologies, general support/assistance, and other related topics. SKY Academy will work with the Florida Diagnostic and Learning Resource System (FDLRS) in order to fulfill child find responsibilities, activities, and services as necessary. Support services to educators, parents/guardians, and other professionals who work with the exceptional students can be accessed through FDLRS as well.

## **Review and Revision of the IEP**

The School will ensure that the IEP team:

- a) Reviews the IEP periodically, but not less than annually, to determine whether the annual goals for the student are being achieved
- b) Revises the IEP as appropriate to address:
  - Any lack of expected progress toward the annual goals and in the general curriculum, if appropriate

- Results of any reevaluation conducted
  - Information about the student provided to, or by, the parents
  - The student's anticipated needs or other matters
  - Consideration of the factors described earlier
- c) Responds to a parent's right to ask for revision of the student's IEP
- d) Encourages the consolidation of reevaluation meetings for the student and other IEP team meetings for the student, to the extent possible.

### **Changes to the IEP**

Generally, changes to the IEP must be made by the entire team at a team meeting and may be made by amending the IEP rather than by redrafting the entire IEP. The school and District must ensure that the student's IEP team is informed of those changes. A parent will be provided a revised copy of the IEP with the amendments incorporated.

### **IEP Implementation and Accountability**

The School is responsible for providing special education to students with disabilities in accordance with the students' IEPs. An IEP must be in effect before special education and related services are provided to an eligible student and will be implemented as soon as possible following the team meeting. In addition, the IEP will be accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation. All teachers and providers will be informed of their specific responsibilities related to the implementation of the IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP. The School will make a good faith effort to assist the student in achieving the goals and objectives or benchmarks listed on the IEP.

### **Access to Instructional Materials**

The School will make every effort to provide instructional materials in accessible formats to students with disabilities who need those instructional materials at the same time as other students receive instructional materials.

### **Section 504 Procedures For Students With Disabilities**

SKY Academy recognizes that a student is entitled to a free appropriate public education (FAPE) and may be entitled to Section 504 accommodations if he/she has a physical or mental impairment that substantially limits one or more major life activities. Any student who is suspected of having a disability or is experiencing difficulty in the classroom will be immediately referred to the MTSS team. The MTSS team shall determine whether it is appropriate to refer the student for possible 504 services. All established procedures for MTSS should be followed. Students with obvious physical or health needs that require accommodations need not go through the MTSS process in order to be referred for Section 504 eligibility determination. Section 504 Eligibility Determination teams and Section 504 teams that convene to write the initial Section 504 plan should consist of the following professional staff: a person



who knows the documented disability, a person who knows the student, a person who knows of accommodations.

Though special education personnel may be requested to provide support at a Section 504 meeting, the Section 504 process is the general responsibility of the general education staff. Parents must receive notice of the Section 504 meeting and be invited to attend. Parents and students should be encouraged to attend the meeting to provide input that would help the team in making decisions. The parents' attendance, however, is not required. Section 504 teams that convene for annual and interim meetings should consist of the parents, the student, the school administrator or designee, and school personnel who are familiar with the student, such as the student's teacher.

The Principal of SKY Academy will assume responsibility for the Section 504 Coordinator, or assign a designee who is responsible for proper implementation of Section 504 regulations.

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

SKY Academy Englewood will provide the least restrictive environment for all exceptional education students. To achieve this, the School will modify and adapt school facilities in compliance with the Occupational Safety and Health Act (OSHA) and within accordance with provisions of the law. Students will only be segregated from a class with non-disabled peers, as documented in the IEP, when the nature and severity of the disability prevents achievement in a regular classroom utilizing supplementary aids. Some examples of modifications that may be made to accommodate student needs are:

- Adding elements (such as ramps and rails) to become ADA accessible
- Adjustments for visually or hearing impaired students
- Modifying physical classroom arrangements
- Visual stimulation variations in classrooms
- Assistive technology provisions
- Adjusting placement of classrooms/labs

Additional resources required for exceptional students will be available in their general education classroom. The ESE teacher(s) will work with the ESE student(s) and the general education teacher in the general education classroom with accommodations and support provided in the least restrictive environment. Supplementary aids and services will be provided as documented on each student's IEP.

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

The goals for determining the SKY Academy's effectiveness in serving exceptional education students are consistent with goals set for all students of the school as specified in the child's IEP and in making learning gains toward mastery of the Florida Standards, as demonstrated on district and state assessments (if appropriate). The School's effectiveness in serving special education students can be evaluated in the student's ability to demonstrate learning gains

consistent with the annual goals specified in the child's IEP. Similarly, the school's ability to meet the goals identified for student subgroups, including the Students with Disabilities (SWD) sub-group, will demonstrate effectiveness in serving the School's special education population.

The ultimate measure of SKY Academy's effectiveness in serving exceptional education students will be determined by the number of students with disabilities who meet the requirements for middle school promotion and successfully transition to high school and beyond. At each progress reporting time, additional progress reports will be made through the ENRICH program from Sarasota County School for ESE and Gifted students to determine if the student is achieving his or her goals and for the school to evaluate the effectiveness of procedures and instruction. Staff will be committed to providing a quality education for students with disabilities. Effectiveness of services will be evident based on the following:

### **Instructional Responsibilities**

1. Identification and use of instructional methods and curricula appropriate and effective in meeting students' individual needs.
2. Participation in the selection and use of appropriate instructional materials, equipment, supplies, and other resources.
3. Creation of safe and effective learning environments, which contribute to fulfillment of student needs, stimulation of learning, and self-concept.
4. Maintenance of class size and caseloads that is conducive to meeting students' instructional needs.
5. Use of assessment instruments and procedures that do not discriminate against exceptional students on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation, or exceptionality.
6. Base grading, promotion, graduation, and/or movement out of the program on the individual goals and objectives for individuals with exceptionalities.
7. Provision of accurate program data to administrators, colleagues, and parents based on efficient and objective record keeping practices for the purpose of decision making.
8. Maintenance of confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements.

### **Management of Behavior**

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

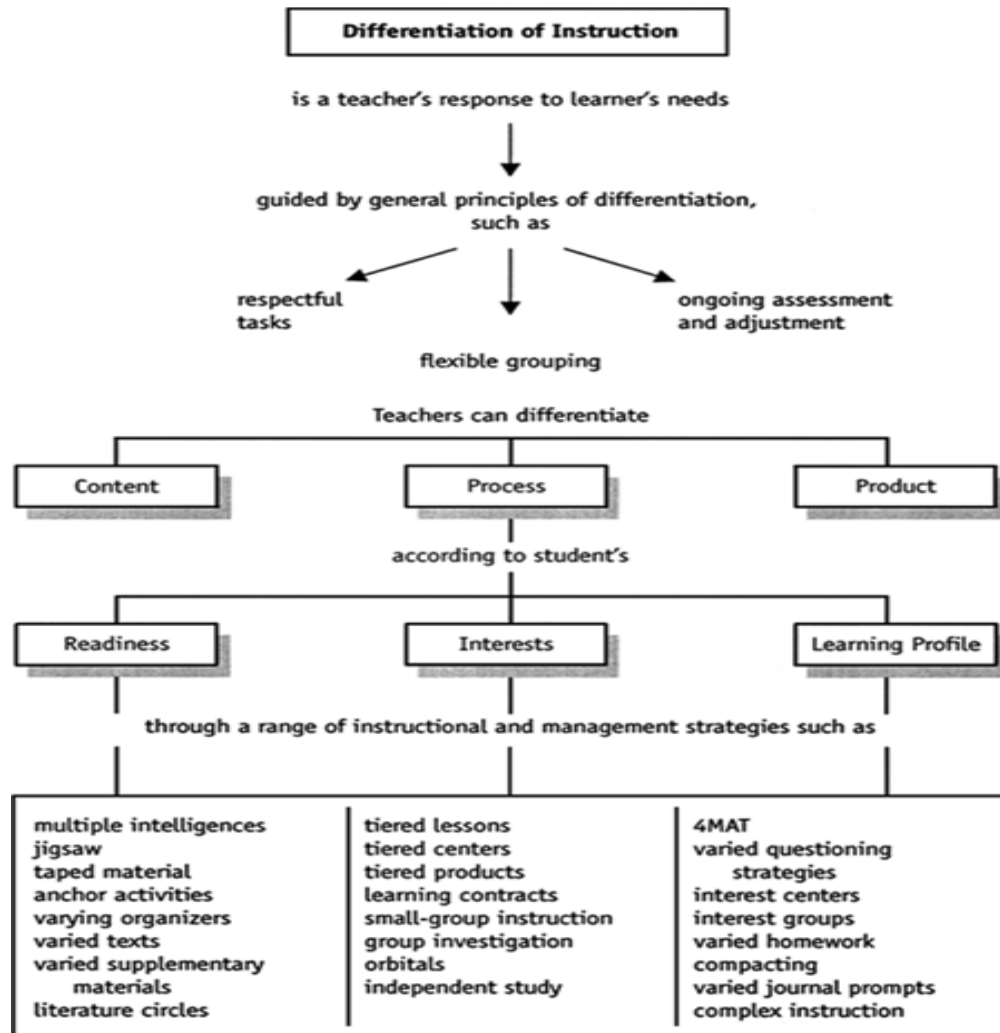
## **Parent Relationships**

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

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

SKY Academy Englewood will ensure that exceptional students who enter the school below grade level will be engaged and benefit from the curriculum by fully implementing the child's IEP. Diagnostic student assessment data will be analyzed in order to provide teachers with information about students' strengths and weaknesses. Teachers will target identified deficiencies through differentiated instruction in order to fill student learning gaps. Through collaborative efforts, the classroom teacher and ESE teacher will work to assist students in mastering the state standards.

The research-based instructional method at Sky Academy will be centered on Differentiated Instruction through the Gradual Release of Responsibility (GRR) instructional model. The School will ensure that all teachers have ample and continuous training in these areas through Sarasota County Schools Professional Development system, and reading instruction will be infused into all core subjects and exploratory studies. Students will receive these instructional methods across all classrooms and subject areas, allowing them to increase abilities during each learning opportunity. Differentiated Instruction through GRR was selected because of its effectiveness with students of all achievement levels. Exceptional students who enter the school below grade level can distinguish themselves in this environment, without any sense of exclusion or unnecessary pressures. A graphic summary is shown on the next page in the Differentiated Instruction Model:



The School is committed to educating all students in the least restrictive environment and, as such, has identified a repertoire of strategies and interventions to assist students who are performing below grade level. The list below provides an extensive array of interventions to assist students with a deficiency in reading.

- Use paired reading or "Think-Pair-Share" to allow students who have difficulty decoding words the opportunity to work with a partner.
- Provide a variety of books at different reading levels for students to select and read independently.
- Use books on tape, when available, or engage parent volunteers to read with students.
- Have excellent readers, at higher grade levels, record texts as a community service project.
- Read aloud to provide models of good reading and aid in student comprehension.
- Build background knowledge.
- Ensure that students access their own prior knowledge and deal with naive understandings and misconceptions.

- Model previewing of text and then have students practice doing the same. Use the SQ3R strategy in all content areas. (This technique consists of five elements: Survey, Question, Read, Recite and Review.)
- Provide books at the student's instructional level with pictures and/or diagrams to aid in comprehension of the text.
- Teach students to use supports built into most textbooks:
  - Headings, sub-headings, and captions
  - Increased font size, bolded text, and italicized words
  - Pictures, maps, charts, graphs, and other visuals
  - Use peer tutoring
  - Ask students to quietly read aloud.
  - Teach self-questioning.
  - Paraphrase and summarize key points and have students do the same.
  - Use and teach students to use graphic organizers.
  - Sequence key points as a reading guide for students.
  - Identify main ideas, especially if they are not stated in the first sentence of the paragraph.
  - Identify 5 Ws: who, what, when, where, and why.
  - Encourage highlighting of text passages, key words, or concepts. Use inexpensive transparencies to lay over the page so text is not permanently marked up.
  - Use removable sticker dots to highlight main ideas, key vocabulary words, or other points of interest.
  - Use and teach students to use mental imagery.
  - Have students write notes in the margin of the text.
  - Explain idioms that appear in reading passages.
  - Use reciprocal teaching.
  - Use role playing and simulations to make abstract content more concrete.

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

Based on an analysis of the 2013-2014 student enrollment at nearby Englewood Elementary, expected to be a primary feeder school for SKY Academy Englewood, in addition to current enrollment in SKY Academy Venice, the School projects that 20% of the student population will be comprised of students with disabilities. This projection is based on the ESE student trends at each school for the past two years.

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

SKY Academy Englewood will recruit highly qualified and appropriately certified personnel to ensure that the educational needs of ESE students are met. All Sky Academy staff members will receive professional development on strategies for working with ESE students. Prior experience of an ESE instructor will be an asset for the development of the ESE team. The School's budget currently allocates one ESE certified teacher to provide services to the School's ESE population. Upon an increase in enrollment of ESE students, the School will generate additional funds to facilitate additional services needed to meet the needs of ESE students. Students with disabilities

will have an Individual Educational Plan (IEP) that complies with state and federal regulations. Services to the ESE student population will be regularly and routinely monitored by the School's ESE teacher and the Principal to ensure that IEPs are being implemented with fidelity. Similarly, all personnel who provide related services to students will meet all required licensure and/or certification requirements pertaining to their area of service. Ongoing professional development will be provided to ESE personnel to ensure that all staff members are highly trained in appropriate methods and strategies designed to meet the needs of ESE students.

All teachers providing service to students who are gifted must meet the highly qualified certification requirements for the grade/course content and have the gifted endorsement. State Board Rule 6A-4.01791 requires that gifted students in a gifted course be taught by a teacher with gifted endorsement. Gifted endorsement courses include:

- Nature and Needs of Gifted Students
- Curriculum and Instructional Strategies for Teaching Gifted
- Education of Special Populations of Gifted Children
- Guidance and Counseling for the Gifted
- Theory and Development of Creativity for the Gifted

There is a waiver process that allows for teachers who are not highly qualified to take the five (5) state required courses in a three year period. The Florida Department of Education recommends that teachers take two courses per year.

◆ **Describe how the school will serve gifted and talented students.**

SKY Academy Englewood will serve gifted and talented students in compliance with the following statutes and regulations to meet the needs of gifted students: Sections 1003.01 and 1003.57, Florida Statutes (F.S.), and Rules 6A-6.03019 and 6A-6.030191, Florida Administrative Code (F.A.C.).

SKY Academy will follow the guidelines below for identifying potentially gifted students. Students will be screened using two or more of the following criteria:

- High academic achievement, as indicated by standardized test 89 percentile or higher, or course work grades of A or B
- Above average creative output in artistic, literary, scientific, or mathematics endeavors
- Very rapid learning rate or unusually insightful conclusions
- Multiple nominations from teachers and staff who observe unique talent
- Parental reports of advanced developmental behavior, such as early reading, verbal precocity and use of complex syntax, or evidence of mechanical aptitude
- Outstanding academic, creative, or leadership abilities, self-reported or peer-reported.

Due to its unique program design, SKY Academy will not offer separate gifted courses. As required by the Sarasota County Public Schools' Student Progression Plan (SPP), however, SKY Academy will provide services to gifted students via the Consultation Model. These services will be provided by a certified teacher who has Gifted Endorsement or one who is in the process of attaining the Gifted Endorsement. Students enrolled in SKY Academy who are identified as gifted will have an active Education Plan (EP) indicating consultative service. SKY Academy

aligns with the District goal to provide each student with a learning environment conducive to developing and expanding their individual areas of giftedness. SKY Academy recognizes a gifted student as a student who has superior intellectual development and is capable of high performance.

For students identified as gifted, an educational plan (EP) in accordance with Rule 6A6.030191, FAC., shall be developed. An Educational Plan (EP) will be developed for each student who is identified as gifted. The EP will be developed by a school-based team that will include:

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

The Educational Plan (EP) will include the following:

1. A statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, performance on state assessments, and evaluation results;
2. A statement of goals, including benchmarks or short term objectives;
3. A statement of the specially designed instruction to be provided to the student;
4. A statement of how the student's progress toward the goals will be measured and reported to parents; and
5. The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services.

The EP team will make the following considerations when developing the EP:

- The strengths of the student and needs resulting from the student's giftedness
- The results of recent evaluations, including class work and state or district assessments
- In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP

The EP shall be accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student shall be informed of specific responsibilities related to implementing the student's EP. Each student identified as being eligible for gifted services is entitled to receive a FAPE. SKY Academy will provide appropriate challenging coursework for all students, along with opportunities to accelerate in order to maximize each student's potential, through a variety of options including but not limited to modifications of content, processes, or products through a differentiated curriculum, curriculum compacting, acceleration, and/or enrichment. These services will occur in a general education class.

SKY Academy's flexible classroom environment is designed to challenge and nurture gifted learners. Coursework will be adapted to meet individual gifted student needs. These adaptations may include adding depth, breadth, complexity, or abstractness to the course curriculum and/or adjusting the pace with which material is presented.

SKY Academy Englewood recognizes that students who are gifted and talented need to be provided with learning experiences that are rich and engaging. Teachers at the School will plan challenging learning opportunities for these students by implementing the following strategies:

- Using task analysis and pre-assessment to determine mastery of the regular curriculum
- Using analogies and teaching students to use analogies and metaphorical thinking
- Setting up and helping students set up situations where they can explore information and ideas from multiple perspectives, investigate alternative ways of completing tasks, and solving problems
- Focusing their work on real-world applications
- Creating opportunities for students to present their learning and products to real audiences
- Structuring the learning environment so that students are required to use multiple kinds of thinking and analyze their thinking as to its effectiveness and transferability to other situations
- Purposefully setting up situations where learners are challenged and need to develop skills at working through challenges without undue frustration.

SKY Academy will evaluate its effectiveness in serving its gifted and talented students based on several criteria:

- EP goal progress and attainment
- End-of-Course exam results
- Course grades
- State-mandated assessment passing percentages
- Baseline and growth assessments in reading and mathematics
- Baseline and growth assessments in writing
- Teacher evaluations



## Section 7: English Language Learners

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

SKY Academy will comply with all state and federal requirements for serving English Language Learners (ELLs) and will abide in all respects to the requirements of the LULAC et. al. vs. the State Board of Education Consent Decree (1990).

SKY Academy Englewood will follow the guidelines and criteria of the Sarasota County Middle School Student Progression Plan (SPP) for ELL students and implement the state-approved English for Speakers of Other Languages (ESOL) Plan, as delineated in the Sarasota County School District's ELL Plan (see Appendix I). This plan is in accordance with the following federal and state laws regarding the education of English Language Learners:

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0900 - 6A-6.0909; 6A; 6A-6.09091; 6A-1.09432, Florida Administrative Code (F.A.C.), and other applicable State Board of Education Rules;
- The requirements of the No Child Left Behind Act of 2001;
- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education (1990);
- The requirements of the Florida Educational Equity Act, 1984;
- The requirements based on the Fifth Circuit Court decision in *Castaneda v. Pickard*, 1981;
- The requirements based on the Supreme Court decision in *Plyer v. Doe*, 1980;
- The requirements based on the Supreme Court decision in *Lau v. Nichols*, 1974;
- The requirements of the Equal Educational Opportunities Act of 1974;
- The requirements of Section 504 Rehabilitation Act of 1973;
- The requirements of the Office of Civil Rights Memorandum of May 25, 1970;
- The requirements of the Title VI and VII Civil Rights Act of 1964; and
- The requirements of the Office of Civil Rights Standards for the Title VI Compliance.

The 1990 Florida META Consent Decree settlement terms focused on the following six issues:

- I. Identification and assessment
- II. Equal access to appropriate programming
- III. Equal access to appropriate categorical and other programming for English
- IV. Personnel
- V. Monitoring
- VI. Outcome Measures

SKY Academy will ensure that all ELL students will receive instruction that is appropriate to their level of English proficiency, their level of academic achievement, and any special needs they may have. The goal of the ELL program at SKY Academy will be to provide instruction in English language listening, speaking, reading and writing skills. Specific ELL program

implementation requirements, as provided by Sarasota County at district trainings and ESOL workshops, will be followed by SKY Academy and include the following:

### **Identification and Assessment**

Identification and assessment addresses six requirements: 1) Home Language Survey (HLS), 2) Language Assessment Battery (LAB), 3) formation of ELL Committees, 4) ELL student plan, 5) classification and reclassification, and 6) post-reclassification monitoring.

### **Home Language Survey (HLS)**

All parents of students new to the Sarasota County School District must register at their assigned District school as determined by domicile. Upon initial enrollment into SKY Academy, each parent/guardian will complete a Home Language Survey (HLS) as an integral component of the registration procedures and a required document within the registration packet. The survey consists of the following three questions:

1. Is a language other than English used in the home?
2. Did the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

Each question on the HLS will appear in English, Spanish, and/or Creole. Information on the Home Language Survey will be recorded into the District's automated student information database by the SKY Academy registrar. Students whose HLS includes only an affirmative response to question 1 will be placed in the regular program (coded LP) and screened with an aural/oral language proficiency assessment within ten school days of entry. Students whose HLS includes an affirmative response to EITHER question 2 or question 3 will be placed in the ESOL program (coded LP) and screened with an aural/oral language proficiency assessment within ten school days of entry.

The registrar will direct each Home Language Survey with any affirmative response to the ESOL or ESOL-Endorsed teacher for language proficiency assessment.

The teacher will administer the IDEA Proficiency Test 1 Oral (IPT 1) to assess the listening and speaking skills of students in grade 6 and the IPT 2 Oral to students in grades 7 and 8. The teacher will ensure that the oral language proficiency assessment takes place within ten (10) days of school entry as established by the Sarasota County School District.

In the event the screening does not occur within 10 days as per the District's guidelines, SKY Academy will document the reason for the delay; evidence the student is accorded the programming for ELLs pending the delay, and a specific timetable for completing the assessment.

Once students are identified as ELLs, a letter of participation in the ESOL program will be sent to parents/guardians, in the appropriate home language. Once assessment information is entered into the district information system, an Individual Student ELL Plan will be developed. Copies of all documentation will be maintained in the student's ESOL Audit Trail folder, which will

become a part of the permanent student cumulative record folder for review and audit by appropriate personnel.

### **IDEA Proficiency Test (IPT)**

The IPT will be given within 10 school days of enrollment in Sarasota County. Students will be placed in ESOL classes (scheduled into courses with the appropriate ESOL FEFP code and instructional strategy) pending the 10-day testing deadline and teachers will be notified of the student's status. Students will be coded LP pending the results of testing. As per procedures established in Sarasota County, students in grades 3-12 who obtain a proficient score in the listening and speaking assessment, will be assessed in reading and writing within ten school days of school entry using the IPT 2 Reading and Writing Assessment for students in grade 6 and the IPT 3 Reading and Writing Assessment for students in grades 7 and 8.

The ESOL liaison/contact, in conjunction with the ELL Committee when necessary, is responsible for recording the IPT assessment results, developing the Student ELL Plan at the beginning of the school year and for updating the plan every time there is any change made to the information reflected on the Student ELL Plan. The data entry person or ESOL Liaison/Contact enters the Student ELL Plan information into the student database system in order to generate an updated Student ELL Plan. A hard copy of the latest Student ELL Plan will be maintained in the student's ESOL file within the Cumulative Folder along with supporting documentation (i.e., copy of student schedule).

### **ELL Program Placement**

The primary goal of all English Language Learner (ELL) program is to develop as effectively and efficiently as possible each child's English language proficiency and academic potential. Such programs also provide positive reinforcement of the self-image and esteem of participating students, promote cross-cultural understanding, and provide equal educational opportunities.

SKY Academy Englewood is committed to providing all students with equal access to appropriate programming. Basic ESOL includes instruction in speaking, listening, reading, and writing English in an instructional program appropriate to the language proficiency level and academic potential of the students. English Language Learners (ELLs) must not only have access to intensive English language instruction, but also to comprehensible instruction in the basic subject matter areas of math, science, and social science. The instruction offered to ELLs must be

- Equal and comparable in amount, scope, sequence, and quality to that provided to English proficient students;
- Documented in the form of an ELL student plan with recommendations for the student's program of study from the ELL committee; and
- Comprehensible to the ELL student given his/her level of English language proficiency.

### **Curriculum Content in the Home Language**

Per the META Consent Decree, if the school has 15 or more ELL students speaking a language (per language group) other than English, the School will designate a linguistically qualified

teacher who can assist ELL students in understanding content instruction. Teachers and aides assigned to this program are expected to assist ELL students using ESOL strategies in the core subject areas of mathematics, science, and social sciences.

### **The Individual ELL Student Plan**

A student classified as an ELL will have an Individual ELL Student Plan. Such a plan is part of the permanent student cumulative record folder upon entry into the ESOL program. The plan will include biographical student information (name, grade, and home language), initial assessment and placement data, ESOL program and update information, program participation, amount of instructional time and/or schedule, exit information, post-program review, ELL committee information, as well as Individualized Student Improvement Plan if needed. The plan will be updated on an ongoing basis to include programmatic changes, assessments, level updating, and ELL committee meeting information.

The ELL Plan will:

- Inform the student, parent, and teachers on the student's English language level
- Monitor student progression
- Establish meetings between the School, the parents, and the student to discuss academic progress
- Provide methods for evaluation and provisions for monitoring and reporting student progress
- Provide for parental and teacher involvement to ensure that the student is being properly serviced
- Provide for student exit form and reclassification into the program

The School will designate an ESOL coordinator to be responsible for developing and updating all student ELL Plans, keeping a record of parental contact, and maintaining ELL Program Records Folders. The ELL Plans should be placed in the students CUM at the end of the school year in order to ensure proper articulation to the following teachers. The record folder containing the following will be available for all ELL students:

- Home Language Survey – Signed and dated by parent/guardian
- Copy of Annual Letter of Participation in ESOL program – Signed by the principal
- IDEA Proficiency Test (IPT) results
- Individualized Student Improvement Plan, if applicable
- ELL Committee Meeting Minutes
- CELLA results
- Statewide (required) test results
- EOC Exams
- FAIR - FS results
- All pertinent information that will help monitor the student

### **The ELL Committee**

The School's ELL Committee will be comprised of a school administrator or designee, ESOL teacher/coordinator, home language teacher (if any), English Language Arts teacher, school

psychologist and other educators, as needed, and is responsible for making decisions about ELL students. The ELL Committee will:

- Schedule meetings to review the student's progress and make recommendations after thorough review of all necessary data
- Invite parent(s)/guardian(s) to attend all meetings, discuss and explain all recommendations
- Ensure that the parent(s)/guardian(s) understands the proceedings of the meeting, which may include arranging for an interpreter for parent(s)/guardian(s) whose native language is not English
- Convene meetings in a timely manner and record recommendations in the Individual ELL Plan
- File a copy of a letter inviting parent(s)/guardian(s) to attend ELL Committee meetings in the ELL folder
- Convene an ELL Committee for students with six semesters or more in the ESOL program
- Convene an ELL Committee for students within the two-year monitoring period who have shown a decline of 1.0 point in the overall grade point average or when academic concerns are identified
- Evaluate any potential ELL retentions; ELL student performance must be evaluated based upon academic work in the dominant language

### **Exiting the Program**

To determine if an ELL student is ready to exit the ESOL program, the Comprehensive English Language Learner Assessment (CELLA) is administered to determine the level of proficiency. The following criteria must be met:

- a. Student must achieve a score at or above 739 on CELLA speaking;
- b. Student must achieve a score at or above 739 on CELLA listening;
- c. Student must achieve a score at or above 746 on CELLA writing; and
- d. Student must achieve a score at or above 778 on CELLA reading.

In addition, an ELL student must earn a passing score on the Reading/LA portion of the state assessment.

### **Monitoring Procedures for Exited Students**

When an ELL student exits the program, his/her academic performance is monitored for two years, as required by State guidelines, by the principal, teachers, and designated school personnel. The ELLs progress is documented in the Student ELL Plan. A Post Program Review Report and an LEP Post-Program Review Student Profile are generated with information regarding ELL students who have exited from the ESOL program within the last years. The student's current reading/language arts teacher is responsible for conducting the required monitoring follow-up review. ELLs who have exited the ESOL program will be administered the CELLA. Documentation of the progress review for each ESOL-exited student takes place at the end of the student's first grading period, first semester, first year, and second year after exiting.

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

SKY Academy will hire highly experienced and ESOL endorsed/certified teachers to serve the School's English Language Learners (ELLs) based on students' proficiency levels and enrollment needs. The number of teachers will be based on the number of students identified upon student enrollment (based on the results from the Home Language Survey and/or ESOL levels).

Additionally, the School is committed to ensuring that all personnel instructing ELL will have the appropriate training (ESOL endorsement/certification). The Principal will identify each teacher's training status or requirements. The School will work with the District to inform staff of training workshops or web-based courses available to meet the ESOL/META training requirements.

Teachers of basic ESOL or teachers of primary English, Language Arts, Reading or ESE who need the ESOL Endorsement with the appropriate coverage specified in the Course Code Directory, the ESOL Endorsement may only be shown on a valid, Florida certificate with another coverage. The specialization requirements to add the ESOL Endorsement may be completed by either 300 master plan points (MPP) or 15 college semester hours following FDOE approved courses:

- Methods of Teaching ESOL
- ESOL Curriculum and Materials Development
- Cross-Cultural Communication and Understanding
- Applied Linguistics
- Testing and Evaluation of ESOL

Content area teachers teaching ELL students in the areas of mathematics, science, social studies using home language strategies need 60 in-service points or 3 college semester hours of any FDOE approved ESOL college course. Additionally, elementary classroom teachers whose ELL students receive ESOL services from another teacher need 60 in-service points or 3 college semester hours of any approved ESOL college course. For other subject areas (i.e., art teachers, music teachers, physical education teachers, media specialists, occupational specialists, speech/language pathologists), 18 in-service points or 3 college semester hours of any FDOE approved ESOL college course are needed.

Guidance counselors and administrators must have 60 in-service points in ESOL strategies or 3 college semester hours of any FDOE approved ESOL Endorsement college course.

All instructional members will be trained and expected to do the following:

- Identify the ELL students in their grade book and record the ESOL level next to each student's name;
- Refer to the grade level state standards to plan lessons and reflect ESOL strategies being used in lesson plans; and
- Use appropriate grading guidelines and report card comments.

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

English Language Learners (ELLs) are required to meet performance standards for the appropriate grade level. However, ELLs who have been in an approved program for less than a complete year are exempt from having to demonstrate standards in English. The statutory requirement is to measure the student's ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's home language. Along with assessments administered to non-ELLs, the Comprehensive English Language Learning Assessment (CELLA) is given to ELLs each spring to determine their progress in reading English.

The School will ensure that all ELL students who are performing below grade level receive the appropriate interventions. All students who are not meeting grade level expectations should be monitored for academic progress by their teacher and in consultation with the parent. In order to ensure ELLs are making progress toward meeting grade level expectations in all five areas of reading (phonemic awareness, phonics, fluency, comprehension, and vocabulary), recently classified ELLs must be assessed following the procedures stipulated in the District's CRRP by the end of the first nine-weeks.

Each ELL who does not meet state or district levels of performance in reading, writing, science, and/or mathematics for his/her assigned grade will be provided with additional diagnostic assessment(s) to determine the nature of the student's difficulty and area(s) of academic need. For each student with an identified and diagnosed deficiency, the school will develop and implement an Individualized Student Improvement Plan in collaboration with the student's parent or legal guardian. The Individualized Student Improvement Plan is designed to assist the student in meeting state and District expectations for proficiency. The Individualized Student Improvement Plan is a specific, detailed plan tailored to identify the individual assistance to be given to remedy a student's individual diagnosed deficiencies. Each plan will include the provision of intensive remedial instruction in the areas of weakness through strategies considered appropriate by the school. If a student has an ELL Plan, this plan may include strategies and the student may not need an Individualized Student Improvement Plan. However, if the student's ELL Plan does not include required strategies to remediate a student's deficiency, an Individualized Student Improvement Plan can be written. An ELL Plan can be amended (by the ELL Committee) to include the strategies so that an Individualized Student Improvement Plan would not be necessary.

Strategies that may be used to support ELL students who are performing below grade level include the following:

- Provide outlines/graphic organizers that communicate the big ideas and concepts from the lesson no matter what the source of the information.
- Provide written or pictorial instructions to be taped to the desk or placed in a notebook so that students can check back for steps in the process which they may miss in the original delivery of instructions.
- Use consistent vocabulary for instructions.
- Use multiple modalities to communicate important information.
- Provide models and exemplars.

- Clearly signal transitions between activities. While all students benefit from clearly-articulated transitions, ELLs benefit even more when they are given notice that a transition is about to take place and information about what is going to happen next.
- Tape record lessons and presentations of material so that students can listen to the information as many times as needed.
- Use “think-alouds” to model thinking processes.
- Use demonstrations to model processes.
- Provide translation dictionaries with pronunciation keys, simple explanations, contextual clues, and, when possible, visuals.
- Create and use a library of content-related materials such as magazines, catalogs, postcards, charts, and other heavily illustrated documents



## Section 8: School Climate and Discipline

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

### *Classroom Management*

SKY Academy Englewood will maintain a safe learning environment at all times. To this end, the School's discipline plan is rooted in equipping students, teachers, and all other members of the school community with the tools needed to secure an optimal teaching and learning environment, thus enhancing the opportunity for exemplary academic achievement and personal development. SKY Academy will implement a School-wide Positive Behavior Support (SW-PBS) Model to promote good decision-making and positive behavior among the students. The SW-PBS Model is a proven, research and evidence-based behavior framework which consists of a set of clear expectations for behavior, consistent reward and incentive programs, data-based decision making, and faculty support. It emphasizes teaching all students desired behaviors that lead to increased academic achievement and a safer, more respectful school climate.

SW-PBS also emphasizes the need for school staff to promote appropriate behaviors through explicit direct instruction, modeling, and reinforcement. Minor misbehaviors are viewed as teachable moments rather than discipline opportunities. Strategies range from providing rewards and incentives for students who follow school-wide expectations to implementing effective social skills lessons with students needing higher tiers of support. A school-based team will work together to collect data and design interventions which may prevent referrals to more specialized programs. Progress monitoring for behavioral interventions will be similar to progress monitoring for academic interventions. Data must be regularly collected and analyzed to determine if interventions are successful. Changes in the level of supports provided are dependent on the success or lack of success which indicates the need for more intensive interventions. This information will be used to proactively develop action steps that can be implemented to eradicate or minimize behavioral concerns. The School will utilize the Sarasota County Schools Code of Student Conduct for discipline, suspension, and recommendation for expulsion.

In addition, teachers will attend professional development sessions prior to and during the school year. Part of the professional development sessions are designed with a focus on understanding the school-wide discipline plan, The School District of Sarasota County Code of Student Conduct, discipline matrix, and classroom management procedures. New teachers at SKY Academy will participate in professional development sessions that will include a focus on classroom management, classroom routines and procedures, code of conduct, and discipline procedures throughout the school year. These supplemental sessions are primarily designed to assist and support the new teachers with the knowledge, skills and practices necessary for effective classroom management. Both new and veteran teachers will be encouraged to attend and participate in these professional development offerings. Teachers will also be made aware of the SW-PBS initiative and will be allowed to provide input into making the program appealing to students. Professional development on effective management procedures and the school-wide discipline plan will be provided at the school by the Principal and Counselor.

The SW-PBS Model will include:

- Tracking and monitoring of reoccurring student disciplinary offences (via the referrals) and creating a committee to develop a plan to minimize these offenses.
- Instituting “Students of the Month” initiative - where students who improve in classroom behavior can be nominated by their teacher and then recognized school-wide.
- Providing teachers with a means of awarding positive behavior points to students instantly (via Class Dojo--Class Dojo is a behavior management tool for the classroom). Each student has a profile--complete with their own avatar--to which teachers can assign positive and negative points (or Dojos) throughout the lesson using a SMARTBoard, laptop, tablet, etc.
- Rewarding and recognizing students who have earned top positive behavior points
- Notifying parents and initiating teacher-parent conferences for students who engage in reoccurring disciplinary offences.

***Student Discipline: Promoting Values and Positive Behaviors***

The vision statement for SKY Academy Englewood, which will be posted along with the mission statement throughout the school, reads as follows:

*The vision of SKY Academy Englewood is to change the lives of students by teaching them to take a greater interest in learning and to make smarter life choices. SKY Academy will focus on three key areas: nurturing the potential of students, **helping students learn values and positive behaviors**, and encouraging students to explore their unique talents and interests, so that they can become confident and contributing adults tomorrow.*

As evident in the School's vision statement, there will be a great emphasis at SKY Academy on promoting *values and positive behaviors* among the students. SKY Academy will promote specific core values each month as shown below:

***Building Character at the Y***

August <b>RESPONSIBILITY</b>	September <b>TOLERANCE</b>	October <b>RESPECT</b>
November <b>CITIZENSHIP/PATRIOTISM</b>	December <b>KINDNESS/COMPASSION</b>	January <b>COMMITMENT</b>
February <b>HONESTY</b>	March <b>COURAGE</b>	April <b>INTEGRITY</b>
May <b>SELF-CONTROL</b>	<b><i>Building Character at the Y</i></b>	June <b>COOPERATION</b>

- ◆ **Describe the school’s Code of Conduct, including the school’s policies for discipline, suspension, and dismissal.**

The School will utilize the Sarasota County Schools Code of Student Conduct for behavior, located in the *Student & Family Handbook, Section 3* (see Appendix J). A copy of the Code of Student Conduct will be distributed to students and parents at the beginning of the school year.

All students are expected to follow the rules specified in the Code of Student Conduct on their way to and from school. The Principal or designee may take administrative action if students' misconduct en route to or from school has a harmful effect on the health, safety or welfare of themselves, other students and/or the School. The Code of Student Conduct addresses students' rights and responsibilities related to the following 23 categories:

- |                                       |   |
|---------------------------------------|---|
| 1. Dress Code                         | 13. Prohibition of Drugs                        |
| 2. Electronic Devices                 | 14. Disciplinary Actions                        |
| 3. Technology Use                     | 15. Student Detention, Search, and Seizure      |
| 4. Student Search and Seizures        | 16. Removal from Class                          |
| 5. Pledge of Allegiance               | 17. In-School Restriction                       |
| 6. Bullying                           | 18. Restriction of Privileges                   |
| 7. Gangs                              | 19. School Bus Suspension                       |
| 8. Discrimination                     | 20. Due Process for Suspension and Expulsion    |
| 9. Discipline Policies and Procedures | 21. Disruptive Students - Staff Intervention    |
| 10. Zero Tolerance                    | 22. Reporting Crimes and/or Disruptive Behavior |
| 11. Behaviors and Consequences Chart  | 23. Procedures for Off-Campus Felony Cases      |
| 12. Prohibition of Weapons            |   |

SKY Academy's discipline policies are aligned with the District's discipline policy, and designed to deal with student discipline from least severe (Level 1) to most severe (Level 4). The range of consequences for offenses are delineated in the "Behaviors and Consequences Chart" located in the District's Code of Student Conduct. The four levels of offenses described in the Code of Student Conduct are listed in the chart below (by category). A detailed list of specific behaviors is contained in the Code of Student Conduct.

LEVEL 1	LEVEL 2*	LEVEL 3*	LEVEL 4*
<ul style="list-style-type: none"> <li>Attendance Incidents</li> <li>Rules Violations Incidents</li> <li>Disruptive Incidents</li> </ul>	<ul style="list-style-type: none"> <li>Disruptive/Physical/Verbal Incidents</li> <li>Property Incidents</li> <li>Rules Violations and Other Serious Incidents</li> </ul> <p>*Local law enforcement authorities shall be notified when any crime or delinquent act is committed on school property or school-sponsored transportation, or during a school-sponsored activity.</p>	<ul style="list-style-type: none"> <li>Attendance Incidents</li> <li>Property Incidents</li> <li>Drug Incidents</li> <li>Disorderly Conduct/Weapons Incidents</li> </ul>	<ul style="list-style-type: none"> <li>Criminal Incidents</li> </ul> <p>Minimum mandatory punishment for Level 4 offenses: out-of-school suspension and recommendation for expulsion. There is a mandatory minimum punishment of one (1) full year (365 days) of a disciplinary consequence for zero-tolerance offenses.</p>

**Zero Tolerance Offenses** (Minimum of 365 days of disciplinary consequence)

- Aggravated Battery
- Armed Robbery
- Arson

- Battery Staff
- Drug Sale/Purchase/Drug Possession/under Influence
- Homicide
- Kidnapping
- Sexual Battery
- Weapon Possession- gun, knife
- False Report
- Explosive Device

### **Possible Consequences for Violations of the Code of Student Conduct**

Consequences for violations of the Code of Student Conduct range from the least consequence (parent conference) to the greatest consequence (expulsion) as listed below:

- Parent Conference
- Privileges Revoked
- Work Detail/Community Service
- Detention
- 1-5 day Out-of-School Suspension
- 10 day Suspension pending expulsion
- Report to Law Enforcement
- Alternative Placement
- Expulsion
  - remainder of school year
  - remainder of school year/summer school
  - remainder of school year/summer school/next school year
  - placement by settlement agreement

### ***Suspension***

When suspension from SKY Academy is being considered for a student, certain procedures are required by law. The Principal or designee may suspend a student from school for up to 10 (ten) school days per incident for persistent disobedience and/or gross misconduct. The Principal or designee takes this action when he or she has exhausted other disciplinary strategies or when alternatives have at least been considered, but have been rejected as inappropriate in a given situation. Conferences to resolve the problem are scheduled with the parent/guardian, student and appropriate administrator. When a suspension is implemented, the parent/guardian will be informed, through written notification, that he or she has a right to a hearing with the Principal. The Principal's decision to suspend a student is final. Any student may appeal an alleged failure to provide due process to the Governing Board. Students will be remanded to the custody of their parent/guardian with specific coursework assignments to be completed. This disciplinary action excludes a student from entering or remaining on the school campus for any purpose, and he or she is restricted from participation in school-related functions.

For students with a 504 plan/IEP, federal law requires that Individual Education Plan (IEP)/504 plan teams conduct a Manifestation Determination Review (MDR) when a student's

accumulated suspensions reach 10 (ten) days within a school year. At the MDR, the IEP/504 plan team must determine whether the student's misconduct was caused by his or her disabilities.

### ***Expulsion***

It is not the intent of SKY Academy Englewood to dismiss students, however, if a student's behavior warrants a recommendation to the Superintendent for expulsion, all Sarasota County school district procedures for expulsion will be followed. The School understands that it may not dismiss an otherwise qualified student from attendance, except for the causes for expulsion as contained in the Code of Student Conduct. It further understands that only the District School Board can expel a student and will cooperate with the District School Board regarding any potential expulsion proceedings. If SKY Academy is considering removal of a student from attendance, it will inform the School District of the intention and share information concerning the basis for considering removal. Additionally, the School will not transfer an enrolled student to another charter school or any school in the District without written parental approval, as required by Section 1002.33 (22)(b), Florida Statutes.

For students with a 504plan/IEP, federal law requires that Individual Education Plan (IEP)/504 plan teams conduct a Manifestation Determination Review for all students who have committed expellable offenses. At the MDR, the IEP/504 plan team must determine whether the student's misconduct was caused by his or her disabilities. If it is determined that the misconduct was caused by the student's disabilities, the student would return to his or her current placement.

For ESE students only, an IEP Team would convene to determine any possible changes for the student, including a possible placement change. If it is determined that the conduct was not caused by the student's disabilities, the student could be considered for a recommendation for expulsion. If grounds for expulsion exist, the Principal and Governing Board will notify the student and parents in writing of the charges against the student in a language the student and parents can understand. The notification will include the following information:

1. Notice of the extended suspension period
2. Notice of the student's right to a hearing pursuant to FS §120.569 and §120.57(2).
3. A brief statement of the accusation against the student
4. Grounds for the expulsion
5. The student's and parent's/legal guardian's procedural rights in connection with the hearing, including the right to counsel or other representation should they request a hearing
6. Period of expulsion
7. Notice of the consequences of failure to request or attend the hearing, which constitutes a waiver of further rights in the matter.

## II. ORGANIZATIONAL PLAN

### Section 9: Governance

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

SKY Academy Englewood will be organized as a private employer under the SKY Family YMCA umbrella and, thus, will operate as a private, not-for-profit, 501 (c) (3) corporation (see Appendix K for a copy of the Certificate of Status of the nonprofit corporation and Articles of Incorporation). SKY Academy employees will be hired by the School Principal, to whom the Board has delegated authority over the hiring process. The Principal is hired by the SKY Academy Governing Board (also referred to as "the Board").

The Governing Board is comprised of five members that were selected locally. The five Board members were selected based on criteria consistent with the School's mission. Special consideration was given to individuals who represent the community served by SKY Academy Englewood. Future Board members will be selected as outlined in the Bylaws for the SKY Academy Englewood Governing Board (see Bylaws located in Appendix L).

The members of the Board will serve in a volunteer capacity and will not be employed by the School at any time. They will not be contracted for services, or to procure goods and will not receive remuneration of any kind while serving on the Board. Board members may be reimbursed for reasonable expenses incurred for activities directly related to Board responsibilities; such reimbursement shall be presented by the Board Chair and approved by a majority vote of the Board at a regularly scheduled and noticed public meeting. Meetings will be held in accordance and compliance with the Sunshine Law. The Board will be aware of their responsibility to provide effective and proper oversight of the School by providing recommendations and direction to the Principal and administrative staff. In addition, they will ensure effective and proper oversight of the School's budget and expenditures, and be good stewards of the public funds allocated to the School.

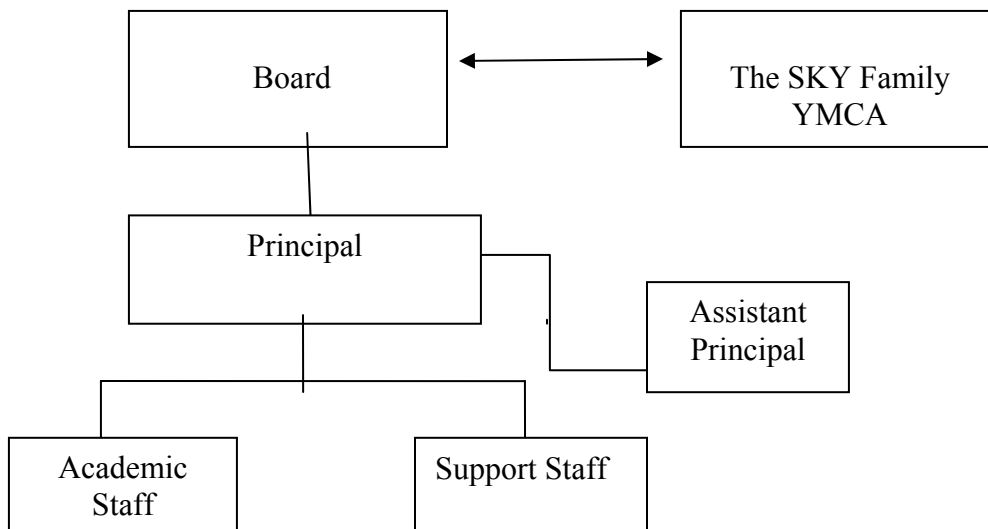
◆ **Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the board to the school's leader and administration.**

The Governing Board serves as the ultimate policy-making body that will have the responsibility of the management and oversight of the School's operations. They are committed to the mission of the School and are cognizant of their responsibility to effectively and properly manage public funds. The Principal of SKY Academy Englewood will be hired by the Governing Board and will report directly to the Board. The Board may also hire additional professionals as necessary to assist with the operation of the organization. These decisions will be made by the Board as required by statute. The Board may ultimately assign the Principal with the responsibility of overseeing and managing these relationships. The Principal will be responsible for managing all aspects of the daily school operation within the scope of Board policy and must attain Board approval for budgetary expenditures. The School's faculty and staff will report directly to the Principal, who reports to the Board.

The School’s on-site administration team will consist of the Principal, an Assistant Principal or Lead Teacher (if funds permit), an Office Manager, and other Clerical support staff. The Principal, with the support of the administrative staff, will ensure that the operations of the School are in accordance with the Board's policies and procedures, and with the mission and vision of the School. The school administrators, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School.

The organizational chart below depicts the structure for the organization of SKY Academy Englewood. The School will be subject to the supervision of the Sarasota County Public School Board in accordance with Florida Statute 1002.33. The School’s Governing Board will be directly accountable to the School Board of Sarasota County. As the sponsor, Sarasota County Public Schools will require specific reports and compliance activities from the School, and will hold the Board of Directors and Principal responsible for these tasks.

Organizational Chart for the SKY Academy Englewood



SKY Academy Englewood has established clearly defined roles and responsibilities for the individuals involved in the planning, development, operation and oversight of the School, as stated in the Bylaws (which may be found in Appendix L of this application). The School’s Governing Board understands that it is the ultimate policy-making body with the responsibility for the oversight of school operations and fiscal accountability. The Board is responsible for ensuring the fulfillment of the terms of the Charter contract with the Sponsor. The Board develops the policies of the school and the Principal is responsible for implementing these policies. The Board will consult with educational, legal, accounting, and tax experts, as may be required, to effectively execute its duties and responsibilities.

- ◆ **Provide a description of how the governing board will fulfill its responsibilities and obligations, including but not limited to:**
  - **Adoption of annual budget**

- **Continuing oversight over charter school operations**

It is the intent of the Governing Board SKY Academy Englewood to develop written policies that will serve as guidelines of the effective operation of the School and the successful performance of its students. The Board will provide specific guidelines, policies, and procedures to be implemented by the Principal, to whom it delegates authority. The Board is a representative body that provides oversight of the School's operation and expenditures of public funds, as mandated by state law. In carrying out its duties, the Governing Board of SKY Academy Englewood will adhere to all policies, procedures, and rules that are outlined in Florida Statute 1002.33. The Board will comply with the statutory requirements and implement the policies delineated below:

- The Board will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative must reside in the school district in which the charter school is located and may be a Board member, charter school employee, or individual contracted to represent the Board. The representative's contact information must be provided annually in writing to parents and posted prominently on the charter school's website if a website is being maintained.
- The Board will hold at least four public meetings per school year in the school district. The meetings will be advertised with proper notices and timeframes, open, and accessible to the public, and attendees must be provided an opportunity to receive information and provide input regarding the charter school's operations. The appointed representative and Principal, or his/her designee, must be physically present at each meeting. The School's Bylaws (see Appendix L) state that the Board of Directors will meet a minimum of four times per school year. Meetings must be organized and announced following the Sunshine Law guidelines.
- In order to provide financial information that is comparable to that reported by other public schools, charter schools are to maintain all financial records that constitute their accounting system in accordance with the accounts and codes prescribed in the most recent issuance of the publication titled "Financial and Program Cost Accounting and Reporting for Florida Schools", or at the discretion of the Board, may elect to follow generally accepted accounting standards for not-for-profit organizations, but must reformat this information for reporting according to statutory guidelines for charter schools.
- The School shall provide annual financial report and program cost report information in the state-required formats for inclusion in district reporting in compliance with s.1011.60(1).
- The School shall provide a monthly financial statement to the Sponsor unless the School is designated as a high-performing charter school pursuant to s.1002.331, in which case the high-performing charter school may provide a quarterly financial statement. The



financial statement required shall be in the form prescribed by the Department of Education.

- The Board shall annually adopt and maintain an operating budget.
- The Board shall exercise continuing oversight over charter school operations.
- The Board shall be responsible for:
  - Ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to s.1002.345 (2), who shall submit the report to the Board.
  - Performing the duties in s.1002.345, including monitoring a corrective action plan.
  - Reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan.
- The Board shall be responsible for participating in governance training approved by the department which must include government in the sunshine, conflict of interest, ethics, and financial responsibility.
- The Board shall report its progress annually to its sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports. The Department of Education shall develop a uniform, online annual accountability report to be completed by charter schools. This report shall be easy to utilize and contain demographic information, student performance data, and financial accountability information. A charter school shall not be required to provide information and data that is duplicative and already in the possession of the department. The Department of Education shall include in its compilation a notation if a school failed to file its report by the deadline established by the department. The report shall include at least the following components: Student achievement performance data, including the information required for the annual school report and the education accountability system governed by ss.1008.31 and 1008.345.

### **Educational Planning and Appraisal**

- The Board will obtain reliable information from responsible sources, which will enable it to make the best possible decisions regarding the School's educational program;
- The Board will select the best possible candidate to serve as the School Principal and ensure that his/her performance is exceptional;
- The Board will collaborate with the Principal and other school staff to make decisions regarding curricular matters;
- The Board will establish a system for obtaining updates on the School's performance by the Principal on a quarterly basis.

## **Hiring and Appraisal of Personnel**

- The Board will authorize the Principal to recruit and hire instructional staff to effectively implement the School's instructional program;
- The Board will establish salaries, benefits, and salary schedules;
- The Board will establish terms and conditions of employment, as well as personnel policies;
- The Board will utilize a district-approved evaluation system to evaluate the effectiveness of the Principal; the Principal will utilize a district-approved system to evaluate the effectiveness of the classroom teachers, other instructional personnel, support staff and hourly employees.

## **Financial Responsibility**

- The Board will adopt a budget that will provide the financial base for personnel, facilities, instructional materials, and equipment, which will enable the School to carry out its mission;
- The Board will approve any fundraising activities.

## **Managing School Facilities**

- The Board will identify the School's housing needs, locate sites for facilities, and approve the building plans;
- The Board will approve the School's facility lease, any purchases, or any construction projects.

## **Communication with Stakeholders**

- The Board will require the Principal to provide stakeholders with information about the School's programs and academic performance;
- The Board will review feedback provided by parents, teachers, and students via annual stakeholder surveys;
- The Board will review student assessment data throughout the year to evaluate the effectiveness of the School's educational program;
- The Board will collaborate with the School Advisory Committee to develop and monitor the School Improvement Plan and ensure the implementation of strategies to achieve the Schools' goals.

## **Legal Issues**

- The Board will act as a court of appeal for staff members, students, and the public with regards to issues involving Board policy and implementation. The Board shall exercise this power and duty only when convened in a legally constituted meeting.
- ◆ **Describe the proposed policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal**

**procedures and term limits; code of ethics, conflict of interest, and frequency of meetings. If the Board has not yet developed policies, the applicant shall describe the timeline for development and approval of Board policies.**

Governance of SKY Academy Englewood will be dictated by the Bylaws of the Governing Board (see Bylaws of the Board of Directors located in Appendix L). The Board will establish their annual schedule of meetings during the first Board meeting which shall be no less than quarterly. Flyers will be posted, the meetings will be advertised in all appropriate outlets, and reminders will be published on the school website to the community regarding Governing Board meetings. All Board meetings will be held under the "Sunshine Law" and are open to any parent, student, or community member who would like to attend.

The Governing Board shall operate in accordance with the Bylaws of the Corporation. The Board's primary role will be to set policy, provide financial oversight, communicate the vision of the school to community members and help select other Board members. The Board will approve the annual budget and amendments reflecting changes in revenues and expenditures. Monthly financial statements will be provided to the Sponsor as required by section 1002.33(9) (g), F.S. Rule 6A-1.0081, F.A.C., which details the requirements for information that must be contained in the financial statement. The Board will ensure that the School abides by the charter school law (s. 1002.33(9) (g), F.S.) that mandates that each charter school provide financial information comparable to other public schools. The School will maintain all financial records and adhere to the accounting system delineated in the publication titled, Financial and Program Cost Accounting and Reporting for Florida Schools, which is known as the "Red Book."

The Board will establish a meeting schedule for the fiscal year. The Board will meet no less than quarterly, but may convene more often, as necessary. The Board will consist of no less than five voting members and no more than seven. The Governing Board will elect four officers: Chairperson, Vice Chairperson, Treasurer, and Secretary. Each member of the Board will be fingerprinted. Governing Board members will not receive compensation from the School for their services. A summary of the Board Officers' responsibilities are as follows:

- **Chairperson:** As specified in the corporation Bylaws, the Chairperson is the chief executive officer of the corporation and has the authority, as provided by the Board, to exercise general supervision, direction and control of the School's business operations and oversee the performance of the officers of the corporation. The Chairperson shall preside at all meetings of the Governing Board. The Chairperson has the general management duties and responsibilities generally assumed by the Chairperson and general manager of a corporation as well as such other powers and duties as the Board may prescribe.
- **Vice Chairperson:** As further specified in the in the Bylaws, the Vice Chairperson, in the absence or availability of the Chairperson, shall perform all duties of the Chairperson and shall have such other powers and perform such other duties as the Board may prescribe.

- **Secretary:** The Secretary shall perform such powers and perform duties as may be prescribed by the Board, as well as all other duties detailed in the Bylaws including, but not limited to, the following:
  - Maintaining the minutes of all meetings of the Board and its committees;
  - Maintaining a copy of the corporation's Articles of Incorporation and Bylaws and the seal of the corporation;
  - Providing notice of all Board meetings;
  - Distributing the minutes of Board meetings to all its members promptly after the meetings; keeping the seal of the corporation in safe custody;
  - Maintaining all reports, statements and other documents, as required by law, except to the extent that the same are to be kept or filed by the Treasurer.
- **Treasurer:** As further specified in the Bylaws, the Treasurer shall supervise the corporation's financial affairs and maintain all financial reports, statements and other financial documents, as required by law.

The Bylaws specify the selection, removal procedures, and term limits of the Board members. Board members shall serve a one-year term, as outlined in the operating agreement. A Board member may resign at any time by providing written notice to the Board or its Chairperson. When selecting candidates for the Board, the nomination committee will look for individuals who demonstrate the following:

- Support the educational mission, vision, and goals of SKY Academy Englewood;
- Have an interest and desire to serve the broader community;
- Understand that the main role of the Board is to ensure that the school is operating in compliance with the charter contract, operating effectively and responsibly, and students are demonstrating academic progress;
- Have a commitment to providing guidance and support to the students, staff and stakeholders of SKY Academy;
- Be able to work collaboratively with the School's Principal and other members of the Board for the benefit of the School;
- Be willing and able to meet quarterly and/or monthly as needed;
- Have the capability and willingness to actively support the School's celebrations and important events;
- Be willing and able to serve a three-year term as a Board member.

The approval of the School budget, the selection and financing of the School facility, and the removal of a Board Member shall require the vote of two-thirds of the Board, and except as otherwise provided in the Corporation's Bylaws, the decisions of the Board shall be by majority vote of all the Board members in office.

On an annual basis, or as required, the Board will report its progress to Sarasota County Public Schools. The report will include the following:

- Student achievement performance data, including information required for the annual School report and the education accountability system governed by Florida Statutes 1008.31 and 1008.345;
- Financial status of SKY Academy, which includes revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations;
- Documentation of the facilities in current use and any planned facilities for use by the School for instruction of students, and administrative functions;
- Description of SKY Academy’s personnel, including salary and benefit levels of School employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field;
- Any other information required by State or Federal laws and regulations or by the School’s Charter.

**Conflict of Interest**

The Board of Directors of SKY Academy Englewood will comply with all applicable local, state and federal laws, rules and regulations. As a non-profit organization, the Corporation has been organized for public benefit and, therefore, has a mandate to promote public, not private, interests and to avoid conflicts of interest. As such, the Board will adopt a conflict of interest policy, in its Bylaws, which will require that all potential conflicts of interest be promptly disclosed. When a possible conflict has been disclosed, the Board shall determine whether a conflict actually exists and whether it is material. Where a material conflict exists, the Board shall determine whether the contemplated transaction or other conflicting involvement may be authorized as just, fair, and reasonable as related to the corporation. The decisions of the Board, on these matters, will be guided by independent counsel as appropriate, legal precedent and decisions of the Florida Commission on Ethics.

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

SKY Academy Englewood has a Founding Board that will elect an established Governing Board upon receiving approval of the charter application. The Founding Board of SKY Academy will be responsible for formally appointing the selected five members of the Board of Directors who will have the authority to operate the School. The Founding Board will appoint a nominating committee that will recommend candidates to the Founding Board to serve as members of the Governing Board. Future Board members will be elected according to the Bylaws of SKY Academy.

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

The Governing Board of SKY Academy Englewood will appoint a nominating committee to recommend candidates to fill any vacancies on the Board. The Board will recruit members, as seats become available, who demonstrate a solid commitment to promoting the mission of the School. All Board members will agree to successfully undergo a background check, as specified

by law, participate in charter school governance training, assist in developing school-wide policies and procedures, participate in the interviewing and selection of the Principal, monitor and evaluate the performance of the Principal, oversee the implementation of the School's operational policies, monitor the School's academic progress, oversee financial accountability of the School, and support the School in implementing its mission and achieving its goals for student achievement.

The School's Board will be required to participate in Governance Board Training which will cover such areas as non-profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. This training will be provided by an approved vendor as set forth in rule 6A-6.0784 pursuant to Section 1002.33, Florida Statutes. Each new Board member will undergo an orientation process to clarify the duties and responsibilities of Board membership and establish Board standards. All members of the Board will be provided with training in their areas of responsibility, the Florida Sunshine Law, and applicable rules and statutes. Training may be offered on site, as well as off site. Additional areas for training will include conflicts of interest, ethics, and financial responsibility.

The *Governing Board Guidelines* will be provided to every Board member. The guide will be a reference manual used in new board orientations, as well as ongoing board training and education. It will also help to ensure efficient organization and functioning of the Board. Contents of the guide may vary as the school develops, but generally the information in the guide will include the following up-to-date information:

- The Charter contract
  - Other legal documents such as articles of organization, operating agreement, etc.
  - Charter school vision, mission and strategic plan
  - The educational plan of the Charter School including educational philosophy, learning outcomes for students, curriculum, instructional strategies, assessments etc.
  - The Governing Board Bylaws
  - Staffing structure, job description of the Charter School administrator; administrator performance review procedures.
  - Finances including the Charter School's financial history, current financial condition, and long-range financial plans, previous year's audit and budget, the current annual budget. The School's investment and banking procedures and other relevant financial information.
  - Sample communications to the public such as newsletters, brochures, and newspaper magazine articles about SKY Academy Englewood.
- ◆ **List each of the proposed members of the school's governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member, provide a brief description of the person's background that highlights the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.**

The Chairperson of the SKY Academy Governing Board has been established. All other members listed below are serving in the capacity of Founding Board members. These positions will be filled upon obtaining approval for the charter from the Sponsor. Board members will be selected based on criteria consistent with the School's mission. Special consideration will be

given to individuals who represent the community which is served by the School. Future Board members will be selected as outlined in the Bylaws (located in Appendix L). Founding board members are as follows:

**Kenneth Modzelewski** is currently the CEO and president of the South County Family YMCA. Ken is a resident of Nokomis, Florida and has lived in the area for over 20 years. Ken has managed nonprofit organizations for more than 30 years. He is involved in various groups and clubs in the area. Ken has been integral in all new YMCA programs including the Building of new YMCSs in Englewood and Venice.

**Nancy Blackstone-Spiegel, R.N., MBA, MS., PhD** has lived in Sarasota County since 1979. She was Director of Surgical Services at Doctors Hospital from 1979-1988, and was an independent Health Care Management Analyst and consultant to hospitals throughout the United States until 1993. She continues to work as a clinical psychologist and served on numerous local nonprofit boards.

**Michelle Hazeltine** is Vice President of Hazeltine Nurseries, Inc., a Venice business she and her husband Stephen founded in 1984. Michelle is well known for her community leadership and involvement, supporting numerous local organizations including more than 25 years with the SKY Family YMCA, where she has served in many capacities, including Chief Volunteer Officer, Board Member, Fundraising Committee Chair, and Black Tie Gala Event Chair.

**Fred Hammett** and his wife, Debra, moved to Venice in 1996. Fred is a former council member and mayor for the City of Venice who has also served on the city's Planning Commission, Municipal Code Enforcement Board and Citizen Tax Oversight Committee. Prior to political life, his professional career centered on computer product marketing.

**Dianne Cogburn**, MPH, RD, LDN has more than 25 year of professional experience in Englewood, Venice, Sarasota and Bradenton helping individuals and organizations lose weight, boost health and prevent disease. Dianne and her husband, Dr. William Cogburn (internal medicine), are longtime YMCA members who raised their three children in Y programs.

**Joseph Thro**, MD is a board certified urologist in Venice, Florida. He is currently licensed to practice medicine in Florida. He is affiliated with Englewood Community Hospital.

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

SKY Academy Englewood strongly believes in the importance of building positive relations between the School and the students' parents. Therefore, every effort will be made to settle any disputes that may arise in a positive manner. The Board believes that the School's Principal must be able to deal with disputes and conflicts with parents or community members in a manner that allows all parties to feel that their concerns have been heard, and that a satisfactory resolution has been achieved. The Board's primary focus is to develop policies and delegate the day-to-day management and operation of the school to the Principal. The following steps are included in the

Parent-Student Handbook that describe the steps that parents must follow in resolving conflicts or addressing concerns related to school matters:

1. Parents must make an appointment to clarify the issue with student's teacher;
2. If the issue is not resolved, parents must make an appointment to clarify the issue with school administration;
3. If the issue is not resolved, parents may contact the Chairperson of the Board;
4. If the issue is not resolved, parents may bring their concerns to the school district.

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

**Name of the partner organization.**

The SKY Family YMCA

**Name of the contact person at the partner organization and that person's full contact information.**

Mr. Kenneth Modzelewski, President & CEO, The SKY Family YMCA  
701 Center Road , Venice, Florida 34285  
Main: 941-492-9622 ext. 149 FAX: 941-493-9659  
Email: [kenneth@veniceymca.org](mailto:kenneth@veniceymca.org)



## Section 10: Management

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

SKY Academy Englewood believes it has the obligation to employ the best qualified administrative personnel and teachers available regardless of race, color creed, sex, national origin, age or handicap. The Board is responsible for adopting policies that govern the School and the Principal is responsible for implementing those policies. The Principal will be hired by the Governing Board. The Principal will be directly involved in the daily operation of the School, and the Principal will report directly to, and be held accountable to the Board. The Principal may delegate the necessary authority to other employees and develop necessary procedures to efficiently operate the School. The Principal is responsible for the direction and coordination of staff and students in their efforts to reach the School's educational goals.

Determination of the personnel needs of the School will be the responsibility of the Board in conjunction with the Principal. Recommendation to hire a teacher or administrator will not be made until a personal interview with the candidate has been conducted and at least three references have been contacted by the Principal or designee. The Principal or his/her designee will verify that persons nominated for employment meet all qualifications established by the applicable state laws, rules of the Florida Department of Education and School Board policies for the type of position for which the nomination is made. The School will not knowingly employ an individual who has resigned from a school district in lieu of disciplinary action with respect to child welfare or safety or who has been dismissed for just cause by any school district with respect to child welfare or safety.

Administrative staff will be added as student enrollment increases in order to assist in the administration of the School as needed. The administrative staff will be responsible for development of the curriculum and master schedule; guidance, training and support of instructional personnel and support staff; evaluation of all employees; interactions with students and parents and community members to achieve an optimal learning environment; oversee the educational program and school activities; ensure the safety of the students and staff, and many other responsibilities. The administrative staff will be required to clearly understand and carry out their role as instructional leaders. They will make all school-based decisions, and help establish and implement procedures for the day-to-day operations of the school. It is also their responsibility to ensure that the operations of the school are in accordance with Board policy, as well as the mission and vision of the school.

### *Job Descriptions*

**Principal** – The Principal plans, organizes, administers, and directs all activities and functions at the school level, which are essential to the operation of a responsible, effective, and efficient instructional environment. The goal is to provide each student with maximum opportunity to succeed. The principal must do the following:

- Manage the total School facility;
- Identify school level objectives each year, in collaboration with other School stakeholders, and develop a plan for their attainment;
- Explain and execute policies, methods, and procedures;
- Interview and recommend appointments to school site vacancies and recommend continued employment or termination of active employees;
- Observe and evaluate teacher performance, as well as other administrators' performance, and provide assistance to individual employees in an effort to improve classroom instruction and the total educational program;
- Work with the Board to budget funds generated by the FEFP program reflecting expenditures based on the current year's objectives and a thorough review of a school developed needs assessment document and direct expenditures of funds;
- Ensure effective management of internal accounts by providing training in the established practices and procedures for those handling internal funds, by reviewing and approving the purchase and payment for all goods and services received, and by reviewing the monthly report with the treasurer;
- Supervise food and transportation service;
- Maintain school facilities to ensure an orderly, clean, and safe environment;
- Help establish, support, and work cooperatively with the school P.T.A.;
- Conduct an annual review of the school's curriculum to ensure appropriateness for student needs;
- Develop an articulation program that will establish academic programs, extra and co-curriculum programs, curriculum planning, and social adjustment;
- Identify ways and develop an action plan to ensure staff morale;
- Arrange/conduct in-service activities and meetings;
- Develop the school's master schedule;
- Meet and confer with faculty council;
- Confer with students, parents, and staff to resolve issues and problems, and to provide support with educational as well as psychosocial needs;
- Direct the preparation of required records, reports, and documents such as the school progress report, Federal surveys, and required compliance records as required by the state or school district;
- Participate in exceptional student staffings and ensure compliance with Federal laws and current procedures;
- Administer the free and reduced lunch meal program;
- Develop a program of public relations which includes continuous information to parents via correspondence, newsletters, and conferences;
- Administer all executed Board employee contracts to ensure adherence to all provisions as approved;
- Maintain parents informed of their children's progress;
- Demonstrate the Florida Principal Leadership Standards;
- Perform other duties comparable to the above, as the above duties describe only the typical, primary features of the job.

**Assistant Principal** – Assists the Principal in planning, organizing, and administering all functions which are essential to the operation of an effective and efficient learning environment, and which provide maximum opportunity for student growth. The Assistant Principal must do the following:

- Assist the principal in planning and administering the instructional program and in conducting other activities necessary to provide quality instruction;
- Assist the principal in the development of the master schedule;
- Assist principal in explaining and enforcing policies, methods, and procedures;
- Implement attendance procedures in accordance with Board policies;
- Assist in the management of business matters and the physical plant;
- Assist the principal in the ordering and the accounting for all materials and equipment authorized for school;
- Assist the principal in ensuring that maintenance and repairs are efficiently and expeditiously accomplished;
- Work cooperatively with teachers, parents, and community to resolve disciplinary matters to ensure appropriate behaviors within the learning environment;
- Assist the instructional staff in self-improvement, and keep them informed of available curriculum materials and staff development services;
- Assist the principal in the assignment, training, supervision, and evaluation of staff;
- Make suggestions to the principal for improving the curriculum and managing the school site;
- Assist the principal in ensuring the safety and security of students and staff;
- Perform other duties comparable to the above, as the above duties describe only the typical, primary features of the job, and
- Perform other duties related to general administrative responsibilities as assigned by the immediate supervisor.

**Reading Coach** - The Reading Coach will direct instructional services related to literacy for students and provide technical assistance to teachers implementing the Comprehensive Research-based Reading Plan at the school level. The Reading Coach is expected to fulfill the following job tasks and responsibilities:

- Assist with the coordination and implementation of the Comprehensive Research-based Reading Plan.
- Utilize the coaching model (planning, demonstrating, providing feedback) with teachers at the school site.
- Provides site based professional development to staff that is aligned to the needs of students based on student assessment data.
- Assist administration and classroom teachers in the interpretation of student assessment data.
- Assist in coordinating and monitoring intervention services to identified students.
- Participates in professional development and shares content with school site personnel.

- Plan and implement a professional development schedule to include topics that include, but are not limited to, the five essential elements of reading; the effective utilization of research-based reading materials; the effective implementation of differentiated instruction; the implementation of professional study groups; analyzing and utilizing student assessment data.
- Perform other duties comparable to the above-listed tasks and responsibilities.

**Teachers and Other Instructional Personnel** – Classroom teachers and other instructional personnel, such as Curriculum Support Specialists, Media Specialists, Reading Coaches, Counselors, Special Area Teachers, etc., are responsible for planning, delivering, and assessing for learning, in and outside of the classroom. Teachers and other instructional personnel will report to the Principal. Teachers and other instructional personnel are required to fulfill the following job responsibilities:

- To teach efficiently and perform all professional duties and responsibilities; to use the instructional materials required, following the prescribed courses of study, and employ approved methods of instruction;
- To conform to all rules and regulations that may be prescribed by the State Board of Education and the Sponsor; and conform to the rules and regulations that may be prescribed by the School’s Governing Board as specified in the SKY Academy Employee Handbook (see Appendix M);
- To use prescribed materials and methods in the efficient execution of his/her teaching and professional duties according to subject area or grade level to which assigned;
- To prepare and maintain such records and reports as may be required by State and Federal law, regulations of the State Board, School, Board of Directors, or Sponsor;
- To fulfill the term of any signed written contract by the School’s Board;
- To perform other duties as assigned by the Principal or designee;
- To maintain a valid Florida Teaching Certificate;
- To ensure the welfare and safety of the students at the School;
- To demonstrate the Florida Educators Accomplished Practices (FEAPs).

◆ **Outline the criteria and process that will be used to select the school’s leader.**

The Board will recruit talented individuals who have knowledge and experience with school level administration. The School will adhere to the antidiscrimination provisions of s.1000.05, Florida Statutes. Recruitment efforts will include, but not be limited to, advertisements in local newspapers and on designated websites. The Board will hire a Principal who will be responsible for all aspects of school operations within the scope of operating policies and guidelines, as established by the Board. The Principal will monitor the day-to-day operations of SKY Academy and serve as the instructional leader of the School. At a minimum, the Board will seek an individual who possesses the following qualifications:

- An earned Master’s Degree from an accredited college or university;
- A minimum of five years of experience in teaching elementary or secondary students;
- Evidence of expertise in curriculum and effective teaching practices;
- Certification as a School Principal, or documented experience in school leadership;

- A minimum of five years of experience in school administration;
- Business background and/or evidence of diverse fiscal responsibility;
- Experience or familiarity with local, state and national education policies and procedures;
- Strong managerial skills;
- Unquestionable integrity;
- Strong leadership and facilitation skills;
- Knowledge of the needs of student population(s);
- Letters of recommendation;
- Effective analytical and critical thinking skills;
- Ability to communicate effectively (verbally and in writing);
- Passion for excellence in a compassionate and nurturing environment;
- Demonstrated capacity to meet or exceed the Florida's Principal Leadership Standards.

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

SKY Academy Englewood will open with a staffing plan that reflects a student population of at least 200 students. Each year thereafter the student projection will define the need for additional staff. The staffing plan and the School's projected operating budget will be adjusted in accordance with actual enrollment figures. The School's initial staff will consist of the Principal, certified educators and other clerical and support staff to meet the needs of the School. The School will work toward a goal to only staff based on numbers and employ as many teachers as may be necessary to maintain a 22:1 student/teacher ratio in each grade. Services such as maintenance and security will be hired as additional support staff. Grant money and other funding will be sought to enrich the curriculum and provide additional support services for students.

Staffing at SKY Academy will be dependent on the student population (expected to grow from 200 students in year 1 to up to 375 students in year 5) and will meet all required student-teacher ratios. Positions expected to be filled include: Principal, Assistant Principal or Lead Teacher (depending on enrollment), Reading Coach, full-time core classroom teachers (including ESOL-endorsed teacher), ESE teacher(s), PE/Health instructors, Art Teacher, Spanish Teacher, Office Manager, Clerical Staff/Registrar, part-time Media/Technology Specialist, hourly Teacher Interventionists, Food Service Personnel and Maintenance/Custodial staff.

***Staffing for Special Populations***

Students with disabilities will have an IEP that complies with state and federal regulations. SKY Academy will employ teachers who meet all licensure and/or certification requirements that apply to the area in which the individuals are providing services to the special education students. The number of special education staff will be based on the number of ESE/Gifted students identified upon student enrollment. Similarly, all personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional, etc.) to students will meet all required licensure and/or certification requirements

pertaining to their area of related service. Special Education teachers will be hired to service students with disabilities, in accordance with the level of support needed to implement the related services and specialized instruction detailed on the IEP. Speech-language, occupational, and physical therapy services will be contracted services that the School may provide for students who qualify for those services. Teachers of Gifted students will be endorsed to teach gifted or have an approved waiver to complete the gifted endorsement.

### ***Staffing for English Language Learner Program***

SKY Academy will follow the guidelines of the District's ELL handbook. Moreover, the School will ensure ESOL certified or endorsed teachers will be hired to serve the School's ESOL Program and address students' proficiency levels. The number of teachers will be based on the number of students identified upon student enrollment (results from home language surveys and ESOL levels upon testing). Additionally, the School is committed to ensuring that all core curriculum personnel instructing ESOL students will have the appropriate training (ESOL endorsement/required coursework including ESOL Issues and Strategies -18 or 60 MPP) documentation. The Principal will identify each teacher's training status or requirement. The Principal and ESOL staff designee will have the responsibility of overseeing, training, and assisting staff in meeting the needs of the school's ELL population throughout the school. All instructional personnel will be expected to appropriately identify any ESOL students in their grade books and use ESOL strategies when instructing ELL students.

#### **◆ Explain the school's plan for recruitment, selection, and development.**

SKY Academy Englewood believes it has the obligation to employ the best qualified administrative personnel and teachers available regardless of race, color, creed, sex, national origin, age or handicap. The School plans to recruit highly qualified teachers through school site job fairs, State-sponsored, Department of Education, *Teach in Florida* website. The School also plans to coordinate efforts to partner with postsecondary educational institutions to serve as a school for interns whenever possible. Lastly, the School plans to organize efforts to attract in-field experts that acquire appropriate certification to serve as teachers in the various disciplines that require higher levels of academic content delivery.

### ***Recruitment and Selection***

When SKY Academy has an open position, the Principal will advertise the position in local newspapers, throughout neighboring communities, through administrative offices, websites and appropriate university placement offices. Selection of a teacher, support staff, or other instructional personnel will not be made until a personal interview with the candidate has been conducted and at least three references have been reviewed by the Principal, and when the candidate is fingerprinted and gets a background check. The Principal or his/her designee will verify that persons seeking employment at the School meet all qualifications established by the Board, as well as applicable state laws and rules governing the type of position for which the person is applying. The School will not knowingly employ an individual who has resigned from a school district in lieu of disciplinary action, or who has been dismissed for just cause by any school district.

All teachers must have Bachelor of Arts in Education and be certified or eligible for certification in the area for which he/she is hired. Employment preference will be given to individuals with certification in subject areas that will assist the School in assembling a diverse staff with different areas of expertise and experience. Certifications of teachers will be disclosed to parents/guardians during the student registration process each school year. A list of teacher certifications will be available for viewing upon request from the main office of the School. The School will not employ an individual to provide instructional services if the individual's teaching certificate or educator's license is expired, suspended or revoked by Florida or any other state. The Charter School agrees to fingerprint all employees as required by 1002.33(12)(g) Florida Statutes. The Charter School will not violate the anti-discrimination provisions of 1005.05, Florida Statutes, the Florida Education Equity Act or any other provisions of Federal or state law in its hiring and employment practices.

### ***Professional Development***

Faculty members will complete self-evaluations at the beginning of the school year to determine areas in which they feel they could improve. All teachers and other instructional personnel will develop an Individual Professional Development Plan as a means to document and identify student learning targets, areas for personal professional growth, strategies for achieving the specified student learning targets, and a timeframe for completion of the plan. As part of the final evaluation, the Principal and teacher will discuss the Individual Professional Development Plan and determine whether the student goals were met, the efficacy of professional growth activities to improve instruction, and future goals. SKY Academy will also offer specific professional development workshops and training sessions at the school site that include, but are not limited to, the following:

- **Data-Driven Decision Making for Teachers and Administrators:** Interactive Workshop in which teaching staff will use Specific Performance Indicators to identify student needs. Staff and administrators will be divided into teams and trained at the beginning of school year and ongoing throughout the school year by teams. Training will cover, at minimum, the educational research, corresponding sources of data, and collection instruments to be used for continuous school improvement. Teachers will be trained to use quantitative and qualitative data to plan and improve classroom instruction.
- **Best Practices for Improving Students' Reading Skills:** Small group training focusing on specific subject related instructional and assessment strategies used to increase student achievement. The focus of this training will be on specific strategies by core academic areas as detailed in the instructional program strategies and assessments.
- **Implementing the School's Mission and Vision:** SKY Academy administrators will build understanding of the School's mission and vision. Faculty and staff are trained in the development and use of the School's mission and vision toward achieving teaching and learning goals. The faculty, staff, parents, students, and community stakeholders play a role in annually assessing how well the mission and vision statements are aligned with the school culture and needs. Results of this assessment will be reviewed in this training

yearly to ensure that the mission and vision statements serve as the vehicle for continuing school excellence.

- The Florida Continuous Improvement Process: This training, conducted by lead and administrative staff, will build on the importance of adopting a school “culture” of continuous improvement through climate surveys, student and staff assessments, and the development of a School Improvement Plan (SIP) annually.
- Professional Growth through the Evaluation Process: This training will provide instructional staff with an overview of all the formal and informal evaluation methods that will be used to provide teachers with meaningful feedback on their performance. The evaluation tools will be discussed, the Standards and Indicators to be evaluated will be reviewed, and the professional development opportunities available will be discussed.
- Implementing the Florida Standards: SKY Academy will participate in all available district or state-developed workshops for teachers on implementing the Florida Standards.
- The SACS Accreditation Process - An Overview: This workshop will discuss all the steps of the AdvancED Accreditation Process and the five Quality Standards that the School must demonstrate in order to earn accreditation.

### ***Development of Instructional Personnel through Performance Evaluations***

SKY Academy Englewood believes that an effective evaluation system is an essential element in providing teachers and administrators with opportunities to grow and develop professionally. The School will use the teacher evaluation system utilized by Sarasota County Schools-- Professional Rubrics Investing and Developing Educator Excellence (PRIDE), located in Appendix N. This framework supports the observation and evaluation of teacher planning and preparation, the classroom environment, instruction, and professional responsibilities. The system also brings about greater communication and improved feedback between the employee and the supervisor, significantly improving performance and engagement while also making the evaluation process more meaningful. With the passage of Senate Bill 736 in 2011, Florida school districts have been required to begin evaluating instructional and administrative personnel by looking at a combination of factors including job performance, the attainment of personal, professional growth objectives, and long-term student performance on standardized tests. The School believes that through this comprehensive approach to performance evaluation, the students will thrive in this learning community.

The PRIDE Teacher Evaluation System consists of four Domains and Specific Competencies under each Domain. The four Domains are as follow:

- I. Creating a Culture for Learning - the teacher creates a culture for learning through building positive relationships with students. This organized safe learning environment encourages high expectations for all students and allows them to feel respected and valued.



- II. Planning for Success - The teacher demonstrates a deep content knowledge, aligns instructional objectives and learner outcomes with approved curriculum, and uses data to meet individual student needs. The teacher also plans appropriate assessments and uses instructional time effectively.
- III. Instructing and Assessing for Student Achievement - The teacher uses a variety of strategies to engage students in learning. The instruction is varied by utilizing technology, quality questioning, and discussions. The teacher creates opportunities for students to monitor their own performance while making adjustments in the instruction in order to enhance student achievement.
- IV. Communicating Professional Commitment - The teacher takes responsibility for his/her professional development in support of school and district initiatives/goals. The teacher works collaboratively with colleagues to enhance student performance and develops positive relationships with family and community.

As part of the professional growth process for all instructional employees, teachers and other instructional personnel will be required to develop the PRIDE Individual Professional Development Plan. The Principal and the instructional employees will collaborate to develop each plan. On the plan, teachers and other instructional personnel will have to complete the following:

1. Specify School or Area Improvement Goal
2. Professional Growth Objective
3. Expected Student Outcome
4. Professional Development Activity(ies)
5. Evaluation of Professional Development Plan
6. Use of Parent Input to Assess attainment of Objective
7. Assistance and/or Resources Required
8. Collaborating Personnel

The Principal will conduct frequent classroom visits throughout the year, using a school-developed classroom walk-through form. The Principal will record observations and provide teachers with meaningful verbal and written feedback. This informal method of assessing teachers' performance is instrumental in ensuring that teachers are familiar with the Standards on which they will be formally evaluated at the end of the year. The formal evaluation tool utilized by the School will be based on the Florida Educator Accomplished Practices, as mandated by SB 736. Teachers' annual performance ratings will be based on a combination of instructional practices, professional responsibilities and job duties, and student growth scores.

### ***Development of Administrative Personnel through Performance Evaluations***

At SKY Academy, school-based administrators, including both Principals and Assistant Principals, will receive annual evaluations utilizing the Sarasota County School Leader Evaluation System. The School will implement the Florida School Leader Assessment (FSLA) processes of guided self-reflection, criteria for making judgments, specific and actionable

feedback, and summative evaluations to assess the administrator's competence and his/her effectiveness as a school leader. This comprehensive process for professional development and evaluation of SKY Academy administrators includes the following steps:

- 1) Orientation
- 2) Pre-Evaluation Planning
- 3) Initial Meeting Between Evaluatee and Evaluator
- 4) Monitoring, Data Collection, and Application to Practice
- 5) Mid-Year Progress Review between Evaluatee and Evaluator
- 6) Preparing a Consolidated Performance Assessment
- 7) Year-End Meeting Between Evaluatee and Evaluator

Principal performance will be measured in terms of meeting and/or exceeding the principal competencies categorized in Four Domains of Leadership:

- Domain 1: Student Achievement
- Domain 2: Instructional Leadership
- Domain 3: Organizational Leadership
- Domain 4: Professional and Ethical Behaviors

Emphasis is given in the areas of improved student achievement; overall school site leadership; information and analysis; strategic quality planning; management of processes; human resources and customer focus. Other data included as part of the school leader's evaluation include 10 professional areas and 45 indicators detailed in the School Leader Evaluation System located Appendix O. This tool encompasses information related to student growth scores; continuous improvement efforts; professionalism and attendance; results of parent, student and staff climate surveys, and the ability to effectively achieve the School's mission and vision.

## **Section 11: Education Service Providers**

The School does not intend to enter into a contract with an Education Service Provider (ESP).

## **Section 12: Human Resources and Employment**

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

SKY Academy Englewood will employ staff in accordance Florida State Statute Title XLVIII K-20 Education Code, Chapter 1002 Student and Parental Rights and Educational Choices, 1002.33 Charter Schools--paragraph (12) Employees of Charter Schools subparagraphs (a) through (h). The School will be a not-for-profit, private employer, and will not participate in the Florida Retirement System. In order to remain competitive and hire qualified staff, the School will pay salaries comparable to those paid by the school district. Additionally, employees may be eligible for performance bonuses identified by the School upon successfully meeting established goals.

The SKY Academy Governing Board shall approve the hiring of employees as recommended by the Principal, pursuant to Sections 1002.33(12) and 240.319(4)(i)(1), Florida Statutes. The Board shall provide a compensation package that includes competitive salaries, health insurance, prescription drug plan, dental and vision coverage. Additional benefits that enhance the compensation package include a retirement 403b plan, short/long term disability, supplemental life insurance, family medical leave, bereavement leave, sick leave, paid legal holidays, jury duty leave, and direct deposit.

Salaries will be competitive with the Sarasota County School District and will take into account experience, degree, and past years of service. The same will hold true for the administrative salaries (see Salary Schedule in Appendix P). A percentage cost of living increase will be considered annually. All staff will be eligible to receive merit pay based on the defined merit pay system for SKY Academy. Full time, salaried employees will be entitled to health insurance, including dental and vision plans.

All teachers will hold a valid Florida Educator Certificate in the area they teach. Each candidate's credentials will be verified and monitored and an individual personnel file will be kept at the School to ensure certification in field and that the certificate is current. The SKY Academy will employ highly qualified teachers according to NCLB and FLDOE guidelines. Teachers will have a Bachelor's degree, Florida State certification in the area taught, and evidence of success and competence in the area taught. If at any time it becomes necessary to hire an out-of-field teacher, the School requires the teacher, as a condition of employment, to successfully complete all requirements for certification. The Governing Board and parents will be notified in writing if a teacher is out-of-field.

The SKY Academy Englewood will follow the same screening procedures implemented Sarasota County Schools for all potential employees. This includes pre-employment fingerprinting and background checks. Legal inquiries will be included on the employment application in relation to past felony convictions, probations, judgments, etc. If a candidate misrepresents himself/herself on the application, the SKY Academy Board reserves the right to end the hiring process. SKY Academy reserves the right to discharge employees after exhausting an internal due process hearing. The employment contract will contain clear termination provisions that include the appropriate due process procedures.

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

### ***Employee Handbook***

SKY Academy will provide all employees with the SKY Academy Employee Handbook which detail policies and procedures related to professional duties and responsibilities, rules and guidelines for day-to-day school operations, employee hours and benefit programs, and other related matters (see Employee Handbook located in Appendix M). As a private employer, these policies and procedures will meet appropriate legal and practical standards. The purpose of these policies is to provide guidelines for the range of personnel-related issues that include, but are not limited to, employment, evaluation, discipline, dismissal, benefits, and professional conduct. The policies are set forth to ensure that all employee-related actions are taken in accordance with principles of fairness and due process and in compliance with all applicable laws and regulations. All faculty and staff members are hired through a comprehensive recruitment and selection process, which includes supervisor/peer interviews; teaching demonstrations, review of credentials, and reference checks. All instructional staff will meet the criteria as set forth in the *No Child Left Behind* (NCLB) for being Highly Qualified to teach in their content area(s). Teachers must meet the following criteria: Have a Bachelor's Degree; Have State certification in the area taught (having passed the certification exam in the subject(s) taught); Demonstrate subject matter competency. Additionally, the School will give preference to teachers with a record of demonstrated proficiency and success in teaching students and having them perform well on state exams.

All employees are expected to observe high standards of job performance and professional conduct. When the employee's conduct or performance does not meet adequate standards, the School may terminate employment, or it may provide the employee a reasonable opportunity to correct the problem. If the School determines that the employee has failed to make the correction, the employee is subject to further discipline or termination.

Termination of employment is an inevitable part of personnel activity within any organization. Some of the most common circumstances under which employment is terminated include the following: Voluntary Termination (resignation or failure to return from leave); Involuntary Termination (discharge for cause, poor job performance, misconduct, abandonment of employment, etc.). All employees will be hired on a 90-day provisional contract and may be terminated at any time in accordance with the School's termination provisions. The School's policies and procedures regarding employment requirements and termination provisions are clearly delineated in the Employee Handbook (see Appendix M).

### ***Staff Participation in Professional Development***

At SKY Academy, the staff is expected to participate in all school professional development trainings. The School will provide staff development to all teachers in critical areas of need, as

well as in areas pertinent to student growth and in areas related to the mission and vision of the School (see trainings and workshops listed in Section 10, Management, of this application). The Reading Coach will plan and implement a series of professional development sessions on research-based literacy instruction. Teachers will also be encouraged to attend trainings offered by The School District of Sarasota County and scheduled professional development opportunities (and/or online classes or trainings) offered by the State. A staff survey will be conducted each year to identify staff development topics to be prioritized and planned for each school year. SKY Academy is committed to maintaining highly effective instructors by providing quality professional development that meets each educator's professional needs.

Each faculty member will complete an Individual Professional Development Plan at the beginning of each school year in order to identify areas for professional growth. The Individual Professional Development Plan is required pursuant to Florida State Statute 1012.98. The individual plan for the teacher must be related to specific performance data for students assigned to the teacher. The plan must define inservice objectives and specific measurable improvements expected in student performance, as a result of the inservice activity. The plan must have an evaluation component that determines the effectiveness of the professional development plan.

Instructional personnel will be evaluated in part on their adherence to the Florida Educator Accomplished Practices (FEAPs). The FEAPs are Florida's core standards for effective educators and provide valuable guidance to Florida's public school educators on what educators are expected to know and be able to do. There are six Florida Educator Accomplished Practices which are clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility. The fifth Accomplished Practice is "Continuous Professional Improvement." This FEAP states that an educator must design purposeful professional goals to strengthen the effectiveness of instruction based on students' needs, and that the educator must engage in targeted professional growth opportunities and implement the knowledge and skills learned in professional development in the teaching and learning process.

## Section 13: Student Recruitment and Enrollment

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

The student recruitment plan for the SKY Academy Englewood will focus on the target population of the SKY Academy. The School will recruit students using the following strategies:

- A. A massive marketing campaign to include all 6th through 8th grade students in the Englewood and North Port communities/The School District of Sarasota County.
- B. Marketing to these students through the YMCA of Englewood.
- C. Hosting Tuesday orientations starting in November of 2014.
- D. Demonstrations of wellness activities that will be offered at the YMCA of Englewood.
- E. Marketing to the target population through The School District of Sarasota County office for School Choice.
- F. Recruiting students that are enrolled in afterschool programs at the YMCA.
- G. Marketing to students/families through the Chamber of Commerce of the Englewood communities.
- H. Press releases in the local and county newspapers.
- I. Provide the community realtors with information to distribute to new clients.
- J. Have health fairs to demonstrate levels of wellness and the need to live a healthy lifestyle.

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

SKY Academy Englewood will recruit prospective students for enrollment through an extensive public information campaign that provides notification throughout all segments of the community. This will include direct mailings, public advertisements in the local and community newspapers, and informational meetings at several locations in different areas of the community. These information meetings will be advertised on the school website and in the local newspapers. All information will be provided in English and Spanish or other languages as appropriate. Meetings will be conducted by Board members and/or staff from the YMCA. SKY Academy will strive to ensure that the demographics for the student population mirrors that of Sarasota County Public School District. The School will not deny any student enrollment in our school based on gender, religion, ethnicity, race or disability.

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

The plan for student enrollment at SKY Academy Englewood will be guided by Florida State Statute K-20 Education Code, Chapter 1002, Student and Parental Rights and Educational Choices; specifically, 1002.32 and 1002.33 sections 9 (a), (b), (f) and 10 (a), (b), (c), (d), (e), (f), (g). The focus will be on the enrollment of those 6th through 8th graders who are seeking an alternative educational experience that meets their needs. SKY

Academy will enroll any eligible student who resides in the county and who submits a timely application as specified in the Charter, unless the number of applications exceeds the capacity of the school building, class size, and/or grade level. In such cases, the School will apply a random selection process that gives all applicants an equal chance of being admitted.

### ***Enrollment Timeline***

It is anticipated that the admission process will begin in November of 2014 once the Charter has been approved. Enrollments will be done using the Sarasota County Schools registration/reassignment form with some additional information. These registrations will be taken starting in November of 2014. It is anticipated that students will be enrolled by June 1, 2015. If the enrollment does not reach two-hundred students, new students will be admitted throughout the summer up to date certain for FTE in October. New students will also be admitted from the beginning of January up to date certain for the February FTE if the enrollment cap is not achieved.

There will be a student/parent orientation session the first Tuesday of every month. During this time students and families will be recruited and enrolled into the School. Again, students will only be admitted from the start of the first semester to date certain for FTE in October and the start of the second semester to date certain for FTE in February. The goal in limiting time frames for admission will help to preserve the validity of the random selection of students into the School. Also by starting students at the beginning of the semester, it is hoped that students will benefit from academic/learning cohesiveness which will help to increase student achievement.

### ***Preferences for Enrollment***

1. SKY Academy shall be open to any student covered in an interlocal agreement or residing in the school district in which the charter is located. Sarasota County district school children will have the priority for admission.
2. SKY Academy shall enroll an eligible student who submits a timely application unless the number of the applications exceeds the capacity of 200 students. In such case, all applicants shall have an equal chance of being admitted through a random selection, lottery process.
3. In accordance with s. 1002.33 (10) (d) F.S., SKY Academy may give enrollment preference to the following student populations:
  - a. Students who are siblings of a student enrolled in the School.
  - b. Students who are children of a member of the Board of Directors of the School.
  - c. Students who are children of an employee of the School.

### ***Lottery and Waiting List***

As per Florida State Statute 1002.33, a lottery will be conducted at each grade level that has more pre-enrollments than seats available for that grade. If a lottery is required after registration of enrollment period, that lottery will be held in open forum at the time and place



listed in the registration materials and/or flyers and school website. All lotteries will be conducted in a manner that ensures that each eligible student receives an equal chance of being selected. Pre-enrolled students' names will be drawn until the available seats for that grade level are filled. The remaining students' names will be drawn and placed on an ordered waiting list in which their name was selected. Once all grades are filled, any additional students who register shall be placed at the end of the waiting list on a first come, first served basis.

◆ **Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.**

SKY Academy Englewood will use a student/parent contract for initial and continued enrollment in the school. The contract will serve as the commitment to the mission and beliefs of the school. The contract may also serve as a determinate factor as to whether a student is dismissed from the school for contract violation(s). If a student is dismissed from the school for contract violations they will only return at the beginning or end of each grading period. This is to ensure that instruction and learning is maximized. The student/parent contract for the SKY Academy will include, but not be limited to, the following components: (1) Agree to the mission and beliefs of the school; (2) The student/parent will follow the rules set forth in the school and classroom; (3) The student and parent will follow wellness contracts for various wellness activities and goals; (4) The students/parents will agree to the wearing of a school uniform; (5) Parent/guardians will agree to contributing at least 20 hours of "in" and "out" of school volunteering opportunities. The volunteer opportunities will be available before, during, after school, and on weekends to accommodate family's busy schedules. These volunteer hours will be strongly encouraged but will not keep a student from attending the School.

◆ **Explain any other efforts to encourage parental and community involvement, if applicable.**

Parents and community members may be involved in the day-to-day operations of SKY Academy Englewood by becoming a member of the School Advisory Council (SAC), which will give these stakeholders an opportunity to communicate with the principal and staff regarding school goals and budget. Parents/Guardians may become members of the Parent Teacher Association (PTA) to help promote the School's objectives and become parent/guardian advocates. The PTA may also provide program ideas, resources, support, and volunteer leadership training. Through the PTA, the School will establish consistent communication channels between parents/guardians, teachers, and administrators using a variety of proven techniques and methods. All parents/guardians will be encouraged to participate in the PTA to make sure the needs of the Students and their families always come first. Parent and community members may also become involved by volunteering through the School's established Volunteer Services program. SKY Academy will rely on the YMCA and PTA Volunteers, as well as soliciting others, to provide assistance with individual reading tutoring, other academic tutoring, after school activities, field trips, wellness activities, newsletters, other communications, fund raising, health fairs, wellness activities, and building and grounds.

The School will create a number of opportunities within the organizational structure that will enable the School to build strong relationships with the parents/guardians and elicit participation. Some of these include the School Advisory Council (SAC), School Committees, Team Volunteers, Classroom Volunteers, providing input at board meetings, and annual surveys. All volunteers will be screened using The School District of Sarasota County volunteer screening process and receive training where appropriate. Background checks will be completed as stipulated by the Sarasota County School Board Policy concerning volunteers and with the assistance of Florida Department of Law Enforcement (FDLE).

### III. BUSINESS PLAN

#### Section 14: Facilities

##### **If the site is acquired:**

◆ **Describe the proposed facility, including location, size and layout of space.**

SKY Academy Englewood newly-constructed facility will be on-site at the Englewood YMCA (located at 701 Medical Blvd., Englewood, FL, 34223). The new building will include approximately 20 classrooms, administration offices, a media center/ learning lab, science and art rooms, a cafe, and a central meeting area. The school will have full access to the YMCA facility, including: pool, gymnasium, outdoor sports court, outdoor nature track/trail, state-of-the-art wellness center with strength and cardiovascular equipment, groups exercise rooms and locker rooms.

◆ **Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations and policies and is ready for the school's opening.**

The facility will be constructed for the express purpose of housing SKY Academy Englewood, a charter middle school. The building will be constructed to meet all applicable building codes. Additionally, the school facility will comply with applicable health codes, safety/inspection requirements, and will be comply with the Florida Building Code pursuant to Chapter 553 and the Florida Fire Prevention Code, pursuant to s. 633.025. SKY Academy will ensure that all building code approvals, compliance with the Florida Fire Prevention Code, and the Certificate of Occupancy are secured at least 15 days prior to the first day of school. At no time will staff and students be required to work or study in a facility that is unsafe or does not have a Certificate of Occupancy.

The School will work closely with the architect and local officials to ensure that the school facility is in compliance with all regulations, safety codes, ADA requirements, occupancy permits and all other federal, state, and local laws and regulations. The School will pay particular attention to compliance in the following areas: fire exits, parking, traffic, sprinkler systems, alarm systems, and maintaining inspections current. Evacuation routes will be posted in every room and all areas throughout the building to ensure fire safety precautions and to be prepared for other emergencies. A facility security plan will be developed by the School and approved by the Board in order to control access to the building and maintain a safe environment for students and staff.

◆ **Describe how the facility will meet the school's capacity needs for students to be served.**

The newly-constructed facility for SKY Academy Englewood has a maximum student capacity of 375 students. SKY Academy Englewood will comply with the requirements of s. 1002.33(16)(b)3., F.S. requiring charter schools to be in compliance with the maximum class size requirements based on the school-level average. The enrollment forecasts, tables, and

budgets are all consistent with class size requirements. The school's student/teacher ratio will not exceed 25:1.

- ◆ **Explain the anticipated costs for the facility, including renovation, rent, utilities and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs.**

*The financial plan for the proposed school should align with the facilities-related costs described.*

The projected cost for the construction of the new facility is approximately \$3,500,000. The facilities costs, utilities and maintenance costs are included for all five years of the term of the proposed charter in the budget located in Appendix Q. The cost for the construction of the SKY Academy Englewood facility will be covered by private donations from the Englewood community.

The School is actively fund raising for the construction of the facility and currently has an initial \$1,000,000 in hand and pledged gifts in the amount of \$500,000. SKY Academy anticipates an additional \$500,000 from local foundations, charities and grants. Additional donors are pledging the additional dollars in real dollars and in kind services. If for some reason the building runs over budget, the YMCA will fund the excess with cash or a loan to the YMCA.

The School also has a secondary option for the facility within one mile of the current site that is under consideration.

- ◆ **Describe the back-up facilities plan.**

- *What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?*

The Board has every expectation that the school facility will be able to open on time. However, if the school opening is delayed, the following potential back-up plan has been developed:

Option 1: The School will be housed in a recently foreclosed church-operated school (located at 881 S. River Road, Englewood, FL 34223). The property includes a 45,000-square-foot school building, which is separate from the worship building. The school building includes a double gymnasium, commercial-grade kitchen, and extensive classroom space on two stories.

Option 2: An additional option would be to place portables on the site of the Englewood YMCA in advance of construction.

## Section 15: Transportation Service

- ◆ Describe the school's plan for transportation, including any plans for contracting services. Your plan should discuss, to the greatest extent possible, the issues relevant to the school's transportation plans.<sup>2</sup>

SKY Academy Englewood will provide transportation services to accommodate students in Sarasota County communities who wish to attend the School. Students residing within a two-mile radius must furnish their own transportation unless there are hazardous walking conditions. Students living outside the two-mile radius, but within a four-mile radius of the School, will be eligible for transportation. Transportation may be considered for students living beyond the four-mile radius through depot stops, and on a space-available basis. All eligible students will be provided with equal access to school transportation. The YMCA of Southwest Florida currently transports students to and from the facility on a daily basis for after school programs and for sports team participation. The YMCA has the capacity to transport any student regardless of their special circumstances. Transportation service will be in compliance with Florida State Statutes, Title XLVIII K-20 Education code, Chapter 1006 Support for Learning, ss. 1006.21, 1006.22, 1006.23, 1006.24, 1006.25, 1006.261, 1006.27 and ss. 1002.33.

### ***Transportation Services/Bus Drivers***

SKY Academy Englewood will utilize the YMCA of Southwest Florida's fleet of buses to transport students. To accommodate transportation for the School, additional bus drivers may have to be employed and trained. All school bus drivers will have the proper licensure required by the State of Florida that enables them to transport students prior to being employed. The process for the recruitment and retention of school bus drivers is in place at the YMCA of Southwest Florida. The School will make an effort to recruit retired drivers from Sarasota County Schools. Training will be provided through the Sarasota County Schools' Transportation Department.

### ***School Bus Fleet Specifications, Inspection, and Maintenance***

Inspections will be in compliance with the State and will be performed by state certified inspectors. This will ensure that all modes of transportation are in compliance with Florida School bus specifications and Federal requirements. The School will contract certified Florida Department of Education inspectors, employed by Sarasota County Schools, to perform school bus inspections every 30 days. SKY Academy will also contract for maintenance and service for the SKY Academy Englewood school bus fleet to ensure the safety of all students and school personnel. The fleet of buses and its drivers will maintain and display the necessary certification and licensing documentation and permits.

All services performed by the school district for inspection, training and any other service will be agreed upon by the YMCA and Sarasota County Schools. An annual contract will be

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<sup>2</sup> The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter. (Section 1002.33(20)(c), Florida Statutes)

generated between the District and the YMCA for stipulated services and the cost for these services. Costs for transportation and services are reflected in the Budget section of this application (Section 17).

### ***School Transportation Operation and Logistics***

Transportation services will be needed July 1, 2015 in order to perform inspections and any necessary maintenance, repairs and diagnosis so that the fleet will be ready to transport students at the start of the 2015-2016 school year. The school facility is located on site at the Englewood YMCA which is located at 701 Medical Blvd., Englewood, FL, 34223.

Students that are expected to attend the charter school will come from the surrounding Englewood communities. It is anticipated that the majority of students will come from communities in Englewood as well as from northern Charlotte County. When students enroll in the school, neighborhood attendance pockets will be identified and depot pick up areas will be established. The starting and closing times for the school are as follows: school starts 6:30 a.m. with a before school program; school dismissal is at 1:35 p.m. and the after school program is from 1:40 p.m. to 2:40 p.m. The school will operate from 6:30 a.m. to 5:30 p.m. on Monday through Friday. There will be before and after school programs on Monday through Friday, with limited transportation provided by the YMCA. A breakfast program will be provided for students.

The SKY Academy Englewood will follow the Sarasota County Schools' Calendar. Transportation will not be expected when the district schools are not in session. When enrollment is complete for each school year, bus stops will be established by neighborhood and public school bus stops. The SKY Academy will work with the Sarasota and Charlotte County School District Transportation Departments to establish bus stops. The plan will ensure that the stops are well lit, close to schools or homes and away from busy highways whenever possible.

The YMCA has a system in place for school-planned field trips. The school will follow the district's safety procedures and guidelines. The plan also includes logistics and accounting related to the transportation of students. The YMCA has a system in place to include insurance and risk management relating to transportation. The school bus transportation will be insured and managed by the YMCA. Transportation plan to include finance, funding claims, and reimbursement. SKY Academy will follow the Sarasota County Schools procedures to ensure that state transportation funding can be secured.

### ***Safety***

The school will hold the proper bus evacuation drills as required. Bus drivers will ensure that students are knowledgeable of bus safety and rules by having the students and parents sign a contract. School bus loading zones and parent pick up will be clearly designated. All rules and procedures will be a part of the School's Parent/Student Handbook. Staff will be trained and assigned to the parent pick up and bus loading zone to ensure safety and procedures are being followed. The responsibility for student discipline on the buses starts with the individual students and their parents. If students need to be reprimanded for breaking or not following rules, the school administration will follow the Sarasota County School Code of Conduct consequences for bus infractions. All inquiries from parents and others about service, discipline, and other issues

will be handled at the appropriate level. The bus driver will be responsible for keeping students, parents and the school administration aware of all situations. The school administration will handle all issues that cannot be resolved by the bus driver. SKY Academy Englewood will comply with all state statutes and rules pertaining to the safety of transported students, and with the established transportation service guidelines of Sarasota County Schools.

***Finances***

The process for reimbursement for transportation service will be in compliance with state statutes and the Sarasota County School Board. During the FTE time frames the school will estimate the time and mileage for each bus route. This estimation is multiplied by 180 to cover the school year transportation. Driver's salaries and mileage rates will be also being reported using the YMCA's current rates for mileage and average bus driver salary. Every October and February an actual count of students being transported will be reported on a per bus basis. The SKY Academy will work in collaboration with the school district so that state reimbursement funding can be maximized. If the average bus occupancy (ABO) is skewed due to the SKY Academy's transportation services, the School will not hold the school district accountable to reimburse for these students.

## Section 16: Food Service

- ◆ **Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program.**

The food service program for the SKY Academy Englewood will be in compliance with Florida State Statute Title LXVIII K-20 Education code, Chapter 1006 Support for Learning and Student Services, ss. 1006.06, 1006.0605, 1006.0606. SKY Academy Englewood will be a satellite site of the National School Lunch Program at the SKY Academy Venice. The lunch program will be replicated and include all required reporting and documentation by the NSLP. The School will replicate the food service program currently in operation at SKY Academy Venice and will have the services of a dietician and chef to prepare all foods provided to students. The School will have a Cafeteria on site and all meals will be prepared and served at the school site in accordance with standards established by the Florida Department of Agriculture and Consumer Services. The cafeteria kitchen, serving line and equipment used to store and maintain food will comply with health, safety, sanitation, and food temperature requirements. Foods will be maintained at the proper temperatures using the proper equipment. The School is required to have a minimum of two satisfactory health inspections per year. The School will post the Food Service Permit to Operate and the most current Department of Health Inspection Report in a visible location of the cafeteria. Additionally, the School will post the most current report in a visible location in the main office, as well as on the School's website.

SKY Academy will be a National School Lunch Program Sponsor approved by the Florida Department of Agriculture and Consumer Services. The School will adhere to dietary guidelines under the National School Lunch Programs. The School will not allow students to go hungry if they do not bring lunch money. The School will have a plan to provide meals for students without lunch money. The School recognizes only a NSLP Sponsor may be reimbursed for free and reduced priced meals. Children from households with incomes of less than or equal to the income criteria, as determined by NSLP guidelines, may be eligible for either free or reduced priced meals. The School will provide copies of the application forms to parents at the time they enroll their children in the School.

The local health department will be notified of the School's existence and intent to provide food service to public school students as described herein. The School will apply for a "Permit to Operate" and maintain that certification/licensure current.

SKY Academy will follow the procedures listed below when distributing and processing Free and Reduced Meal Applications:

1. The School will distribute a Free and Reduced Meal Application (as found on the FLDOE website) to all of its students within the first five days of opening the school. Applications will be available in multiple languages.
2. Returned applications will be evaluated by the School's Business Manager on the basis of the current table for income and number of persons in the household to determine free or reduced price status. Applications will be processed within 10 days.



3. A response will be sent to the student's parent/guardian. In accordance with the National School Lunch Act -42 U.S.C. 1751(b)(2)(c), a confidential list is then compiled and forwarded to the cafeteria manager.
4. Meal benefits begin on the day the application is approved at the school site and continue through the school year in which the application is approved and for approximately the first twenty days of the next school year. All students approved for free or reduced lunches are entitled to receive a breakfast in the same category.
5. Applications will be retained for 3 years beyond the current eligibility year.
6. Edit checks will be completed to compare the number of free and reduced price meals claimed to the number of approved active applications.
7. Applications will be kept confidential per USDA requirements.
8. The School will collaborate with the district to process as many students as possible via a Direct Certification Method utilizing data provided to the District by the Florida Department of Education.
9. Records will be kept regarding how applications were selected for verification, and how each application was verified; the date notices were sent; notes on contacts made; the results; the reasons for any changes in eligibility; and the signature of the official.
10. Appropriate nondiscrimination notices will be made including the prominent posting of the USDA nondiscrimination poster.

Students from households who receive food stamps and/or Temporary Aid to Needy Families (TANF) and who have a TANF number on file at the school may be eligible for direct certification. Students approved by direct certification are not required to have an application on file. Application forms will be sent to all homes with a letter to parents and guardians. To apply for free or reduced priced meals, parents of students must fill out an application and return it to the school. New applications will be filled out at the beginning of each school year for meal benefits to continue. Administrative staff will be available to answer any parent questions or concerns.

After the application is processed, a response is forwarded to each child and the child's parents/guardians in accordance with the National School Lunch Act -42 U.S.C. 1751(b)(2)(C); a confidential list is then compiled by the school and forwarded to the food service manager. Meal benefits will begin on the day the application is approved at the school site and continue throughout the school year in which the application is approved, the summer, and will be carried forward for the first thirty operating days of next school year. At the Point of Service, students who have eaten breakfast or lunch will be marked to keep track of who has received their breakfast or lunch. Edit checks will be conducted to compare the number of free and reduced meals claimed to be the number of approved active applications. Applications will be kept confidential per USDA requirements. Direct Certifications will be given to those students whom the district has identified. Records will be kept regarding how applications were selected for verification and how each application was verified; the date notices were sent; notes on contacts made; the results and the reasons for any changes in eligibility and the signature of the official in charge. The USDA non-discrimination poster will be displayed.

## Section 17: Budget

- ◆ **Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget should be based on the projected student enrollment indicated on the cover page of the application.**

### **Five Year Operating Budget**

The SKY Academy Englewood has developed a five year operating budget for the duration of the charter agreement, a Year One Detailed Report that provides Cash Flow Projections and a First Year Budget in the Sarasota County School District and Florida Redbook format. This draft assumes a gradual increase of enrollment by 50 students per year for five years, an increase in staffing as noted on the five year staffing projections for the school, and a three percent increase in expenditures for cost of living increase annually. The budget will also reflect a 3% surplus annually which is above the required two percent.

Once the enrollment has been determined, our school will complete an FEFP form with the breakdown of projected students by grade level, and percentage of ESE and ELL students. For budget purposes we will adjust the percentage of target school enrollment to reflect actual FTE. The enclosed financials project 95% of the estimated target number of students enrolled each year. The SKY Family YMCA will provide additional operational advances to our school to assist with renovation and Cash Flow challenges. Included in Appendix R is a letter from the CEO of The SKY Family YMCA substantiating the YMCA's commitment and financial ability to support the school.

(Please refer to Appendix Q for the Five Year Operating Budget Projections.)

- ◆ **Provide a start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.**

### ***Start-Up Budget***

Startup funds will include advances by the SKY Family YMCA. There also may be a grant of \$100,000.00 secured from a community foundation for assistance with the start-up costs of the school. The SKY Academy Englewood will receive an advance of \$50,000 from The SKY Family YMCA for start-up revenues. The table below identifies the projected operational costs of staffing, equipping a temporary office, and marketing etc. Those items allowable according to Federal Start - Up Grant specifications will be submitted for reimbursement if the competitive grant is received.

Start-Up Cost Projections (December 1, 2014 through June 30, 2015)

#### REVENUE

Community Grant	\$100,000
Advance from South County Family YMCA	\$50,000
TOTAL REVENUE	\$150,000

<b>EXPENDITURES</b>		
<b>ITEM</b>	<b>Cost</b>	<b>Description</b>
<b>Principal</b>	<b>\$40,000</b>	<b>Half year salary</b>
<b>Administrative Assistant</b>	<b>\$17,500</b>	<b>Half year salary</b>
<b>Benefits</b>	<b>\$14,37</b>	<b>25 % of salaries</b>
<b>Phone/Internet</b>	<b>\$1,150</b>	<b>6 months @ \$250 set up/150 mo.</b>
<b>Supplies</b>	<b>\$51,500</b>	<b>6 months ( \$250 monthly)</b>
<b>Technology</b>	<b>\$5,200</b>	<b>May be added to final lease on tech</b>
<b>Copier</b>	<b>\$6,000</b>	<b>May be added to final</b>
<b>Copy Supplies</b>	<b>\$ 2,000</b>	<b>Lease Monthly charge on a per copy estimation</b>
<b>Marketing</b>	<b>\$25,000</b>	<b>Estimation for printing, postage, etc.</b>
<b>Recruiting</b>	<b>\$5,000</b>	<b>Estimation for ads, brochures, etc.</b>
<b>Renovations</b>	<b>\$25,000</b>	<b>Architect fees, legal fees, Permitting, materials, labor, etc.</b>
<b>TOTAL EXPENDITURES</b>	<b>\$142,725</b>	
<b>ANTICIPATED FUND BALANCE</b>	<b>\$7,275</b>	

- ◆ **Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based.**

### **Revenues**

#### ***Operating Budget Assumptions***

The estimated revenues are based on Charter School Revenue Estimate Worksheets provided by the Florida Department of Education website. Estimates are from the projected numbers using the Sarasota County School district Chief Financial Officer's financial worksheets. The estimates are based on projected sources of revenues from our SKY Academy Venice's 2013-2014 school year for the first year of operation. For the last three year budget projections the administrative fee is the same. This is due to the change in the legislation that the fee is charged for the first 250 students. We will have projected more students than 250 by these years. The Chief Financial Officer of the

school district advised us to keep that figure the same for years three, four and five of our projected operating budgets.

Our School will operate as a grade 6 through grade 8 School with a start-up of grades 6-7. FTE will be based on these grade levels and State projected per pupil revenues for the Sarasota County School District. Revenue sources are the October/February FTE, State Categorical Funding, Charter School Capital Outlay, additional revenues may come from state generated IDEA, transportation, Charter School Capital outlay, reimbursement, the National School Lunch Program and local funding. The School will also apply for the Merit Award Program from the Office of Independent Education and Parental Choice, federal grants and entitlements to include: a Charter School Program (CSP) "startup grant"; implementation grant and any grant available through the US Department of Education. At the beginning of the fourth year of operation and thereafter, charter schools are eligible to receive capital outlay funding. Based on the numbers from the district finance office, the school would receive \$427.55 per student the fourth and fifth year of operational funding. SKY Academy Englewood will have repayment costs and costs for contract services from The SKY Family YMCA. These services will include the following and are reflected in the annual budgets for the school: 1) lease payments to the YMCA for use of space; 2) a payment schedule for the repayment of the \$3 million dollar new construction/renovation done by the YMCA; 3) a repayment schedule for the \$50,000 start-up loan; 4) transportation costs; 5) contract costs for food service and 6) shared plant/facilities operation costs.

The SKY Academy Englewood has already received a gift of \$1 million local dollars to help start our school.

#### Expenditures:

Expenditures for the SKY Academy Englewood consist of fixed costs, salaries and benefits, lease costs, utilities, phone, internet, insurance and interest on debt when it is incurred.

The Board of Directors of the SKY Academy Venice has decided on the following base salaries for the administration, classroom teachers, aides, other certified, substitute teachers and other support personnel. The Sarasota County salary schedules for classified and instruction was used to help determine these base salaries. We realize that some of the salaries are under the pay scale of the Sarasota County Schools. We feel that the employee benefits and other benefits that the YMCA has to offer will offset this difference. As the school grows and is successful salaries will become more in alignment with the Sarasota County School District.

#### Salaries:

- Administrator salary is based on an index of \$80,000 to \$100,000.
- Classroom teacher salaries are based on an index of \$41,000 and up per teacher.
- A Bachelor's Degree and five years' experience on the Sarasota County School District instructional Pay scale.
- Classroom Aides salaries are based on an index of \$21,000 per aide.
- Other certified salaries are based on an index of \$35,000 for an administrative assistant, \$30,000 for a registrar and \$27,000 for a school nurse.
- Substitute teachers will be paid the same rate as the Sarasota County School Board.

- Two bus drivers at 4.5 hours per day will be \$23,000.
- Substitute teacher costs were estimated as follows: Year 1; five days per week X 36 weeks in a school year X \$110.00 /day (average cost of a substitute teacher). Year 2: six days per week; Year 3: seven days per week; Year 4: eight days per week; Year 5: nine days per week.

A percentage of 25% of base pay was used to determine the cost of benefits for the employees. A 3% annual increase in salary index was added each year for five years for all staff.

**Non-Salary Expenditures:**

First year expenditures are based on estimates of current pricing and identified needs to establish the educational environment. Naturally the first year costs of expenditures in some areas will be greater than expenditures for subsequent years. The second year's expenditures are based on the expenditure budget from information provided by the director of finance of the Sarasota County School district. We used this as a basis to help us determine a starting point. The numbers of students was proportioned to fit our enrollment projections for the SKY Academy Englewood over the next four years. For example, the school used as a basis for our expenditures consists of 800 students. We estimate an enrollment in the first year of 200 students. This would be 25% plus base expenditures to estimate a second year budget. The third year budget with an estimated enrollment of 350 students would be 31% plus the base expenditures. The fourth year budget would be 40.5% plus the base expenditure budget and the fifth year of operation would be 50% plus the base expenditure budget. We also used a cost of living index increase for each year of 3% to cover the cost of inflation. The following major object categories from the Financial and Program Cost Accounting and Reporting for Florida Schools (Red Book 2001) are used to develop our budget. Cost for materials, supplies, contracted services, technology, and other areas are listed under the categories. Categories and estimated costs are:

Materials and Supplies: supplies, textbooks, periodicals, food, other materials and supplies

Textbooks and Instructional Supplies	\$140/student
Classroom Supplies	\$75/student

Purchased Services: to include travel

Speech/OT	\$65/hr
School Psychologist	\$65/hr

Capital Outlay: library books, audio-visual materials, furniture, fixtures and equipment, remodeling, renovations, computer software

Software	Variable	
Furniture and Fixtures	(capitalized and non-capitalized)	Variable
Equipment: classroom, office		
Computer Equipment	\$750/machine	
White Board	\$3,800/board	
Multimedia Projectors	\$600-\$1000	
Overhead Projectors	\$200	
Cameras	\$375	

Other Expenses: dues and fees	
Administrative Expenses	
Copier Lease	\$300/mo
Office Supplies	\$4,000/yr
Office Equipment (existing school)	\$1,000/yr
Computer Equipment	\$750/computer plus printer and Software
Other Administrative Expenses	
Postage	\$ 6. 00/Student
Printing and Advertising	\$2500-\$5000/year
Conferences	\$2500/year
District Administrative Fee on the	5% of the first 250 students based
Total revenues including transportation	
Professional Legal Services	\$250/hr.
Independent Financial Audit	based on current audit costs
Officers and Directors Insurance or Liability/Errors and Omissions/Crimes	\$14-\$22/Student
Governance Training	
Facilities Expenses- All expenses and shared expenses are reflected in the annual budgets (Appendix Q, Finances)	
Building Lease	
Renovations/New Construction	\$3.5 million
Repairs/maintenance	
Improvements- fencing, landscaping, paving	
Plant Operation	
Telephone, fax, internet	
Utilities	
Janitorial Services	
Cleaning/Maintenance Supplies	
Repairs and Maintenance	
Fire Alarm/Security Monitoring	
Fire Inspections	
County Health Inspections	
Grounds Maintenance	
Carpet/floor cleaning	
Yearly Interior Painting	
Pupil Transportation Services	
Bus Insurance	
Maintenance, repairs, gas	
Bus Inspections	
Bus Driver Training and Certification	
Fees: License and Drug Testing for Drivers	
Cell Phones	

## Food Services

Vehicle to Transport Meals

1 Gallon of gasoline per day

Estimated costs came from Department of Education, Office of School Choice, and Charter School New Applicant Workshop.

Function codes will include the following expenditures from the four function categories: Instruction; Instructional Support Services; General Support Services; and Community service. Attendance and Social Work- contract services

- Guidance Services — contract services with outside community agencies such as BIGS
- Health Services — health assessments
- Psychological Services — contract services
- Parent Involvement — parent/community tutors
- Other Pupil Personnel Services: Speech/Language Therapist contract services

It is our intent to build in a positive anticipated fund balance for a 3%-5% reserve to be used in emergency spending situations each year of operation. In addition to the built in reserve we are required to save an additional 2% annually. Instructional budget expenditures will be driven primarily by identified educational needs in the Charter School annual School Improvement Plan (SIP).

### **Start-Up Budget Assumptions**

As stated earlier, projected operational costs for staffing are based on the decided employee salaries for a principal, an administrative assistant and three other employees to assist with clerical/bookkeeping functions for a six-month time period. Equipment, supply and technology costs are based on current YMCA costs. There are currently office spaces available in the YMCA building which will house the SKY Academy Englewood until the new site is complete and occupancy is allowed. Marketing and recruitment costs are based on expenditures for printing, copying, postage facility use and personnel time for specific marketing and recruiting events. The renovation process will begin as soon as possible after the Charter approval. The costs are estimated for permitting, legal fees, architect costs, materials and labor costs.

Revenues will likely be garnered through a community support grant for \$100, 000 and advances from The SKY Family YMCA nonprofit organization. We will apply for a Federal Charter School Program (CSP), "start-up grant" to further support the startup success of the school. Other expenses are comprised of estimated costs for student demographic analysis, permitting, charter application development, public relations, parent information sessions, principal search, selection etc.

### **New Construction**

The new construction for the SKY Academy Englewood includes costs for architect fees, permitting, and construction costs to include materials and labor. The estimated cost is \$3.5 million. The SKY Family YMCA will pay for all construction costs and the SKY Academy will sign a lease agreement for the school. New Construction is planned to start as soon as the Charter Application is approved.

### **Spending Priorities**

The spending priorities for the SKY Academy Englewood are as follows for the start-up and first year of operation.

1. Hiring a highly qualified administrator January 2015
2. Hiring a highly qualified administrative assistant/registrar January 2015
3. New building construction starting November 2013 to completion June 2015
4. Classroom furniture and equipment procured in time for school opening 2015
5. Classroom supplies order starting procured for school opening, 2015
6. Textbooks order starting procured for school opening 2015

Primary spending priorities are to support and directly related to student instruction and success. This would include: salaries and benefits of instructional staff, instructional materials and supplies, contracted services for special education, assessments, transportation, food services, insurance, facility costs, and support personnel costs necessary to provide a safe and healthy learning environment for the students.

Secondary spending priorities for those non-essential but beneficial expenses to improve student learning are usually incurred as the school reaches its targeted student capacity of 375 students.

◆ **Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.**

The governing board of the SKY Academy Englewood will receive at its monthly meetings a budget from the principal. This report will reflect the monthly accountability report that is due to the Sarasota County School Board financial department. If there are any shortfalls to the budget due to lower than expected enrollment, The SKY Family YMCA will compensate from their budget the shortfalls that may occur. SKY Academy Englewood has a tremendous opportunity to develop and create programming and at the same time be a benefactor of all of The SKY Family YMCA. The SKY Family YMCA currently has reserves in excess of \$3,000,000. The excess revenues this fiscal year as an organization will be in excess of \$1,700,000. The model that has been created by for the SKY Academy Venice will be duplicated by the SKY Academy Englewood. The Board of Directors of The SKY Family YMCA, as well as the Board of Directors of SKY Academy Englewood will carefully monitor monthly the all financial issues so that each month the school's finances will be in the black.

◆ **Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.**



***Start-Up Period and Each Year of Charter Term Monthly Cash Flow Projections***

Please refer to Start-Up/Charter Term Monthly Cash Flow Projections and Five Year Monthly Cash Flow Projections (Appendix Q).

- ◆ **Describe the school’s fundraising plan, if applicable. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the school’s start-up or operating budgets.**

The SKY Academy Englewood will participate with the current fundraising plan and events of The SKY Family YMCA. The SKY Academy Englewood expects to be awarded a grant from a community foundation. This grant of \$100,000.00 will help the academy to offset start-up costs for the charter school.

The community’s support of and requests for SKY Academy Englewood are notable. The School conducted a market research analysis following anecdotal inquiries from families as to when the school would come to the Englewood community. The concept of SKY Academy Englewood has been championed by community and business leaders. Community letters of support to demonstrate the enthusiasm for the School are attached (Appendix S).

## **Section 18: Financial Management and Oversight**

- ◆ **Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.**

### ***Overall Financial Oversight***

The Board of Directors of the SKY Academy Englewood and the Principal will oversee the budgeting process and finances of the Academy. The Senior Accountant of The SKY Family YMCA will be contracted to provide the services for the school accounting process of the SKY Academy Englewood. The budgets and accounting for the Academy will be totally separate from The SKY Family YMCA. The SKY Academy Englewood will contract services from The SKY Family YMCA for accounting and bookkeeping using the prescribed state of Florida regulations, along with the Generally Accepted Accounting Principles (GAAP), Florida Program Cost Accounting Reporting for Florida Schools, "red book" accounting procedures.

### ***Preparation and Monitoring of the Annual Budget***

The SKY Academy Englewood Principal will prepare the annual budget and will review it with the Board of Directors. The budget will initially rely on data from schools of anticipated enrollment comparable size and will eventually be based on its own historical trends as the SKY Academy Englewood continues to exist. The budget will be presented, approved and monitored by the SKY Academy Englewood Board of Directors at designated monthly meetings. Monthly financial status reports will also be generated for the Sarasota County School District Finance Office. Annual budgets of the SKY Academy Englewood will be audited once per year. This audit will be reported to the Academy Board of Directors and the Sarasota County School District Finance Office.

### ***Financial Statements***

The Senior Accountant will work in conjunction with the Principal to prepare monthly financial status report statements, which will be reported to and reviewed by the Board of Directors. Monthly financial status reports will also be reported to the Sarasota County School District Financial Office. Financial statements will be reported on the Sarasota County Financial Office forms. Statements will be signed by the Chairperson of the SKY Academy Englewood Board of Directors and the School Principal.

### ***Payroll Processing***

Payroll processing will be contracted with the YMCA's Director of Human Resources and will be processed electronically by ADP, including the use of biometric hand scanners.

### ***The Accounting System***

Student attendance will be tracked by the Administrative Assistant, who will submit the accounts receivable to the Financial Staff of the Sarasota County School District.

Invoices will be processed by the Accounts Payable Administrator of the YMCA of Southern Florida who will report to the Senior Accountant. All invoices will be approved and signed by the School Principal. The Chief Financial Officer will open bank statements

and then give them to the Senior Accountant for monthly reconciliation to the general ledger. The bank reconciliations will be reviewed and signed by the Chief financial Officer and School Principal each month.

### ***Internal Auditing***

The internal controls established at the SKY Academy Englewood will mirror but be treated separately from those of The SKY Family YMCA. The controls have been tested extensively in the past by various CPA firms. They will be audited in conjunction with a financial statement audit by an independent auditing firm on an annual basis following the school's fiscal year July 1st through June 30th.

- ◆ **Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.**

The SKY Academy Englewood board of Directors will convene monthly to review financial statements prepared by the finance staff, including a variance analysis comparing actual results to budgeted ones. The Sarasota County School District Finance Department forms will be used for annual and monthly budgetary reporting. An independent auditing firm will be retained annually to produce audited financial statements.

- ◆ **Describe the method by which accounting records will be maintained.**

Accounting records will be maintained both by the school Administrative Assistant and finance staff of The SKY Family YMCA. The Administrative Assistant will be responsible for collecting and storing student records as well as receipted checks. He or she will then submit a copy of checks received to the Senior Accountant. The Accounts Payable Administrator will retain copies of invoices and check stubs. All offices of the above staff members will be locked each day.

- ◆ **Describe how the school will store student and financial records.**

Student records are accessible to individuals on a need to know basis when requested. Examples could be a parent wanting to review academic records or a school psychologist to review a student's cumulative records. Our School will designate a person as the custodial keeper of student records who will be responsible for ensuring the confidentiality requirements. Employees who will utilize the records will receive instruction regarding the procedures for handling and managing confidential material and the records custodian will maintain a listing of employees with access to the records and a logbook of each individual who has access to the records. A private, secure area in the records room will be set aside and no records will leave the record room. Student records are available for audit at any time during the year to ensure that funds are properly allocated. We will require a request in writing at least one week in advance of the audit to ensure that the records custodian and principal are available to assist with the records. The Academy will also require that auditors provide proper identification and sign in the logbook.

We will follow Florida State Statute Chapter 119 which states that permanent or archival records shall be kept in fireproof and waterproof safes, vaults or rooms fitted with noncombustible materials and in such arrangement as to be easily accessible for convenient use. The Academy will purchase fire proof filing cabinets and the storage area will be locked.

- ◆ **Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance and directors and officer's liability coverage.**

SKY Academy Englewood will use the same company as The SKY Family YMCA for the insurance requirements of the school. The YMCA currently retains Key Agency, Englewood, Florida as the company's insurance broker. Below are examples of some of the identified school-level potential risks and their associated methods of mitigation.

Property Casualty Insurance; Maintenance Program and teacher supervision  
General Liability Insurance; Administrator and teacher in-services and student supervision  
Employer Practices Liability Insurance (including teacher-student interaction)  
Administrator and teacher in-services Employee Theft Insurance; background checks; finger printing and drug testing; bonding of employees who handle cash; Financial Reporting Misstatement; Monthly internal budget vs. actual reviews; formal quarterly SKY Academy Englewood Schools Board of Directors meetings; annual external audit Attendance and Student Files Statistical Data; Random review and audit of student files; daily review of attendance reports; on-going checking of class counts.

Our School will secure insurance in order to comply with requirements specified by the School Board of Sarasota County or applicable status statutes. A sample of typical coverage of SKY Academy Englewood includes:

- Errors and Omissions Insurance and Employment Practices Liability in the amount of \$3,000,000 per act/omission.
- Officers and Directors Liability Insurance in the amount of \$3,000,000 per act.
- Crime Insurance
- Commercial General Liability Insurance in the amount of \$1,000,000 per occurrence.
- Automobile Liability Insurance in the amount of \$1,000,000 with a \$1,000 collision deductible.
- Employees Liability Insurance in the amount of \$3,000,000 per act/omission
- Property in the full replacement value with a \$5,000 deductible for all perils except a \$5,000,000 limit earthquake and flood with a \$50,000 deductible.
- Health Insurance for applicable employees, including dental and vision.

SKY Academy Englewood will be added to all insurance policies currently owned by The SKY Family YMCA. Health insurance will be an HMO plan through Aetna, and dental and short-term and long-term disability insurance will be through Principal. Worker's compensation insurance is through Bridgefield Casualty. General liability, property, and directors' and officers' liability insurance are all policies obtained from Redwoods Group.

Where applicable the School Board will be named as an additional insured. The school will carry the necessary workers compensation insurance and unemployment compensation in conjunction with The SKY Family YMCA.

The insurance companies that provide coverage are rated by AM Best as "A" or better, and financial size category "VII" or better.

## Section 19: Action Plan

- ◆ **Present a projected timetable for the school’s start-up, including but not limited to the following key activities:**
  - i. **Identifying and securing facility**
  - ii. **Recruiting and hiring staff**
  - iii. **Staff training**
  - iv. **Governing Board training**
  - v. **Policy Adoption by Board (if necessary)**
  - vi. **Lottery, if necessary**
  - vii. **Student enrollment**

**The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor)**

**Proposed SKY Academy Englewood Start-Up Timetable**

TASK	S	O	N	D	J	F			M	A	TCD*
Acquire building permit for new construction (YMCASF)											9/30/14
Award of Charter											11/1/14
Recruit and hire Principal (YMCASF)											12/1/14
Recruit and hire Administrative Assistant (Principal)											1/2/15
Organize/Implement community partnerships (Principal)											Ongoing
Create Marketing Plan and materials (Principal)											12/1/14
Market School to prospective students and parents (Principal)											12/1/14
Order furniture/facility set up (Principal)											6/30/15
Recruit, hire teaching staff (Principal)											6/30/15
Begin/develop/complete Parent/Student/Faculty handbooks (Principal)											6/30/15
Begin/develop Curriculum Guides implementation (Principal)											6/30/15
Begin/develop/complete textbook/instructional materials list (Principal)											6/30/15

Complete plans for ESE/ELL program implementation (Principal, SEBD)										6/30/15
implementation (Principal, SEBD)										
Governing Board Training (Principal, SEBD)										
Organize/implement/complete parent involvement process — PTO (Principal)										7/1/15
Plan/organize/conduct teacher/staff pre-school in-service (Principal)										8/1/15
Conduct lottery if necessary and notify parents about student status (Principal)										5/1/15
Notify Board of directors of enrollment and collect student registration information (Principal, registrar)										7/1/15
All policies approved by Governing Board (Principal, SEBD)										7/1/15
Organize/complete/ implement technology (Principal)										8/1/15
Organize/complete/implement professional development plan (Principal)										8/1/15
Final building inspections ( CEO YMCASF)										7/15/15
Coordinate with YMCA staff and SKY Academy Englewood faculty/staff (Principal, CEO YMCASF)										Ongoing
Start of School year (Principal)										8/15

\*TCD — Task Completion Date

( ) denotes person(s) responsible for task

SEBD — SKY Englewood Board of Directors

YMCASF — The SKY Family YMCA

All dates are subject to change depending on completion of new building completion.

### III. STATEMENT OF ASSURANCES

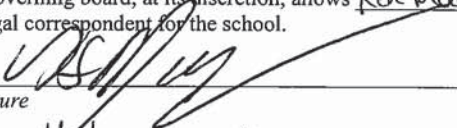
This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for SKY Academy is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Ken Modzelewski (name), CEO/President (title) to sign as the legal correspondent for the school.

Signature



Date

7/22/14

Printed Name

Ken Modzelewski



## **APPENDICES**

## **APPENDIX A**

### **SKY Academy Student/Parent Handbook**



**Academy**

Strength and Knowledge at the YMCA

**SKY Academy**  
**Student/Parent**  
**Handbook**



## PARENT/SCHOOL CONTRACT

**As the parents/guardians of a SKY Academy student, I agree and adhere to the following:**

- We have made a personal and informed decision to enroll our child(ren) at SKY Academy in order to provide our child with a unique educational opportunity;
- We have made the decision to enroll our child at SKY Academy, based upon our desire to become active partners in the education of our child; and
- We recognize that SKY Academy is a public charter school of choice not entitlement.

As parents of a student at SKY Academy, our commitment is to abide by the following rules and regulations adopted by the Board of Directors:

- A. To recognize and embrace my role as having primary responsibility for the education of my child.
- B. To attend all conferences scheduled with members of the SKY Academy staff.
- C. To participate in the Parent Volunteer Program, including volunteering 10 hours/year per family,) in a capacity that is sensitive to the needs of the School. Families must all register on PALS' prior to the school year starting. Any family that does not complete the required 10 hours per year could jeopardize your child's placement next school year.
- D. To provide transportation to and from school for my child. If my child is continually tardy, I understand that for the benefit of my child's education, he/she may be required to attend a school that is more accessible for my child.
- E. To purchase uniforms for my child from the SKY Academy Board approved supplier and ensure my child abides by the Dress Code of SKY Academy.
- F. To supply a healthy lunch and a snack, either brown bagged or purchased from the SKY Academy approved vendor, each school day for my child.
- G. To be responsible for timely payment of any fees accrued to my account at SKY Academy.
- H. To encourage my child to abide by Sarasota County School District's Public School Code of Conduct, supplemented by the SKY Academy Code of Conduct and Honor code. Infractions may result in a discipline referral form, which will be placed in my child's school record.

To ensure my child does not bring any games, toys, or electronic devices from home into the classroom. The teacher will confiscate any unauthorized items that my child may bring to school. The school administration may keep such items until the end of the school year. While the school will make every effort to protect such confiscated items, we cannot be responsible for lost or damaged items.

- J. To ensure my child maintains a satisfactory Grade Point Average (GPA). The minimum requirement for participation in after school sports and activities in the State of Florida is 2.0. SKY Academy, as part of our Honor Code, will enforce stricter rules. The minimum requirement for participation in sports and activities at SKY Academy is 2.5. Any student who fails to achieve this minimum requirement at the end of any 9 week period will be placed on Academic Probation, and parents will be required to attend an Academic Improvement Plan conference. If there is no improvement at the end of the semester, the AIP will be reviewed and further interventions and/or recommendation for alternative placement may be considered. Parents are responsible for the implementation of all aspects of the plan.
  - K. To provide my son/daughter with a complete Executive Skills Student Kit with all needed supplies including math calculator, student planner, binder and all supporting materials as supplied for a fee by SKY Academy only.
2. In order to enhance my child's academic growth, I agree to do the following:
- A. To read and use information sent home by the school to keep parents informed of the academic topics to be introduced and studied in the classroom.
  - B. To provide a suitable time and place within the home for homework.
  - C. To assist my child in obtaining and regularly using a library card at the Public Library and allow for thirty minutes of reading daily.
  - D. To limit television and video games during the week and allow more time for reading, studying and family time.
  - E. To check my child's homework folder nightly, and to encourage my child to reach his or her academic level with deep commitment and enthusiasm for learning.
  - G. I agree to have my child here on time each and every day. I understand that attendance is mandatory. After an absence, the parent must send a handwritten note explaining the reason for the child's absence. I will adhere to Florida State student attendance laws and Sarasota County attendance policies. Excessive tardiness will result in detentions and referrals.
  - H. I agree to pick my child up each and every day on time. The school reserves the right to apply sanctions to students who are on campus during no-school hours and who do not participate in the before/after school care program, classes or tutoring programs, or are participating in a school sponsored club or sports activity.

**We understand that by not fulfilling my contractual obligations to the School and to my child, this may result in my child being suspended or withdrawn and referred to a regular Public School or a private school of the parent's choice as approved by the SKY Academy Board of Directors.**

## SCHOOL UNIFORM POLICY

The appearance of the members of the SKY Academy family is of paramount importance to us as we believe that pride in our appearance is fundamental to good character development and success.

The following is the uniform policy that is endorsed by SKY Academy. Students are required to follow this policy, and failure to do so will result in administrative action being taken against the student.

**Please Note: Students who are not wearing the correct uniform will be suspended indoors until they are in compliance with the following code. Repeat violators may be subject to more severe sanctions.**

### All Students

1. All students are required to wear Khaki shorts/skorts or pants with the SKY Logo. These pants may not have cargo pockets, unusual tailoring and/or labels, may not be manufactured from jean material and must be fitted to the student correctly. Pants that are too big for the student are not acceptable and will be deemed in violation of the uniform code.
2. Shirts must be White, Light Blue or Royal Blue, bearing the SKY Academy logo. 8<sup>th</sup> Grade ONLY will have the option of wearing the Purple shirt in addition to the above colors. No other shirt colors or styles are permitted. All shirts must be correctly tucked into pants/shorts at all times and secured in place with a belt. A maximum of one (1) button may be left unfastened at the top of any shirt.
3. Shoes must be a closed athletic type shoe.
4. Socks must be plain white and worn at mid ankle length.
5. Jewelry is limited to one (1) watch, one (1) ring, and one (1) small chain.
6. All uniforms must be cleaned and pressed at all times; good grooming of hair, skin and fingernails is expected
7. Hair must not be dyed with unnatural colors, worn unusually, or maintained in unacceptable condition. The administration will send student home whose hair is unacceptable in condition or length. Student's face and eyes must be clearly visible.
8. No buttons, tags, or labels may be worn on the school uniform unless approved by the administration.
9. No visible body piercing or tattoos are allowed.

## CELL PHONE POLICY

In addition to the schools standard electronic devices policy, SKY Academy has the following policy regarding cell phones.

**Cell phones may not be turned on inside of the school building at any time.** Cell phones must be switched off and left in the student's book bag. Turning the cell phone to "silent" or "vibrate" is not acceptable. Cell phones may only be used outside of school buildings and only outside of school hours. During inclement weather only students will be permitted to use their phones to contact parents from the main office areas only.

**Any student who is found to be in violation of this policy will have their cell phone confiscated.** Cell phones will only be returned to parents after 3:15 p.m. At this time a parent/student conference will be required. Repeat violations of this policy will result in further sanctions. Any phones not claimed by the beginning of the following school year will be disposed of. Parents will be required to sign the confiscated phone out acknowledging that they received their child's phone. SKY Academy is not responsible for any confiscated phones and/or electronic devices.

Any student found to be using any phone or other device to take photographic images, record sound, or to communicate with other students within the building without prior permission from the administration will be subject to administrative proceedings.

## HONOR CODE

We believe that a safe and orderly school is of primary importance. When children behave in a respectful, Responsible and safe manner, they learn more and develop into responsible adults whose "character counts". SKY Academy Honor Code expects students to be honest, kind, respectful, patient, proud, and courteous.

SKY Academy Honor Code is a school-wide plan that clearly outlines expectations. Proper behavior is recognized and consequences are given for breaking the code. As a County Public Charter School, SKY Academy uses the Code of Student Conduct published and distributed by the Sarasota County Public Schools. In order to ensure a safe and orderly learning environment, SKY Academy is enforcing stricter standards for its students.

Each parent must take an active role in supporting the plan. We want our children to learn to be responsible citizens. It is in the children's best interest that parents and staff work together to ensure a happy, safe and productive learning experience.

**Satisfactory Academic Progress:** Students need to have a minimum Grade Point Average (GPA) of 2.0 to graduate from high school in the state of Florida. SKY Academy, as part of our Honor Code, will enforce stricter rules. Any student failing to achieve this minimum requirement at the end of any nine week period will be placed on Academic Probation and the parents will be required to attend an Academic Improvement Plan (AIP) conference. Parents are responsible for the implementation of all aspects of the plan. If there is proof on non-compliance with the requirements of the AIP, it will be considered a breach of contract between SKY Academy and the parents. The minimum requirement for participation in sports and activities at SKY Academy is 2.5.

The Honor Code at SKY Academy provides for a strong bond of trust among all members of the School community. The Honor Code instills in all students a mutual respect and understanding for the ideal of honorable behavior. Honor is a complex and multidimensional principle—moral aspiration that defies simple characterizations (*UVA, Honor System, 2010.*). The Honor Code at SKY Academy is a system that defines that students must refrain from lying, cheating and stealing or face severe sanctions by the School and Honor Committee.

The Honor Committee has two basic purposes: first, to increase the students' understanding and awareness of the Honor Code: second, to preserve the integrity of the Honor Code by giving impartial and fair hearings to students suspected of committing an Honor Code violation. The Honor Committee will be made up of two faculty and three students. The faculty is appointed to the Honor Committee by the Administrative Team and will serve on rotating basis.



Lying is defined as any action, appearance, or statement, which an individual knows, or should know, to be untrue, given with intention to deceive. Examples of lying include, but are not limited to: making a false statement in an attempt to gain an unfair advantage; giving false excuses and explanations for being absent or tardy; bending the truth or pretending not to understand information that one is expected to know; lying by omission — leaving out pertinent information in order to gain an unfair advantage or to protect others; receiving permission from a teacher to go one place and going someplace else, forgery.

Stealing is defined as the taking or attempting to take property, whether physical or intellectual, without right or permission. Examples of stealing include, but are not limited to: taking something without permission of the owner even if the intention is to return whatever is taken; borrowing something without permission even if the intention is to return whatever is borrowed; finding something and making little or no effort to locate the rightful owner; unauthorized removal of academic materials from a teacher.

Cheating is defined as using or attempting to use unauthorized assistance or advantage in academic work that is submitted as one's own individual efforts or the giving of such assistance to others. Examples of cheating include, but are not limited to: turning in work that was not entirely done by the student and giving the impression that the work was done by the student; copying homework without the consent or approval of the teacher; using translation sited off the internet or software in foreign language classes; using workbooks from a previous year with answers already written in; working with others on any assignment which is intended to be an independent effort; dividing up work among group members that was intended to be done together; using a similar assignment from a past class (book report, essay, etc.); allowing one's academic work to be used in place of another's; having notes or textbooks visible during tests or quizzes; giving or receiving information about a test, quiz, or other assignment prior to starting the assignment; this includes receiving from someone unauthorized specific test questions or information about topics included in the assignment; glancing at someone else's test or quiz; using a calculator when instructed not to use it; not telling your teacher that the score on your test is added wrong; not telling your teacher when a wrong answer was not marked wrong; instead of reading the original book or original literary work; reading a condensed version; seeing the film or video; using Cliff's notes; reading and English version of a work assigned in a foreign language.

Plagiarism is defined as literary theft, misrepresentation, and falsification. Explanations of plagiarism include, but are not limited to: to plagiarize is to steal someone's ideas or thoughts or to borrow dishonestly from another; to sign one's name to a daily assignment or major work is to declare that work totally one's own. By not clearly marking the source of the information, thoughts or ideas, a student commits plagiarism; inadvertent documentation mistakes that allow another's words, thought, or ideas to be credited as one's own due to improper referencing is considered plagiarism; plagiarism is prevented when the proper form of documentation is followed.

**A severe clause can be enacted automatically when the student performs one of the violations listed below: Sever Clause Violations — Fighting, Drugs, Weapons, Profanity, Defiance of School Personnel, Assault upon a Staff Member, Continuous Disruptive Behavior. The Parent/Guardian will be called to**

**pick up the students. Any infraction within the Severe Clause will result in immediate Out-Of-School (OSS) Suspension and possible withdrawal from SKY Academy.**

### **SKY Academy Dismissal Policy**

A student may be dismissed from the SKY Academy for one or more of the following reasons as supported by SKY Academy Charter, Sarasota School Board Student Code of Conduct and SKY Academy Student and Parent Contracts.

- Failure of the student to follow school policies as stated in his/her signed student contract.
- Failure of the parent(s)/guardian(s) to adhere to the signed parent contract.
- Failure to follow all policies and rules as outlined in the Sarasota County Student Code of Conduct and SKY Registration Documentation.

### **SKY Academy Dismissal Procedure**

The following information represents the school guidelines for student dismissal. **"Please note that all SESIR incidents will result in immediate dismissal."**

1. Parent(s)/Guardians(s) will be notified of the student issue. Verbal or written communication is acceptable and will be documented.
2. Student issue will be discussed at weekly SWST (School Wide Support Team) meeting for recommendations and interventions. Interventions can include academic, behavioral and attendance issues.
3. Parent Conference with all student teachers and administrator and documented by Team Leader. Student can be monitored on weekly basis if necessary at this time.
4. If student issue persists, student will be placed on documented and dated student behavioral contract with requirements listed. Parent(s)/Guardian(s), student, and administrator signature is required.
5. If student does not satisfactorily complete student probation, parent contact will be made by administrator notifying that the student will be rescinded to his/her district school.

## **APPENDIX B**

### **FourSquare Research, Inc. Market Study**



*Market Research and Strategic Planning for Non-profits Nationwide*

May 15, 2013

Kenneth S. Modzelewski  
President/CEO  
South County Family YMCA  
701 Center Rd  
Venice, FL 34285-4813

Dear Ken:

I am pleased to submit the results of our market research study assessing enrollment potential for a new SKY Academy charter middle school at Englewood YMCA.

This report provides forecasts for the enrollment for a new Strength & Knowledge at the YMCA (SKY) Academy, a new charter middle school located next to the Englewood YMCA. A demographic profile of prospective families is also provided.

We have enjoyed working with you and the YMCA. We pride ourselves on the level of service that we extend our clients, and with that in mind, we hope that you will call on us if we can offer any guidance on implementing the report's plan.

Please do not hesitate to contact us if you have any questions.

Respectfully Submitted,

A handwritten signature in blue ink, appearing to read "Li Li", with a stylized flourish extending to the right.

Li Li  
Managing Partner

enclosure

■ 3577 Chamblee Tucker Road  
Suite A225  
Atlanta, Georgia 30341  
Tel: 404-888-0530  
Fax: 404-881-9860  
[www.foursquareresearch.com](http://www.foursquareresearch.com)

## Table of Contents

Executive Summary . . . . .	5
Methodology and Scope . . . . .	9
Defining the Survey Area . . . . .	13
Findings among Area Residents . . . . .	19
Enrollment Projections . . . . .	23
Profile of Prospective Families . . . . .	31

## Table of Figures

Figure 3.01	Census Tract Map of the Targeted Survey Area . . . . .	15
Figure 3.02	Population Trends Analysis of the Targeted Survey Area. . . . .	17
Figure 3.03	Population Growth Trends by Census Tract . . . . .	18
Figure 4.01	Percentage of Area Residents Whose Children Attend a Public School or Charter Middle School . . . . .	21
Figure 4.02	Percentage of Area Residents Who Would Consider a Public School or Charter Middle School . . . . .	21
Figure 4.03	Level of Interest in a New YMCA Charter School among Area Residents . . . . .	22
Figure 5.01	Perceived Convenience of the Location among Prospective Enrollees . . . . .	25
Figure 5.03	Forecast of Students . . . . .	27
Figure 5.04	Grade Level of Prospective Students . . . . .	28
Figure 5.05	Reasons Families Are Not Interested in Enrolling . . . . .	29
Figure 6.01	Age of Prospective Student Families and the General Population. . . . .	33
Figure 6.02	Ethnic Background of Prospective Families. . . . .	34
Figure 6.03	Census Tract Locations of Prospective Families . . . . .	35

**Chapter One**  
**Executive Summary**



## **Executive Summary**

In order to assess the enrollment potential for a new SKY Academy charter middle school at the Englewood Branch YMCA of the South County YMCA, FourSquare Research conducted both qualitative and quantitative research. This included in-depth telephone interviews with over 400 randomly-selected households that live in the targeted survey area and have children ages 10–14. Based on the findings of the study, the Consultant offers the following key conclusions and recommendations:

1. The study revealed that **significant interest** exists for a new charter middle school at the Englewood YMCA. A total of 10.8% of all households with children ages 10–14 expressed *a great deal of interest* in enrolling.
2. The study suggested there is potential for a new charter middle school at the Englewood YMCA. It forecasts 213 students enrolled for the first year of the new school.
3. Findings revealed the location of the Englewood YMCA is well positioned for the new SKY Academy charter middle school. Of all prospective students, 65% considered the location very convenient and 35% somewhat convenient.
4. Findings indicated 58% of prospective students would be in Grade 6, 23% in Grade 7, and 19% in Grade 8.
5. The new SKY Academy charter middle school would attract a majority of its students from Charlotte County

**Chapter Two**  
**Methodology and Scope**

## Methodology

This study used the following methodology:

- The qualitative research was conducted through discussion with staff members of the South County YMCA. A market audit of similar service providers was also conducted at this time. The responses and concerns in the qualitative phase were used toward the development of the survey instrument used in the quantitative phase.
- The quantitative research in this study involved in-depth telephone interviews with over 400 randomly selected households with children ages 10-14 in the targeted survey area. The boundaries of the targeted survey area are defined in the map on page 15.

In addition to random sampling, a quota system was developed to ensure that the number of interviews completed in each census tract was proportionate to the number of households with children ages 10-14 in each census tract.

All respondents were asked to answer questions for themselves and on behalf of the household when applicable. All interviews were conducted April 7-April 14, 2013. The methodology used resulted in findings with a 95% confidence level and a statistical error of plus or minus 5.0%.

The recommendations provided in this report are based on this methodology and on the experience of FourSquare Research, Inc., with over 700 similar market research studies with YMCAs nationwide.

## Scope

Specific questions addressed included, but were not limited to, the following:

- How many families with children in Grades 6 to 8 (ages 10-14) would have a great deal of interest in enrolling at a new SKY Academy charter middle school at the Englewood YMCA?
- Will the proposed location of the Englewood YMCA be perceived as convenient by the majority of prospective families?
- What are the demographic profiles of prospective families?

**Chapter Three**  
**Defining the Survey Area**

## Census Tract Map of the Area Targeted for the Survey

The following map shows the census tracts in the targeted survey area.

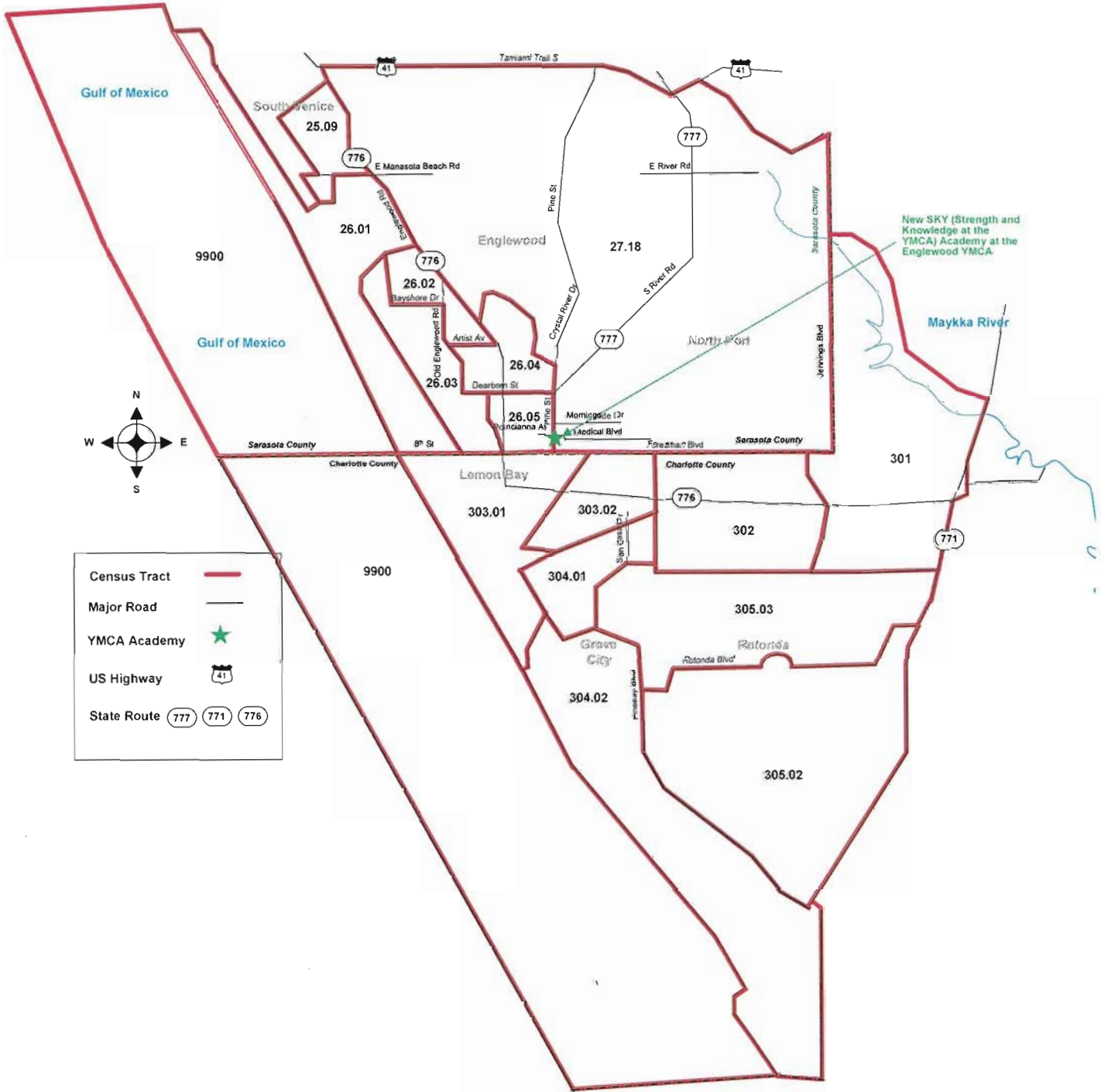


Figure 3.01 Census Tract Map of the Targeted Survey Area

## Demographic and Population Trends Analysis of the Area Targeted for the Survey, 2012–2017

The tables on this and the following page detail the population trends in the targeted survey area for the years 2012–2017. This information is provided by the United States Census Bureau.

### Summary of Demographics

1. Residential growth below the national average
2. Percentage of households with children less than half the national average
3. Percentage of adults 65 or older more than three times the national average
4. Median household income below the national average
5. Percentage of households with total annual household income less than \$35,000 and less than \$50,000 above the national average
6. Percentage of households owned by occupants at the national average and rentals are well below the national average, pointing to a stable community

	2010 Census	2012 Estimates	2017 Projections	2012 Nat'l. Average
<b>Total Population</b>	56,525	57,083	58,469	<b>4%</b>
<b>Total Households</b>	27,830	<b>28,147</b> <sup>①</sup>	<b>29,119</b>	<b>5%</b>
		<b>3% growth from 2012–2017</b>		
<b>Total Population By Race</b>				
White	97%	97%	97%	72%
African American	1%	1%	1%	13%
American Indian	0%	0%	0%	1%
Asian	1%	1%	1%	5%
Other/Multi-Races	2%	2%	2%	9%
Hispanic Origin	3%	3%	3%	19%
<b>Total Population By Gender</b>				
Male	48%	48%	48%	49%
Female	52%	52%	52%	51%
<b>Household</b>				
Average Household Size	1.99	1.99	1.97	<b>2.64</b>
Percentage of Family Household	36%	64%	64%	<b>67%</b>

\* Hispanic origin can be any race.

Note: These figures are double-checked using DemographicsNow.com.

## Demographic and Population Trends Analysis (continued)

	2010 Census	2012 Estimates	2017 Projections	2012 Nat'l. Average	
<b>Total Population by Age</b>					
0-5 years	3%	3%	3%	Under Age 20 13% → 13% → 27%	
5-9 years	3%	3%	3%		
10-14 years	4%	3%	3%		
15-19 years	4%	4%	4%		
20-24 years	3%	3%	4%	Age 65 and over 40% → 44% → 13%	
25-34 years	5%	5%	6%		
35-44 years	8%	7%	7%		
45-54 years	13%	12%	11%		
55-64 years	19%	19%	17%		
65-74 years	21%	21%	22%		
75-84 years	14%	14%	16%		
85+ years	5%	5%	6%		
<b>General Income Data</b>					
Median Household Income	\$43,262	<b>\$45,490</b>	<b>\$47,491</b>		<b>\$53,616</b>
Average Household Income	\$66,146	\$56,067	\$58,145	\$73,444	
<b>Household Income Distribution</b>					
\$0 - \$14,999	12%	11%	9%	59% → 38% → 32%	
\$15,000 - \$24,999	14%	13%	11%		
\$25,000 - \$34,999	14%	14%	13%		
\$35,000 - \$49,999	19%	21%	22%		
\$50,000 - \$74,999	20%	21%	20%	14%	
\$75,000 - \$99,999	10%	11%	10%	19%	
\$100,000 - \$149,999	8%	8%	10%	13%	
\$150,000 and over	3%	4%	5%	9%	
<b>Household Ownership</b>					
Owned	57%	57%	59%	58%	
Rented	12%	12%	12%	29%	
Vacant	31%	31%	29%	13%	
<b>Employment (Pop 16+)</b>					
Civilian, Employed	41%	38%	38%	58%	
Civilian, Unemployed		4%	4%	5%	
In Armed Forces	0%	0%	0%	0%	
Not in Labor Force	59%	58%	58%	37%	

Copyright Market Statistics, Inc. 2012

Figure 3.02 Population Trends Analysis of the Targeted Survey Area



## Population Growth Trends by Census Tract, 2012–2017

The following tables give the population growth trends for ages 10–14 by census tract in the area targeted for the survey for the years 2012–2017. This is from DemographicsNow, another national data provider.

Census Tract	2012 ages 10–14	2017 Ages 10–14	% of Change
30100	295	288	-2%
30200	391	375	-4%
30301	51	51	0%
30302	55	56	2%
30401	38	38	0%
30402	57	59	4%
30502	143	141	-1%
30503	224	222	-1%
2509	227	223	-2%
2601	88	88	0%
2602	60	61	2%
2603	51	52	2%
2604	72	73	1%
2605	50	52	4%
2718	170	168	-1%
<b>Total</b>	<b>1,972</b>	<b>1,947</b>	<b>-1%</b>

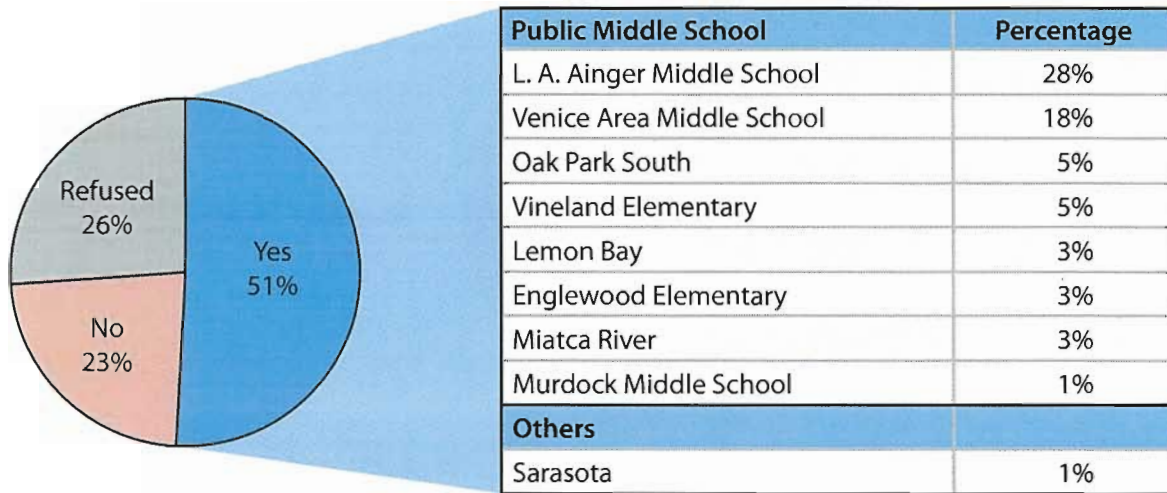
Figure 3.03 Population Growth Trends by Census Tract



**Chapter Four**  
**Findings among Area Residents**

## Percentage of Area Residents Whose Children Attend a Public School or Charter Middle School

The following chart and table show what percentage of area residents said their children attend a public school or charter middle school and which ones they attend.



\* 33% declined to say which school their children attended.

Figure 4.01 Percentage of Area Residents Whose Children Attend a Public School or Charter Middle School

## Percentage of Area Residents Who Would Consider a Public School or Charter Middle School

The chart to the right shows what percentage of area residents who said their children did not attend a public school or charter middle school or declined to answer, who then said they would consider a public school or charter middle school.

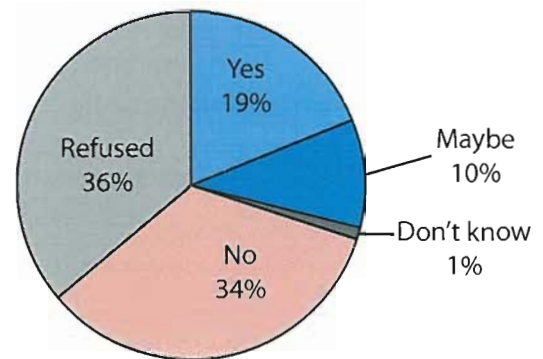


Figure 4.02 Percentage of Area Residents Who Would Consider a Public School or Charter Middle School

## Level of Interest in a New YMCA Charter School among Area Residents

The following chart shows the percentage of area residents who said they would be interested in a new YMCA charter middle school that included access to a variety of health, wellness, fitness, and recreational activities at the YMCA and a YMCA membership.

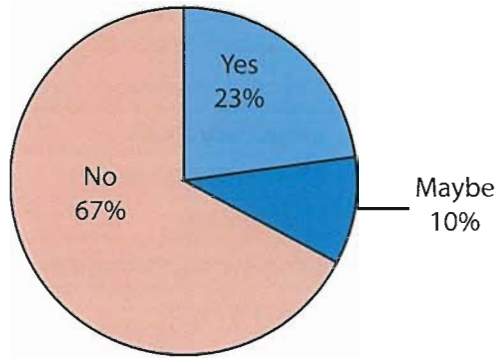


Figure 4.03 Level of Interest in a New YMCA Charter School among Area Residents

## Chapter Five Enrollment Projections

This data can be used to

- Determine how many households will enroll
- Develop a pricing strategy
- Plan budgets based on enrollment and revenue forecasts

## Overview

To assess the demand for a new SKY Academy charter middle school at the Englewood YMCA, FourSquare Research conducted telephone interviews with 676 randomly-selected households in the targeted survey area. Of the households randomly selected, 400 had children in the home between ages 10-14 and were taken through the in-depth interview. Two hundred and one (201) households did not have children in their home between ages 10-14, 68 refused to give their children's ages, and neither group was taken through the in-depth interview. Seven (7) households refused to participate in the survey for various reasons.

## Location

Respondents were asked their level of interest in enrolling in a new SKY Academy charter middle school located at the Englewood YMCA in Englewood off Pine Street across from Englewood Community Hospital.

The graph below illustrates the perceived level of convenience of the proposed location of the new SKY Academy at the Englewood YMCA.

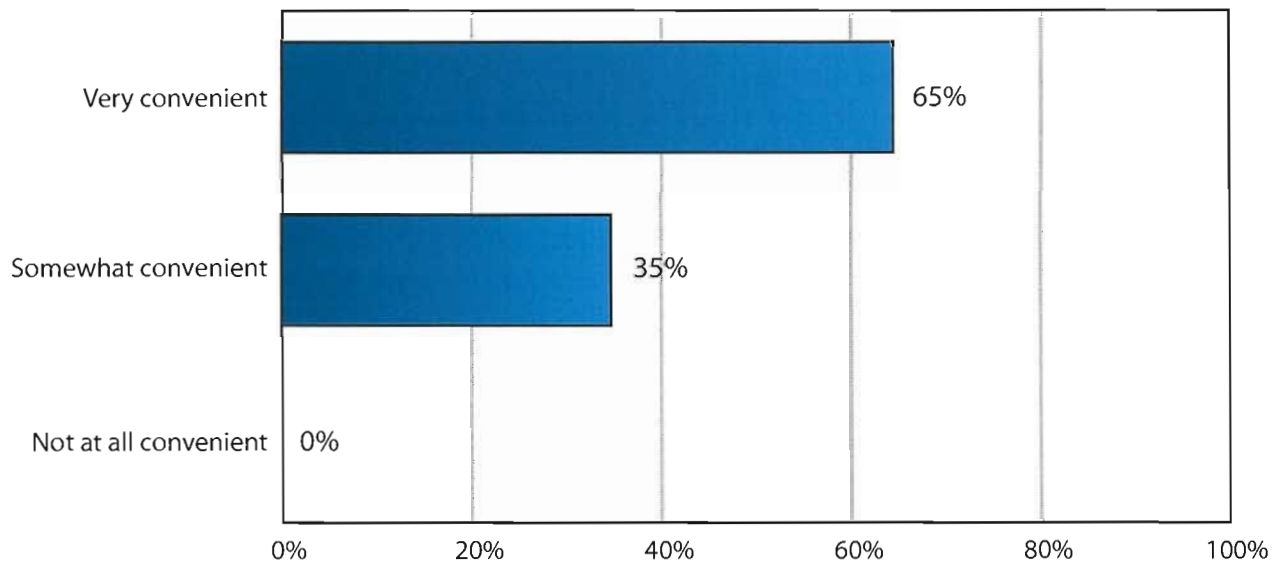


Figure 5.01 Perceived Convenience of the Location among Prospective Enrollees

## Charter School Features

The following details the facilities, features, and services included as part of enrollment.

- state-approved curriculum
- newly renovated classrooms
- access to the YMCA next door, including the use of the pool, wellness center, exercise studios and basketball gym
- outdoor recreation activities such as climbing on an Alpine tower, canoeing, and hiking
- many athletic programs such as basketball, volleyball, baseball, and soccer
- free summer programming
- free before- and after-school programs, and
- free YMCA memberships for the family

### Determining the Number of Students Ages 10–14 Years Old to be Used in Forecasting

Based on demographic information, there are **1,972 children ages 10–14** in the targeted survey area. Given the percentage of student households with *a great deal of interest* in enrolling in a new SKY Academy charter middle school, we can determine the number of students with the highest level of interest in enrolling. We use the following formula (see Figure 5.02 below) to forecast the number of students with *a great deal of interest*.

% of Respondents with <i>A Great Deal of Interest</i>	x	Total Number of Children Ages 10–14	=	Number of Students Ages 10–14 with <i>A Great Deal of Interest</i>
--	---	--	---	--

Figure 5.02 Formula for Calculating the Number of Children who will Enroll

## Forecast of Students

The following table forecasts the number of students ages 10–14 years old for a new SKY Academy charter middle school at the Englewood YMCA with a *great deal of interest* in enrolling. The table below also illustrates the forecasts of students with a *lot of interest* – the second highest level of interest.

	Percentage of Households with <i>A Great Deal of Interest</i> = 10.8%	X	Total Number of Children Ages 10–14	=	Forecast of Students Ages 10–14
<b>New SKY Academy with No Tuition</b>	10.8%	X	1,972	=	213
<b>Forecast of Students Ages 10–14 with <i>A Great Deal of Interest</i> in Enrolling</b>					<b>213 students</b>
<b>Forecast of Students Ages 10–14 with <i>A Lot of Interest</i> in Enrolling</b>					<b>130 students</b>

Note: These forecasts do not take into account prospective students who may terminate their enrollment before the school year ends.

Figure 5.03 Forecast of Students

## Grade Level of Prospective Students

The graph below illustrates the grade level of prospective students.

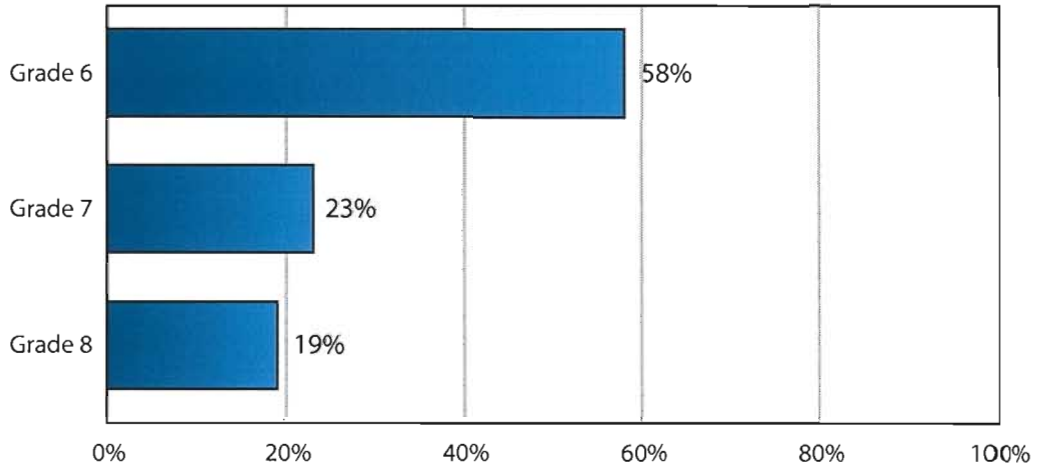


Figure 5.04 Grade Level of Prospective Students



### Reasons Families Are Not Interested in Enrolling

The following table shows the reasons why households in the targeted survey area are not interested in enrolling.

Response Item	Percentage of Those Not Interested (Multiple Responses OK)
Just not interested	43%
Satisfied with current school	32%
Attends private school	8%
Location not convenient	5%
About to go to middle school	5%
Needs more information	3%
Moving	1%
Home-schooled	1%
Transportation	1%
Child needs special care/attention	1%

Figure 5.05 Reasons Families Are Not Interested in Enrolling

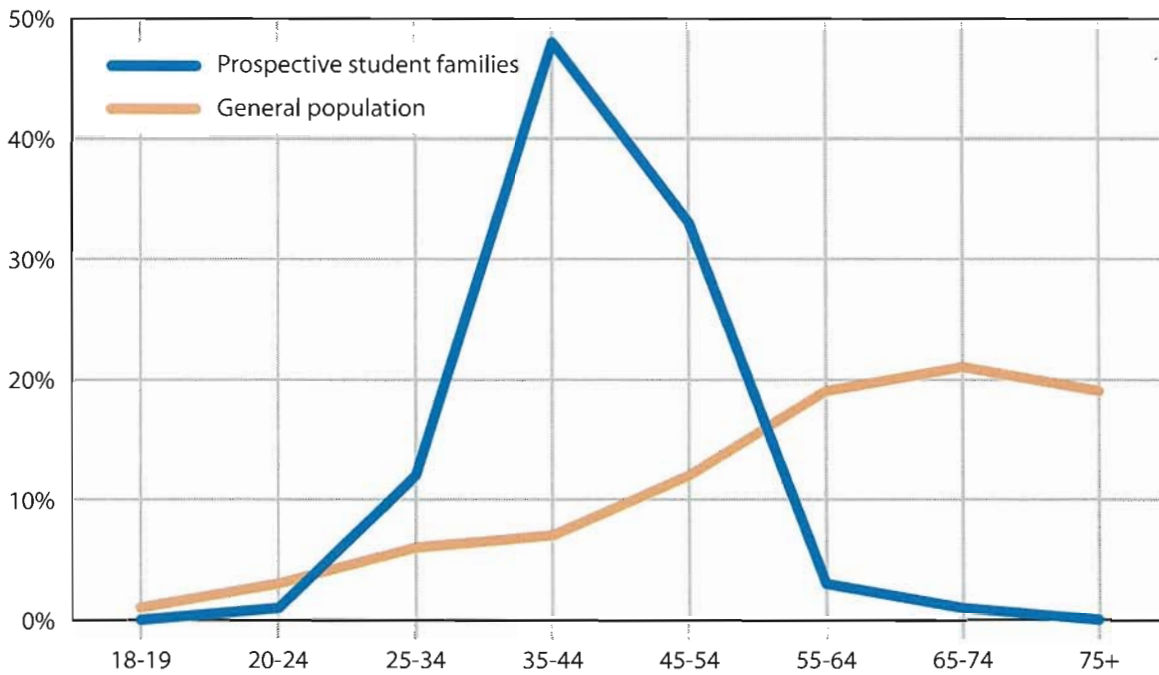
**Chapter Six**  
**Profile of Prospective Families**

Prospective student families are area households with at least *a lot of interest* in enrolling their children ages 10–14 in a new SKY Academy charter middle school at the Englewood YMCA.

### Age of Prospective Student Families

The following graph shows the ages of prospective families and the general population.

Age	Prospective Members	General Population
Ages 18–19	—	1%
Ages 20–24	1%	3%
Ages 25–34	12%	5%
Ages 35–44	48%	7%
Ages 45–54	33%	12%
Ages 55–64	3%	19%
Ages 65–74	1%	21%
Ages 75+	—	15%

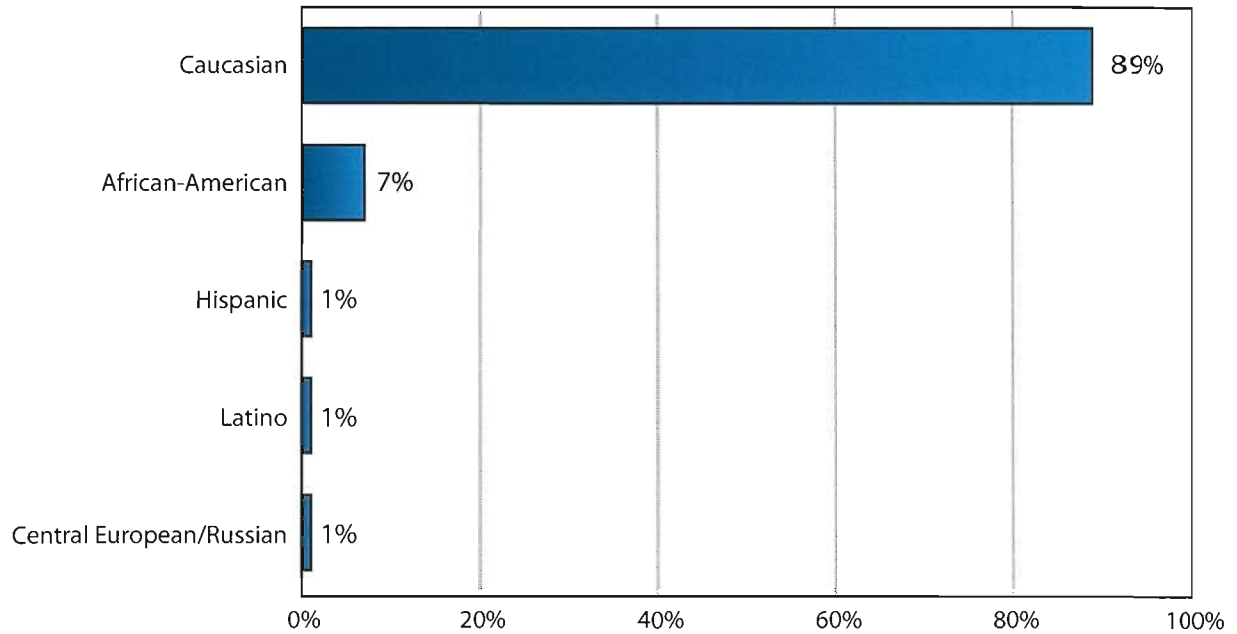


\* 2% declined to answer.

Figure 6.01 Age of Prospective Student Families and the General Population

## Ethnic Background of Prospective Families

The following graph shows the ethnic background of prospective families.



\* 1% declined to answer.

Figure 6.02 Ethnic Background of Prospective Families

## Census Tract Locations of Prospective Families

The following map shows the census tract locations of prospective families.

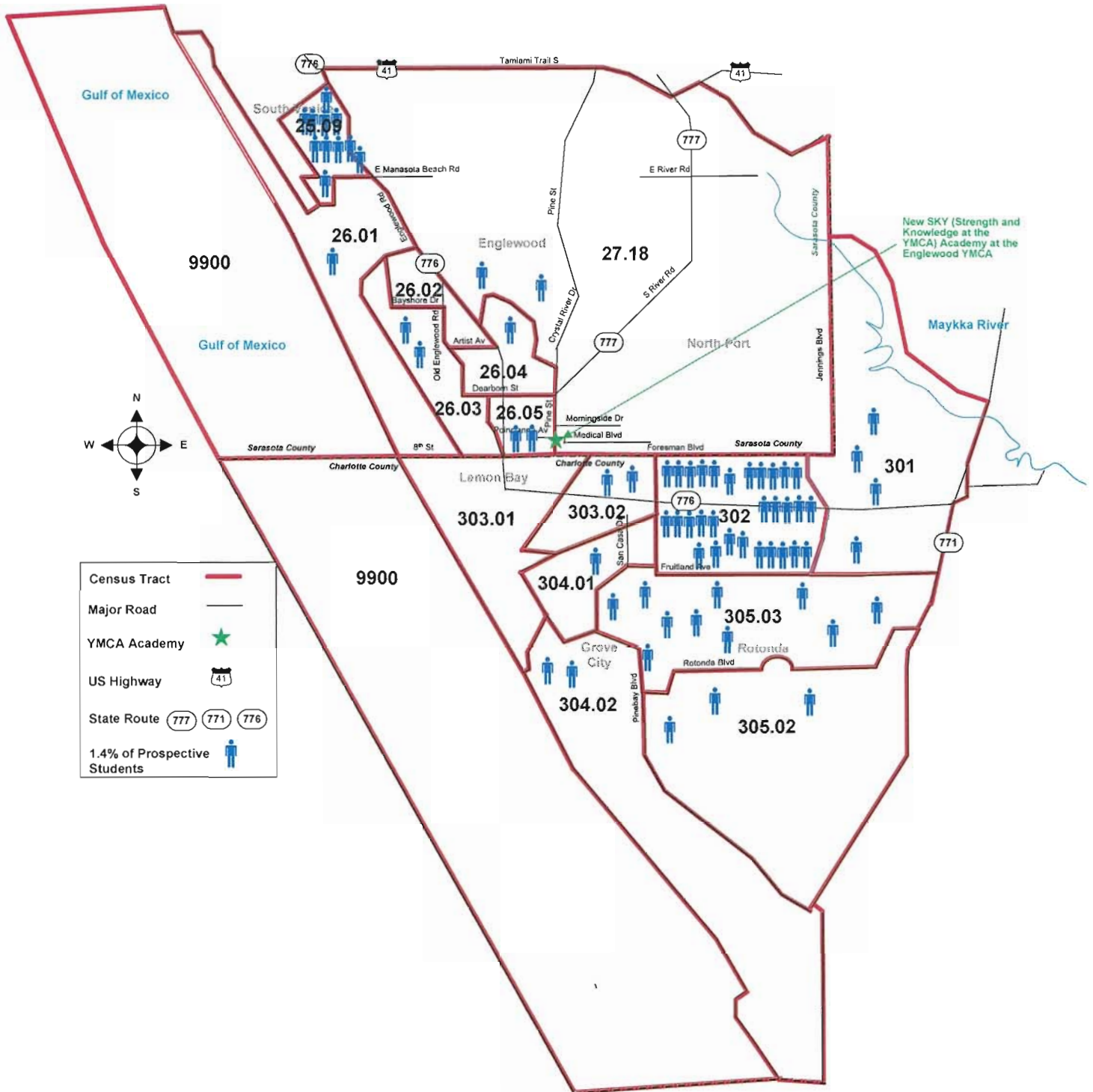


Figure 6.03 Census Tract Locations of Prospective Families

## **APPENDIX C**

### **Sarasota County Schools Middle School Student Progression Plan**



MIDDLE SCHOOL  
STUDENT PROGRESSION PLAN  
(GRADES 6-8)

2013-2014

Sarasota County School Board Approval

Required Public Notice [[FS 1008.25\(8\)](#)]

The School Board of Sarasota County, Florida will publish annually in the local newspaper, and report in writing to the Florida State Board of Education by September 1, the following information on the prior school year:

- The provision of [[FS 1008.25\(8\)\(b\)](#)] relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
- By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT 2.0.
- By grade, the number and percentage of students retained in grades 3 through 10.
- Any revisions to the district board's policy on student retention and promotion from the prior year.



## TABLE OF CONTENTS

I.	MIDDLE GRADES SCHOOL PROMOTION REQUIREMENTS .....	6
	A. Successful completion of courses.....	6
	B. Career and Education Planning course .....	6
	C. Required Parent Meeting .....	6
II.	REQUIRED REMEDIATION IN READING AND MATHEMATICS .....	6
	A. Intensive Reading .....	6
	B. Intensive/Integrated Mathematics .....	7
III.	GRADING SYSTEM .....	7
	A. Teacher authority.....	7
	B. Grading Scale .....	7
	C. Assignment of final grades .....	7
	D. Student Work Habits and Effort .....	7
	E. Teacher comments.....	8
	F. Advisory / Character Education .....	8
	G. Frequency of report card distributing .....	8
	H. Danger of failure .....	8
	I. Parent-teacher conferences .....	8
	J. Grade review and changes .....	8
IV.	EXPECTED PERFORMANCE LEVELS .....	8
	A. Chart of grade level performance levels .....	8
	B. Students with Disabilities .....	9
V.	RETENTION.....	9
	A. More than two failures .....	9
	B. Two failures (Grades 6 or 7).....	9
	C. One failure.....	9
	D. Promotion to Grade 8 or 9 .....	9
	E. Conditional Promotion (Grades 7 or 8).....	9
	F. ELL/LEP promotion / retention .....	9
	G. Summer School in other districts .....	9
	H. Other reasons for retention.....	9

VI.	ACCELERATION POLICY .....	9
VII.	PARENT NOTIFICATION .....	13
VIII.	PROGRESSION FOR ENGLISH LANGUAGE LEARNER/LIMITED ENGLISH PROFICIENT STUDENTS .....	13
	A. ELL/LEP Reading Instruction.....	13
	B. ELL/LEP Student Reading Performance .....	13
IX.	HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL.....	13
	A. Courses available.....	13
	B. Grade Forgiveness .....	13
	C. Awarding of Credit .....	13
X.	TRANSFERS FROM OTHER SCHOOLS.....	14
	A. Foreign students .....	14
	B. Military Children .....	14
	C. Home Education .....	14
	D. Florida Virtual School .....	14
	E. Sarasota Virtual School .....	15
XI.	STUDENTS RIGHTS FOR INSTRUCTION .....	16
	A. Equal Access .....	16
	B. ESOL .....	16
	C. Appropriate use of primary language .....	16
	D. Teen Parent Program .....	16
	E. Discrimination .....	16
	F. Grievance .....	17
Appendix A	MIDDLE GRADES STUDENTS AND EOC ASSESSMENT REQUIREMENTS 2013-14.....	18
Appendix B	MIDDLE GRADES FAST-TRACK MATH CRITERIA .....	19
Appendix C	REQUEST FOR MIDDLE GRADES ACCELERATION.....	20
	ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) MIDDLE GRADES PERFORMANCE CONTRACT.....	21
Appendix D	MASTERY EXAM REQUEST.....	22
Appendix E	EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN.....	23

## PREFACE

The Student Progression Plan is designed to support the philosophy and goals of the School Board of Sarasota County, Florida. The plan recognizes that students have unique characteristics, needs, and learning styles. It addresses a number of areas including student progression, remediation alternatives, retention, assessment and placement in special and alternative programs.

All School Board of Sarasota County Curriculum objectives for Middle School courses are aligned with the Common Core State Standards and the Next Generation Sunshine State Standards. Proficiency in reading, mathematics, and science is measured by the Florida Comprehensive Assessment Test (FCAT2.0), end of course exams, and district assessments. Each school will offer courses of study and instruction that reflect the Common Core State Standards and the Next Generation Sunshine State Standards in Grades 6-8 language arts, mathematics, science, social studies, foreign languages, health-physical education, the arts and career-technical education. Instruction will address the skills and competencies that a student must master in order to be promoted from Middle School to High School.

I. MIDDLE GRADES PROMOTION REQUIREMENTS [[FS 1003.4156](#)]

A. Promotion from middle school grades 6, 7, and 8 requires that a student must successfully complete the following academic courses or higher:

Grade	Required Courses			
6	English Language Arts	Math	Earth/Space Science	Social Studies
7	English Language Arts	Math*	Life Science	Social Studies/ Civics**
8	English Language Arts	Math*	Physical Science	Social Studies/ Career Education and Planning

\* Each school that includes middle grades will offer at least one high school mathematics course for which students may earn high school credit. To earn high school credit for Algebra I, a middle grades student must pass the Algebra I statewide, standardized assessment. Beginning with the 2012-2013 school year, to earn high school credit for a geometry course, the middle grades student must take the statewide, standardized geometry assessment, which constitutes 30% of the student’s final course grade, and earn a passing grade in the course.

\*\*Beginning with the 2013-2014 school year, each student’s performance on the statewide standardized EOC assessment in civics education constitutes 30% of the student’s final course grade.

The school principal or designee shall determine whether a student who transfers to the middle grades school, and who has successfully completed a civics course at the previous school, must take the Civics EOC. [[FS 1008.22\(3\)\(C\)\(2\)\(b\)](#)]

B. The Career and Education Planning course is a required component of the Middle Grades Social Studies curriculum and will include online access to career planning options and tools. In grade 8, students will develop a personalized academic and career plan signed by student, teacher, and parent/guardian. The plan will be reviewed and updated by the student and school counselor.

C. Each school that includes middle grades must conduct an annual parent meeting in the evening or on a weekend to inform parents about the course curriculum and activities. [[FS1003.4156\(1\)\(a\)\(1-5\)](#)]

II. REQUIRED REMEDIATION IN READING AND MATHEMATICS

A. Reading Remediation - If a middle grades student scores Level 1 or Level 2 on FCAT 2.0 Reading, the student must enroll in and complete a remedial course or content area course in which remediation strategies are incorporated into course content delivery. All diagnostic, placement, progress monitoring, and reading program strategies will be conducted in accordance with the Sarasota K-12 Comprehensive Reading Plan as required by [[FS 1001.62\(8\)](#)].

- B. Mathematics Remediation - – If a middle grades student scores Level 1 or Level 2 on FCAT 2.0 Mathematics, the student must receive remediation. This remediation requirement will either be integrated into the student’s required mathematics course at the next grade level, or the student will participate in an intensive remedial course.

III. GRADING SYSTEM

- A. The teacher shall be the authority in assigning each student a grade.
- B. Evaluation of achievement will indicate progress toward the mastery of Common Core State Standards and Next Generation Sunshine State Standards. The grades reflecting achievement in academic courses in grades 6-8 with numerical equivalents shall be:

A	90-100%	4.0 GPA	Outstanding Progress
B	80-89%	3.0 GPA	Above average progress
C	70-79%	2.0 GPA	Average progress
D	60-69%	1.0 GPA	Lowest acceptable progress
F	0-59%	0.0 GPA	Failure
I	0%	0.0 GPA	Incomplete
N			No Grade

- C. The student’s final grade in a course will be determined by quarterly academic grades and other relevant performance criteria (e.g., exams, projects and other demonstrations of mastery of the Common Core State Standards or the Next Generation Sunshine State Standards). Teachers have the responsibility to determine final grades using quarter grades and other evaluations as appropriate. (The final grade does not always reflect a simple average of quarter grades).

- D. Student Work Habits and Effort will be indicated by the following codes:

E	=	Excellent
G	=	Good
S	=	Satisfactory
N	=	Needs Improvement
U	=	Unsatisfactory
-	=	Not evaluated

These factors will be considered when evaluating student work habits and effort:

- Attends class regularly
- Arrives to class on time
- Comes prepared with required work tools
- Completes assigned homework

- Maintains an assigned notebook or other organization system
  - Is dressed appropriately
  - Participates in class work and discussions
  - Is motivated and organized
  - Shows an attitude of cooperation with teacher and fellow students
  - Is respectful of others' class participation and opportunities to learn
- E. Teacher comments on the report card shall be indicated through a coding system, and the report card shall contain a narrative explanation of the grading system.
- F. Report cards shall be issued four times during the school year. In addition, schools are required to issue mid-quarter progress reports to all students.
- G. Any time during a grading period that a student is in danger of failing, the teacher must make a documented contact with the parent by speaking with them on the phone, meeting in a conference, or sending written notification [[FAC 6A-6.0908](#)].
- H. Parent-teacher conferences shall be scheduled as requested by parents and/or teachers.
- I. Any parent or guardian, after consulting with the teacher, may request that the principal review any grade given a student at the end of a reporting period. However, such grade may not be changed or altered unless there is an apparent error in the grade calculation. If further appeal is requested, a review panel, as described in the SCTA/School Board of Sarasota County Instructional Bargaining Unit Agreement, will be charged to investigate and render a binding judgment.

IV. EXPECTED PERFORMANCE LEVELS

A. Students in Florida and Sarasota County schools are expected to meet state and local performance standards as follows:

Grade Level	Reading Comprehension	Writing Assessment	Mathematics	Science	Social Studies
6	$\geq$ Level 3 FCAT2.0	State Proficiency Classroom/School Assessment	$\geq$ Level 3 FCAT2.0*		
7	$\geq$ Level 3 FCAT2.0	State Proficiency Classroom/School Assessment	$\geq$ Level 3 FCAT2.0*		Beginning in 2013-2014, students must take the Civics EOC to count for 30% of his/her grade.

8	≥ Level 3 FCAT 2.0	At or above state proficiency level FCAT Writing	≥ Level 3 FCAT2.0*	≥ Level 3 FCAT2.0	
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\*and/or pass the appropriate high school end of course assessment

- B. Students with disabilities are required to meet the same standards as non-disabled students unless they are taking accesspoint classes and participating in Alternative Assessment instead of FCAT 2.0.

V. RETENTION

- A. Students who fail more than two of the 4 core academic courses (language arts, mathematics, social studies, science) will be retained.
- B. Students in grade 6 or 7 who fail two of the 4 core academic courses must attend summer school to recover one or more of the courses or be retained. Students in grade 6 or 7 may be conditionally promoted to the next grade upon successful completion of one failed course during summer school. These students are expected to be enrolled in course recovery for the second failed course during the next school year.
- C. Students who fail one core academic course may be conditionally promoted to the next grade. These students are expected to attend summer school to recover the course.
- D. 7<sup>th</sup> grade students must successfully complete all 6<sup>th</sup> grade core academic courses or higher and if necessary comply with B and C above to be promoted to grade 8. 8<sup>th</sup> grade students must successfully complete all 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade core academic courses or higher to be promoted to grade 9. Grade 8 students may not be promoted to grade 9 until they have successfully passed all 12 middle grades core courses or higher.
- E. Conditionally promoted students in grade 7 or 8 who have not passed all courses of the previous grade must be passing all courses at the end of the 1<sup>st</sup> quarter to remain at that grade level. Students failing one or more courses will be returned to previous grade.
- F. No promotion or retention decision may be made for any individual student classified as English Language Learner (ELL)/ Limited English Proficient (LEP) solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a formal district assessment process. A formal retention recommendation regarding an ELL/LEP student may be made through action of the school's ELL/LEP Committee [[FAC 6A-1.09432](#)].
- G. Students who attend academic summer school in other states or districts may be conditionally promoted based on transcripts or other data indicating that they have successfully completed remediation. This promotion will be validated through student performance in the first quarter of grade 7 or 8 through district and classroom assessments.
- H. Students will not be retained for reasons other than course failures as stated in A-G.

VI. ACCELERATION Academic Challenging Curriculum to Enhance Learning (ACCEL)

- A. ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. ***For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be***

*challenged.* The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into high school. **The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** School principals are required to inform parents and students of the available ACCEL options and the student eligibility requirements. Parent permission is necessary for ACCEL options.

### **Acceleration Options:**

**Whole Grade Promotion** – Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows. The student will be monitored for the first four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.**

**Mid-Year Promotion** – A student remains coded in the grade level they are currently enrolled in and is placed in the next grade level for instruction. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** If appropriately placed, the student will be formally promoted to the next grade level mid-year.

**Subject Matter Acceleration** – A student that is placed with students at a more advanced grade level on campus for one or more subjects for a part of a day without being assigned to a higher grade. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** High school courses taken in middle grade schools will be used to satisfy middle school promotion criteria once the student is enrolled in high school. The grades will become part of the high school academic record, including failing grades, and may impact future promotion. Student schedules must reflect courses taken. **High school courses other than (Algebra I, Geometry, Spanish I, French I, Chinese I, and Speech I which we teach at our middle grade schools) are accessible only through Sarasota Virtual Academy (SVA) or Florida Virtual School's (FLVS) Part Time Program.**

**Virtual Instruction Higher Grade-Level Subjects** - A student that is placed with students at a more advanced grade level in a virtual class for one or more subjects for a part of a day without being assigned to a higher grade. High school courses (see above) are accessible only through Sarasota Virtual Academy (SVA) or Florida Virtual School's (FLVS) Part Time Program.

**Credit Acceleration Program (CAP)** - 1003.4295, F.S. The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a specified score on the EOC. For 2012-13, these courses include Algebra 1, Geometry, and Biology.



The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance, as defined in F.S. 1008.22(3)c 5 on the corresponding EOC. Students interested in this option should confer with their counselor. 1003.4295 F.S.

**The requirements and eligibility process is as follows:**

- The EOC will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and applied in all situations.
- Only credit (no grade) will be earned by meeting the passing score on the EOC.
- For the April testing date, the Mastery Exam Request Form (Appendix D) must be completed and received by school counselor no later than February 1.
- For the July testing date, the Mastery Exam Request Form (Appendix D) must be completed and received by school counselor no later than May 1.
- For the September testing date, the Mastery Exam Request Form (Appendix D) must be completed and received by the school counselor no later than July 1.
- For the December/January testing date, the Mastery Exam Request Form (Appendix D) must be completed and received by school counselor no later than October 1.
- As part of the Mastery Exam Request, students will be required to supply evidence that they are prepared to sit for the EOC or that there is reasonable justification for the request. This evidence includes but is not limited to previous FCAT scores and grade in the most recent math or science course taken.
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and evaluated.

**Multi-Age Gifted** – A district identified gifted or high achieving student may be placed with multi-age students (Grades 6-8) for the entire day to work on Advanced 6-8 coursework (which generally rotates on a three year cycle). The program provides a uniquely differentiated curriculum and allows students the opportunity to interact with intellectually similar peers throughout the day.

This approach will allow students to collaborate with other like-minded students, engage in more challenging assignments and gain confidence to express ideas in alternative ways. Students will gain opportunities to study content with a greater depth and complexity.

**Procedures** - The following procedure must be followed to consider a student for any of the ACCEL options:

1. If a parent requests consideration, it must be in writing using the *Request for Middle Grades Acceleration* form (Appendix C).
2. The parent must meet with the Principal/Counselor to review the request and the student's eligibility for acceleration.
3. If the request is granted, the parent and student must agree to a *Middle Grades Performance Contract* (Appendix C) prior to acceleration being granted.

**Criteria and Procedures**

<b>Criteria</b>	<b>Whole Grade Promotion</b>	<b>Mid-Year Promotion</b>	<b>*Subject Matter Acceleration</b>	<b>Virtual Instruction Higher Grade-Level Subjects</b>	<b>Gifted Multi-Age (3 year program)</b>
<b>School Based, Parental and Teacher initiated Requests</b>	Request must be submitted in writing by May 1 of the current school year using the <u>Request for Acceleration</u> form (Appendix C )		Request must be submitted in writing prior to the end of the first nine weeks of the current school year using the <u>Request for Acceleration</u> form (Appendix C )		School based decision
<b>Assessment Results and Grades</b>	<p>A recent FCAT Level 5 in reading <b>and</b> mathematics.</p> <p>Final grades in previous school year core course work (science, math, social studies <b>and</b> English Language Arts) must reflect 90% or above.</p> <p>Current core course work (science, math, social studies <b>and</b> English Language Arts) must reflect 90% or above.</p>	<p>A recent FCAT Level 5 in reading <b>or</b> mathematics.</p> <p>Final grades in previous school year core course work being considered for acceleration must reflect 90% or above.</p> <p>Current core course work being considered for acceleration must reflect 90% or above.</p> <p><b>*See Appendix B for Fast-Track Advanced Math Placement Criteria</b></p>	<p>A recent FCAT Level 5 in reading <b>or</b> mathematics.</p> <p>Final grades in previous school year core course work being considered for acceleration must reflect 90% or above.</p> <p>Current core course work being considered for acceleration must reflect 90% or above.</p> <p><b>*See Appendix B for Fast-Track Advanced Math Placement Criteria</b></p>	<p>District identified gifted students</p> <p>Students with high academic achievement pending availability as determined by school staff</p> <p>School based matrix (See school counselor)</p>	
<b>Attendance</b>	No more than 5 absences in a period of 30 days or no more than 10 absences in a period of 90 calendar days.				
<b>Teacher Recommendation</b>	A written recommendation from the student's current grade level teachers for promotion requested				
<b>School Counselor Recommendation</b>	A written recommendation from the student's current school counselor for promotion requested				
<b>Principal Approval</b>	In accordance with state statute 1012.28 (5) F.S the principal of the school is the final authority in the placement of students in programs or classes.				
<b>District Approval</b>	If promotion involves a change in schools, the executive directors and principals of both schools must be involved in the decision process.				

VII. PARENT NOTIFICATION

Annually, the school district shall provide a written report to parents/guardians of students' performance on each statewide assessment [[FAC 6A-6.0908\(2\)](#)].

VIII. PROGRESSION FOR ENGLISH LANGUAGE LEARNER/LIMITED ENGLISH PROFICIENCY STUDENTS

- A. As required by [[FS 1003.56](#)], Sarasota District schools will provide ELL/ LEP students with comprehensive instruction that is equal in amount, sequence, and scope as that provided to non-ELL/LEP students. The district will enroll ELL/LEP students who are reading below grade level in English and who score Level 1 or Level 2 on FCAT Reading in courses appropriate to their level of English proficiency and reading ability.
- B. Diagnostic, placement, progress monitoring and evaluation of ELL/ LEP student performance in reading will be conducted as specified in the district's K-12 Comprehensive Reading Plan.

IX. HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL

A. **High School Credit in Middle School**

In accordance with Florida statutes 1003.4156 F.S., 1008.22 (3)(c)2.a. F.S., Middle grades students may be enrolled appropriately in high school credit-earning courses. Courses will adhere to high school grading policy which may be found in the high school program section of the Student Progression Plan.

Middle grades students earning high school credit shall simultaneously be credited with meeting the requirements for the appropriate corresponding pre-grade 9 courses. High school courses taken below grade 9 are included in student's cumulative GPA and may be used to satisfy high school graduation requirements and Bright Futures award requirements. (For additional information see Middle Grades Promotion Policy, page 6)

- B. Based on [[FS 1003.428](#)], middle school students who attempt Algebra I, Algebra I Honors, Geometry Honors, Spanish I, French I, Chinese I, or Speech I or other approved courses through ACCEL for high school credit may repeat the same or a comparable course to replace a grade of "C", "D", or "F" through grade forgiveness. Any grade for a repeated course for credit will replace the former grade in GPA calculation; however, all course grades will still be documented on high school official academic transcripts, cumulative student records, and an automated system. In addition, grades from all courses taken must be included in the GPA calculation unless the grade has been forgiven by retaking the same or comparable course. Under local district policy, if retaking a course improves an "F" to a "D", only the "D" will be calculated in the GPA. If a student earns the same letter grade twice for the same course, only ONE of the letter grades will be counted in the student's GPA calculation. In all cases of grade forgiveness, only new grade shall be used in GPA calculation.
- C. Students who drop a high school course are strongly encouraged to do so during the first grading quarter to avoid academic penalties. If students remain in a high school course(s) through the second grading quarter (first semester), the grade(s) and credit(s) earned will be added to the high school official academic transcript. Any student dropping a high school course will be returned

to a comparable middle school level course. One semester of a high school math course will be considered partial fulfillment of the math course requirement for promotion from 8<sup>th</sup> to 9<sup>th</sup> grade.

Please see Appendix A for complete description of Middle Grades EOC requirements.

Students successfully completing middle school may begin earning their community service hours for high school transcripts beginning on the first day of 9<sup>th</sup> grade.

Students who successfully complete an online course in grades 6-8 for high school credit may use that course to satisfy the online course for high school graduation requirement.

## X. TRANSFERS FROM OTHER SCHOOLS

- A. Foreign-Born Students - The grade placement shall be age-appropriate for English Language Learner students who are unable to obtain records from previous schools. The principal may review and make changes in placement based on the academic performance of the student during the first grading period. The principal is responsible for the final placement decision.
- B. See Appendix D for Military Children
- C. Home Education [[FS 1002.41](#)]
  - 1. A “home education program” is the sequentially progressive instruction of a student directed by his or her parent in order to satisfy the attendance requirement of [[FS 1002.41](#), [1003.41](#), [1003.01\(4\)](#), [1003.21\(1\)](#), and [1002.01](#)].
  - 2. Parents must register home education students with the School Board of Sarasota County within 30 days of the establishment of the home education program.
  - 3. Parents must provide written notice of termination to the School Board of Sarasota County within 30 days of the termination of a home education program.
  - 4. Parents must maintain a portfolio of records, educational activities and materials. Portfolios are to be preserved for 2 years after re-entry into Sarasota County Schools and shall be made available for the district school superintendent, or the district school superintendent’s designee, upon 15 days’ written notice.
  - 5. Parents shall provide for annual educational evaluations documenting that the student’s educational progress is at a level commensurate with his or her ability.
  - 6. A home education program shall be excluded from meeting the requirements of a school day.
  - 7. Home education students may participate in School Board of Sarasota County interscholastic extra-curricular student activities at their zoned school. Home education students participating in an extra-curricular activity may attend the specific course required for participation in the activity.
- D. Florida Virtual School
  - 1. Students, including home education students, may take middle grades level courses offered through the Florida Virtual School each year.
  - 2. Florida Virtual School courses shall be available to students during or after the normal school day or during summer school enrollment. Students should be enrolled in a full schedule in the middle school which may include FLVS course(s).
  - 3. Students requesting to take a course offered by Florida Virtual School must have parent

approval. Students and their families must consult with the middle school counselor prior to applying to or enrolling in Florida Virtual School.

4. Schools must accept all academic grades and credits attempted and/or earned at Florida Virtual School as approved by the school counselor. These grades will also be included in the calculation of the high school GPA for any high school courses taken at the middle school level. Grade forgiveness policies will apply to Florida Virtual School courses.
  5. To avoid academic penalties, students must withdraw from courses based on deadlines set by Florida Virtual School.
  6. A full-time FLVS student who meets specified conduct and academic requirements is eligible to participate in extracurricular activities at the district public school to which the student would be assigned.
- E. Sarasota Virtual School (SVS) is a full-time online district school for students in grades K-12. A parent must request from the Office of Choice and Charter Schools a reassignment from the districted school and meet eligibility requirements in order for the student to be admitted to SVS. Enrollment is typically allowed during open enrollment periods prior to the beginning of the academic year and at midyear.

Sarasota Virtual School is completely Internet based and serves students in grades 6-8. Students with access to the Internet can complete their course work from any place, at any hour, and for as long as they choose. Students are responsible for completing their course assignments and submitting them via email to the teacher for feedback and grading. The chart below will provide a description of the district's full time virtual program and the eligibility criteria for entering Sarasota Virtual School.

PROGRAM NAME	Sarasota Virtual School (SVS) Grades 6-8
<p style="text-align: center;"><b>PROGRAM DESCRIPTION</b></p>	<ul style="list-style-type: none"> <li>• SVS is a <b>Full Time</b> district school.</li> <li>• SVS delivers online instruction through contracted Virtual Instruction Providers.</li> <li>• SVS operates by <b>all</b> District guidelines, policies, and procedures.</li> <li>• SVS follows the District's Middle School Student Progression Policy.</li> <li>• SVS students are <u>required</u> to follow the District Attendance Policy.</li> <li>• SVS follows the District school calendar.</li> <li>• Parents must commit to spending at least 2-4 hours per day as a learning coach for their student(s).</li> <li>• Parents and students must attend an orientation session and/or personal interview with the SVS Supervisor or designee prior to enrollment.</li> <li>• Traditional middle school activities such as, but not limited to, a promotion ceremony, are not available for <b>SVS</b> students.</li> <li>• Students are provided all required text books and necessary resources from the contracted Virtual Instruction Providers; all materials are shipped directly to the students' home from the provider.</li> <li>• <u>Acceleration of grade levels</u> is not permissible.</li> <li>• Virtual Instruction Providers post grades at the end of first (mid-year) and second (end of the year) semesters; students and instructional coaches (parent/guardian) can access academic grades/progress 7 days a week 24 hours a day through the student/parent/ guardian accounts that are set up with the selected Virtual Instruction Provider.</li> </ul>
<p style="text-align: center;"><b>ELIGIBILITY CRITERIA</b></p>	<ul style="list-style-type: none"> <li>• According to section 1002.455, Florida Statutes, students who want to enroll in <b>SVS</b> must meet at least <b>one</b> of the following criteria specified:</li> <li>• Spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public school district for funding during the <b>preceding</b> October and February for purposes of the Florida Education Finance Program (FEFP) surveys.</li> <li>• Is the dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to</li> </ul>

	<p>the parent's permanent change of station orders.</p> <ul style="list-style-type: none"> <li>• Was enrolled during the prior school year in a school district virtual instruction program under Section 1002.45, a K-8 virtual school program under Section 1002.415, or a full-time Florida Virtual School Program under Section 1002.37 (8) (a) of Florida Statutes.</li> <li>• Has a sibling who is currently enrolled in the school district virtual instruction program and that sibling was enrolled in such program at the end of the prior school year.</li> </ul>
<b>PROMOTION POLICY</b>	<p>Middle school grade promotions requires students in grades 6, 7, and 8 must successfully complete the following academic courses:</p> <ul style="list-style-type: none"> <li>• <b>6<sup>th</sup> Grade-</b> Language Arts, Math, Earth Space Science, Social Studies</li> <li>• <b>7<sup>th</sup> Grade-</b> Language Arts, Math*, Life Science, Social Studies/Civics**</li> <li>• <b>8<sup>th</sup> Grade-</b> Language Arts, Math*, Physical Science, Social Studies/Career Education and Planning</li> </ul> <p>* To earn high school credit for Algebra 1, eligible students must pass the EOC assessment. Beginning with the 2012-2013 school year, to earn high school credit for Geometry, eligible students must pass the Geometry an end of course assessment (EOC) assessment. ** Beginning in 2012-2013, an EOC in civics education shall be administered as a field test at the middle school level. In 2013-2014, this EOC will constitute 30% of the student's final course grade. The school principal or designee shall determine whether a student who transfers to the middle school, and who has successfully completed a civics course at the previous school, must take the Civics EOC.</p>
<b>EXTRA-CURRICULAR ACTIVITIES</b>	<p><b>SVS</b> students in grades 6-8 may participate in the School Board of Sarasota County interscholastic extra-curricular student activities at their zoned school.</p>
<b>STATE /LOCAL ASSESSMENTS REQUIRED</b>	<p>6-8 students take <b>all</b> required state (FCAT, EOC, etc) and district assessments identified on the District Assessment Calendar.</p>

## XI. STUDENT RIGHTS FOR INSTRUCTION

- A. All Sarasota School District classes shall be available to all students without regard to race, color, religion, sex, national origin, age, disability, marital status, or sexual orientation. This is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English or exceptional education students. [[FS 1000.05](#)]
- B. English for Speakers of Other Languages (ESOL) services are designed to meet the communicative, academic, and social needs of English Language Learners (ELLs) as defined in [[FS 1003.56](#)]. Services will be provided as outlined the District ELL/LEP Plan. No ELL/LEP student will be retained solely due to a lack of English language proficiency.
- C. No student will be denied appropriate use of his/her primary language [[FS 1003.56](#)]. No national language minority or English Language Learner student shall be subjected to any disciplinary action based on his/her use of a language other than English [[FAC 6A-6.0908\(3\)](#)].
- D. Students who become married and students who are pregnant shall not be prohibited from attending school. These students and students who are parents shall receive the same educational instruction or its equivalent as other students but may voluntarily be assigned to a class or program suited to their special needs. Consistent with [[FS 1003.54](#)], pregnant or parenting teens may participate in a teenage parent program.
- E. Any student who believes that he/she has been denied participation in or access to an educational program or activity, or has otherwise been discriminated against due to age, sex, race, color, religion, national or ethnic origin, disability, handicapping condition, pregnancy, parenthood, marriage, political beliefs, social and family background, or for any other reason not related to his/her individual capabilities, may file a grievance according to the procedure established in School Board policy and published in the brochure entitled Policy Against

Discrimination for Students, which may be accessed  
at: [http://www.sarasota.k12.fl.us/humres/forms/Equity\\_Book-Student.pdf](http://www.sarasota.k12.fl.us/humres/forms/Equity_Book-Student.pdf)

- F. In cases of alleged discrimination and/or harassment, nothing in this policy shall prohibit a student, applicant for admission to an educational program or service, or parent from pursuing a grievance through the complaint and/or grievance procedures as may be established by federal and/or state statutes or regulations. No student, applicant for admission to an educational program or service, parent, or employee shall be subject to adverse action in retaliation for having filed a grievance or for having testified, assisted, or participated in any manner in an investigation, proceeding, or hearing conducted under the authority of this policy.

Appendix A: MIDDLE GRADES STUDENTS AND EOC ASSESSMENT  
REQUIREMENTS 2013-2014

MS Algebra 1 EOC 2013-2014	MS Geometry EOC 2013-2014	MS Civics 2013-2014
<p>A student completing Algebra I or Algebra I Honors must take the Algebra I EOC Assessment and achieve a passing score to be awarded high school credit. If the student passes the course (regardless of the Algebra I EOC Assessment score), the course may count as one of the three math courses required for promotion to high school and the course grade used as part of the high school grade point average (GPA). If a student does not pass the EOC Assessment, the student must retake the Algebra I EOC Assessment and achieve a passing score to earn the required high school credit for Algebra I. The student can only retake the same course through middle grade forgiveness (C, D, or F in course); a student who passes the EOC but not the course is not required to retake the course.</p>	<p>A student completing Geometry or Geometry Honors must take the Geometry I EOC Assessment and achieve a passing score which constitutes 30% of the student's final course grade to be awarded high school credit. If the student passes the course (regardless of the Geometry EOC Assessment score), the course may count as one of the three math courses required for promotion to high school and the course grade used as part of the high school grade point average (GPA). If a student does not pass the EOC Assessment, the student must retake the Geometry EOC Assessment and achieve a passing score to earn the required high school credit for Geometry. The student can only retake the same course through middle grade forgiveness (C, D, or F in course); a student who passes the EOC but</p>	<p>Each student's performance on the statewide standardized EOC assessment in Civics Education constitutes 30% of the student's final course grade.</p>



## Appendix B: MIDDLE SCHOOL FAST-TRACK ADVANCED MATH CRITERIA

### **M/J Course 2 Advanced (1205050) in Sixth Grade – Required eligibility criteria**

**If student does meet the criteria below, then placement is M/J Course 1 Advanced (1205020)**

#### **Fifth grade Student must meet 4 out of 5 of these criteria:**

- Teacher, Department Chair, and Administrator recommendation
- 95% + cumulative mathematics grade average in 5<sup>th</sup> grade advanced
- 95% + cumulative mathematics test average in 5<sup>th</sup> grade advanced
- 3.75 + cumulative grade point average in core content classes through three quarters 5<sup>th</sup> grade
- 40+ on Orleans-Hanna Algebra Prognosis Test
  - Administered by middle school proctors in May to designated students in the elementary school advanced math class

#### **Student must meet the following two criteria:**

- Level 5 on FCAT 2.0 Mathematics
- Level 5 on FCAT 2.0 Reading

### **Algebra 1 Honors (1200320) in Seventh Grade – Required eligibility criteria**

**If student does not meet criteria below, then placement is M/J Pre-Algebra Advanced (1205080) or repeat M/J Course 2 Advanced (1205050)**

#### **Student must meet 4 out of 5 of these criteria:**

- Teacher, Department Chair, and Administrator recommendation
- 92% + cumulative mathematics grade average in M/J Course 2 Advanced (1205050)
- 90% + cumulative mathematics test average in M/J Course 2 Advanced (1205050)
- 3.5 + cumulative grade point average of core content classes for quarters one through three
- 50 + on Iowa Algebra Readiness Assessment (IARA)

#### **Student must meet the following two criteria:**

- Level 5 on FCAT 2.0 Mathematics
- Level 4 + on FCAT 2.0 Reading

### **Geometry Honors (1206320) in Eighth Grade – Required eligibility criteria**

**If student does not meet all criteria, then placement is Algebra 1 honors (1200320)**

#### **Student must meet all the following criteria:**

- Passing score on the Algebra 1 End-of-Course Assessment
- 80% + cumulative mathematics average grade in Algebra 1 Honors (1200320)
- Teacher, Department Chair, and Administrator recommendation

APPENDIX C: REQUEST FOR MIDDLE GRADES ACCELERATION  
**To be completed by Parent/Guardian**

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. *For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.* The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. **The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** Parent permission is necessary for ACCEL options.

Student (legal name): \_\_\_\_\_ DOB: \_\_\_\_\_

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian: (Please print first and last name) \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Parent/Guardian email: \_\_\_\_\_

**Select the ACCEL Option you are requesting:**

\_\_\_\_\_ Mid-year promotion to grade (request must be submitted by May 1)

\_\_\_\_\_ Full-year promotion to grade (request must be submitted by May 1)

\_\_\_\_\_ Subject-matter acceleration for subject(s) \_\_\_\_\_  
(request must be submitted prior to the end of the first nine weeks)

\_\_\_\_\_ Virtual instruction in higher grade level subject(s) \_\_\_\_\_  
(request must be submitted prior to the end of the first nine weeks)

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

1. Academic performance
2. Ability to apply, analyze, and evaluate ideas at an advanced level
3. Ability to work independently
4. Ability to think creatively
5. Motivation to work on advanced material

Signature of individual submitting request: \_\_\_\_\_

Date Submitted: \_\_\_\_\_ Relationship to student: \_\_\_\_\_

**APPENDIX C: Academically Challenging Curriculum to Enhance Learning (ACCEL)  
MIDDLE GRADES Performance Contract**

**(To be completed before each new ACCEL Option)**

Student (legal name): \_\_\_\_\_ DOB: \_\_\_\_\_

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian: (Please print first and last name) \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Parent/Guardian email: \_\_\_\_\_

**Select the ACCEL Option you are requesting:**

\_\_\_\_\_ Mid-year promotion to grade

\_\_\_\_\_ Full-year promotion to grade

\_\_\_\_\_ Subject-matter acceleration for subject(s) \_\_\_\_\_

\_\_\_\_\_ Virtual instruction in higher grade level subject(s) \_\_\_\_\_

**Agreement**

Student participation in the selected ACCEL Option is contingent upon the student meeting eligibility and procedural requirements, as explained in the Sarasota County Student Progression Plan. Students are required to participate in all state, federal, and local assessments if mid-year or full-year promotion occurs. If a student fails to comply with the stipulated requirements at any time after the ACCEL Option is in effect, the principal may terminate the student's participation and will determine the appropriate placement in lieu of the ACCEL Option.

**I agree to the conditions stated above:**

Student's Name (print): \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**I grant permission for my student to accelerate his/her learning and agree to the conditions stated above:**

Parent/Guardian's Name (print): \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Name (print): \_\_\_\_\_ Date: \_\_\_\_\_

Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix D: **MASTERY EXAM REQUEST**

Student Name: \_\_\_\_\_ Counselor: \_\_\_\_\_

School: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Date of Request: \_\_\_\_\_ School Year: \_\_\_\_\_

Data in Support of Credit Acceleration by Mastery Exam:

FCAT Assessment in Math \_\_\_\_\_ Date of Assessment \_\_\_\_\_

Most recent math or science course \_\_\_\_\_ Grades Earned \_\_\_\_\_

Other justification \_\_\_\_\_

Guidance Counselor's Communication with Parent \_\_\_\_\_ Date: \_\_\_\_\_

Parent in agreement that grade will appear in student records and transcript.

Requested State EOC in \_\_\_\_\_ administration date, \_\_\_\_\_, is 9 weeks in advance.

Has the student attempted the EOC in Algebra 1, Geometry or Biology previously? Yes  No

If so, which one? \_\_\_\_\_

If yes, please provide date, score and evidence of additional preapproved preparation.

Date \_\_\_\_\_ Score \_\_\_\_\_ Additional preapproved preparation \_\_\_\_\_

Recommendation of Principal:

There is adequate documentation to support the student taking the EOC in Algebra 1, Geometry or Biology.

There is NOT adequate documentation to support the student taking the EOC in Algebra 1, Geometry or Biology

Signature \_\_\_\_\_

Additional Comments:

## Appendix E: INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN INTERSTATE

### COMMISSION MEETING – Rules (Approved, Nov. 2009)

#### INTRODUCTION:

Upon activation of the Interstate Compact a year ago, one of the first tasks necessary for the Commission was the creation of administrative rules under which the Compact would operate. A Rules Committee was formed and over the past year, the Committee met on several occasions to develop the rules. Comments were solicited from various stakeholders and input was considered. The rules complement the Interstate Compact and may not conflict with it. In addition, the rules are not designed to address every issue arising under the Compact, however, there is flexibility to make reasonable changes or clarification as the need arises through amendment, advisory opinions, and training opportunities. Attached is a final draft of the proposed rules for your consideration.

#### Chapter – 100 DEFINITIONS

##### SEC. 1.101 Definitions

As used in these rules, unless the context clearly requires a different construction—

- A. “Active duty” means: full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211.
- B. “By-laws” means: those by-laws established by the Interstate Commission on Educational Opportunity for Military Children for its governance, or for directing or controlling the Interstate Commission’s actions or conduct.
- C. “Children of military families” means: a school-aged child(ren), enrolled in kindergarten through twelfth (12th) grade, in the household of an active duty member.
- D. “Compact commissioner” means: the voting representative of each compacting state, appointed pursuant to Article VIII of this compact.
- E. “Days” means: business days, unless otherwise noted.
- F. “Deployment” means: the period one (1) month prior to the service members’ departure from their home station on military orders through six (6) months after return to their home station.
- G. “Education(al) records” means: those official records, files, and data directly related to a student and maintained by the school or local education agency (LEA), including but not limited to records encompassing all the material kept in the student’s cumulative folder such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.
- H. “Extracurricular activities” means: a voluntary activity sponsored by the school or LEA or an organization sanctioned by the LEA. Extracurricular activities include, but are not

limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.

- I. "Interstate Commission on Educational Opportunity for Military Children" means: the commission that is created under Article IX of this compact, which is generally referred to as Interstate Commission.
- J. "Local education agency" means: a public authority legally constituted by the state as an administrative agency to provide control of and direction for kindergarten through twelfth (12th) grade public educational institutions.
- K. "Member state" means: a state that has enacted this compact.
- L. "Military installation" means: a base, camp, post, station, yard, center, homeport facility for any ship, or other activity under the jurisdiction of the Department of Defense, including any leased facility, which is located within any of the several States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands and any other U.S. territory. Such term does not include any facility used primarily for civil works, rivers and harbors projects, or flood control projects.
- M. "Non-member state" means: a state that has not enacted this compact.
- N. "Receiving state" means: the state to which a child of a military family is sent, brought, or caused to be sent or brought.
- O. "Rule" means: a written statement by the Interstate Commission promulgated pursuant to Article XII of this compact that is of general applicability, implements, interprets or prescribes a policy or provision of the compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of statutory law in a member state, and includes the amendment, repeal, or suspension of an existing rule.
- P. "Sending state" means: the state from which a child of a military family is sent, brought, or caused to be sent or brought.
- Q. "State" means: a state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands and any other U.S. territory.
- R. "Student" means: the child of a military family for whom the LEA receives public funding and who is formally enrolled in kindergarten through twelfth (12th) grade.
- S. "Transition" means: 1) the formal and physical process of transferring from school to school or 2) the period of time in which a student moves from one school in the sending state to another school in the receiving state.
- T. "Uniformed service(s)" means: the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.
- U. "Veteran" means: a person who served in the uniformed services and who was discharged or released under conditions other than dishonorable.

## Chapter 200 – GENERAL PROVISIONS

### SEC 2.101 Adoption of rules; Amendment

Proposed rules or amendments to the rules shall be adopted by majority vote of the members of the Interstate Commission in the following manner:

- (a) Proposed new rules and amendments to existing rules shall be submitted to the Interstate Commission office for referral to the Rules Committee as follows:
  - (1) Any Commissioner may submit a proposed rule or rule amendment for referral to the Rules Committee during the annual Commission meeting. This proposal must be made in the form of a motion and approved by a majority vote of a quorum of the Commission members present at the meeting;
  - (2) Standing Committees of the Commission may propose rules or rule amendments by majority vote of that Committee;
  - (3) Any regional group of states as may be subsequently recognized by the Commission may propose rules or rules amendments by a majority vote of members of that region;
- (b) The Rules Committee shall prepare a draft of all proposed rules and provide the draft to all Commissioners for review and comments. All written comments received by the Rules Committee on proposed rules shall be posted on the Commission's website upon receipt. Based upon the comments made by the Commissioners, the Rules Committee shall prepare a final draft of the proposed rule(s) or amendments for consideration by the Commission no later than the next annual meeting falling in an odd-numbered year.
- (c) Prior to promulgation and adoption of a final rule by the Interstate Commission, the text of the proposed rule or amendment shall be published by the Rules Committee no later than thirty (30) days prior to the meeting at which the vote is scheduled, on the official web site of the Interstate Commission and in any other official publication that may be designated by the Interstate Commission for the publication of its rules. In addition to the text of the proposed rule or amendment, the reason for the proposed rule shall be provided.
- (d) Each administrative rule or amendment shall state—
  - (1) The place, time, and date of the scheduled public hearing;
  - (2) The manner in which interested persons may submit notice to the Interstate Commission of their intention to attend the public hearing and any written comments; and
  - (3) The name, position, physical and electronic mail address, telephone, and telefax number of the person to whom interested persons may respond with notice of their attendance and written comments.
- (e) Every public hearing shall be conducted in a manner guaranteeing each person who wishes to comment a fair and reasonable opportunity to comment. No transcript of the public hearing is required, unless a written request for a transcript is made, in which case the person or entity making the request shall pay for the transcript. A recording may be made in lieu of a transcript under the same terms and conditions as a transcript. This subsection shall not

preclude the Commission from making a transcript or recording of the public hearing if it chooses to do so.

- (f) Nothing in this section shall be construed as requiring a separate hearing on each rule. Rules may be grouped for the convenience of the Interstate Commission at hearings required by this section.
- (g) Following the scheduled hearing date, or by the close of business on the scheduled hearing date if the hearing was not held, the Interstate Commission shall consider all written and oral comments received.
- (h) The Interstate Commission shall, by majority vote of a quorum of the commissioners, take final action on the proposed rule and shall determine the effective date of the rule, if any, based on the rulemaking record and the full text of the rule.
- (i) Not later than sixty (60) days after a rule is adopted, any interested person may file a petition for judicial review of the rule in the United States district court of the District of Columbia or in the federal district court where the Interstate Commission's principal office is located. If the court finds that the Interstate Commission's action is not supported by substantial evidence, as defined in the federal Administrative Procedures Act, in the rulemaking record, the court shall hold the rule unlawful and set it aside.
- (j) Upon determination that an emergency exists, the Interstate Commission may promulgate an emergency rule that shall become effective immediately upon adoption, provided that the usual rulemaking procedures provided in the compact and in this section shall be retroactively applied to the rule as soon as reasonably possible, in no event later than ninety (90) days after the effective date of the rule. An emergency rule is one that must be made effective immediately in order to--
  - (1) Meet an imminent threat to public health, safety, or welfare;
  - (2) Prevent a loss of federal or state funds;
  - (3) Meet a deadline for the promulgation of an administrative rule that is established by federal law or rule; or
  - (4) Protect human health and the environment.

#### SEC. 2.102 Dues formula

- (a) The commission shall determine the formula to be used in calculating the annual assessments to be paid by states. Public notice of any proposed revision to the approved dues formula shall be given at least 30 days prior to the Commission meeting at which the proposed revision will be considered.
- (b) The Commission may consider the population of the states, the number of students subject to the compact within each state, and the volume of student transfers between states in determining and adjusting the assessment formula.
- (c) The approved formula and resulting assessments for all member states shall be distributed by the commission to each member state annually.
- (d) The dues formula shall be based on the figure of one dollar per child of military families eligible for transfer under this compact.



## Chapter 300 – TRANSFER OF EDUCATION RECORDS AND ENROLLMENT

### SEC. 3.101 Eligibility for transfer and enrollment

- (a) Unofficial or “hand-carried” education records – In the event that official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, the school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible. In the event a state or LEA charges a fee for copies of educational records, such a fee shall not exceed the reasonable cost of reproduction.
- (b) Official education records/transcripts -- Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student’s official education record from the school in the sending state. Upon receipt of this request, the school in the sending state will process and furnish the official education records to the school in the receiving state within ten (10) business days except for a designated school staff break including, but not limited to, spring, summer, or holiday. Records should be furnished as soon as possible following the return of staff from a school staff break; however, the time shall not exceed ten (10) days after the return of staff.

### SEC. 3.102 Application for transfer of student records and enrollment

An application for transfer of educational records of students subject to this compact shall contain the following:

- (a) Immunizations – Compacting states shall give thirty (30) calendar days from the date of enrollment. For a series of immunizations, initial vaccinations must be obtained within thirty (30) calendar days.
- (b) Kindergarten and First grade entrance age – Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level (including Kindergarten) from a LEA in the sending state at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level in the local education agency in the sending state shall be eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.
  - (1) Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to the school of the state being transferred into shall be admitted upon presentation of the data required in subsection (3).
  - (2) Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to a public school in the state being transferred, shall be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student’s academic credit is

acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection (3).

- (3) In order to be admitted into a school in the receiving state, such a student transferring from the sending state must provide the following data:
  - (i) Official military orders showing that the military member was assigned to the state (or commuting area) of the state in which the child was previously duly enrolled and attended school. If a child of a military member was residing with a legal guardian during the previous enrollment and not the military member, a copy of the family care plan, or proof of guardianship, as specified in the Interstate Compact, or any information sufficient for the receiving district to establish eligibility under this compact shall be provided;
  - (ii) An official letter or transcript from the proper school authority which shows record of attendance, academic information, and grade placement of the student;
  - (iii) Documented evidence of immunization against communicable diseases; and
  - (iv) Evidence of date of birth.

## Chapter 400 – GRADUATION

### SEC 4.101 Graduation

- (a) Waiver requirements – LEA administrative officials shall waive specific courses required for graduation if similar course work has been satisfactorily completed in another LEA or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, the LEA shall provide an alternative means of acquiring required coursework so that graduation may occur on time. If the receiving LEA requires a graduation project, volunteer community service hours, or other state or LEA specific requirements, the receiving LEA may waive those requirements.
- (b) Exit exams – States shall accept: 1) exit or end-of-course exams required for graduation from the sending state; or 2) national norm-referenced achievement tests or 3) alternative testing, in lieu of testing requirements for graduation in the receiving state. In the event the above alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, then the provisions of Article VII, Section C of the Compact shall apply.
- (c) Transfers during senior year – There may be cases in which a military student transferring at the beginning or during his or her senior year is ineligible to graduate from the receiving LEA after all alternatives have been considered. In such cases the sending and receiving LEA's shall ensure the receipt of a diploma from the sending LEA, if the student meets the graduation requirements of the sending LEA. In the event that one of the states in question is not a member of this compact, the member state shall use best efforts to facilitate the on-time graduation of the student in accordance with Sections A and B of Article VII of the Compact.

## Chapter 500 – PLACEMENT & ATTENDANCE

### SEC. 5.101 Course placement

The receiving school shall initially place a student who transfers before or during the school year in educational courses based on the student's enrollment in the sending state school and/or educational assessments conducted at the school in the sending state to the extent the educational courses are provided by the receiving school. Course placement includes but is not limited to Honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathways courses. The receiving school may perform subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). The receiving school may allow the student to attend similar educational courses in other schools within the LEA if the receiving school does not offer such educational courses.

### SEC. 5.102 Educational program placement

The receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English as a second language (ESL). The receiving school may perform subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). The receiving school may allow the student to attend similar educational courses in other schools within the LEA if the receiving school does not offer such programs.

### SEC. 5.103 Special education services

- (a) In compliance with the federal requirements of the Individuals with Disabilities Education Act (IDEA), 20 U.S.C.A. Section 1400 et seq, the receiving state shall initially provide comparable services to a student with disabilities based on his/her current Individualized Education Program (IEP); and
- (b) In compliance with the requirements of Section 504 of the Rehabilitation Act, 29 U.S.C.A. Section 794, and with Title II of the Americans with Disabilities Act, 42 U.S.C.A. Sections 12131-12165, the receiving state shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities, subject to an existing 504 or Title II Plan, to provide the student with equal access to education.
- (c) The receiving school may perform subsequent evaluations to ensure appropriate placement and appropriate services. The receiving school shall follow any current regulations the receiving state has in place in order to comply with federal or state law.

### SEC. 5.104 Placement flexibility

LEA officials shall have flexibility in waiving course/program prerequisites, or other preconditions for placement in courses/programs offered under the jurisdiction of the LEA.

### SEC. 5.105 Absence as related to deployment activities

A student whose parent or legal guardian is an active duty member of the uniformed services, as defined by the Compact, and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the LEA superintendent or head of school to visit with his or her parent or legal guardian relative to such leave or deployment of the parent or guardian. Notwithstanding the above, the LEA superintendent or head of school may provide a maximum number of additional excused absences.

## Chapter 600 -- ELIGIBILITY

### SEC. 6.101 Eligibility for Enrollment

- (a) A custody order, special power of attorney, or other applicable document relative to the guardianship of a child of a military family and executed under the applicable law of each member state shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent. A special power of attorney form, which is acceptable in some jurisdictions, can be obtained through the JAG offices pursuant to Military Family Care Plan regulations.
- (1) A local education agency shall be prohibited from charging local tuition to a transitioning military child placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent. Tuition may be charged for optional programs offered by the LEA.
- (2) A transitioning military child, placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which he/she was enrolled while residing with the custodial parent. The local education agency shall not charge tuition. In addition, transportation to and from school is the responsibility of the non-custodial parent or other persons standing in loco parentis.
- (b) Eligibility for extracurricular participation – State and local education agencies shall facilitate the opportunity for transitioning military children’s inclusion in extracurricular activities, regardless of application deadlines, with consultation with the state high school athletic association, to the extent they are otherwise qualified. Application deadlines include tryouts, summer conditioning and other coach or district prerequisites.

## Chapter 700 – OVERSIGHT, ENFORCEMENT, AND DISPUTE RESOLUTION

### SEC. 7.101 Informal communication to resolve disputes or controversies

- (a) States shall attempt to resolve disputes or controversies by communicating with each other by telephone, telefax, or electronic mail.
- (b) Failure to resolve dispute or controversy—
- (1) Following an unsuccessful attempt to resolve controversies or disputes arising under this compact, its by-laws or its rules as required under sec.7.101 (a), states shall pursue one or more of the informal dispute resolution processes set forth in sec. 7.101 (b)(2) prior to resorting to formal dispute resolution alternatives.
- (2) Parties shall submit a written request to the executive director for assistance in resolving the controversy or dispute. The executive director shall provide a written response to the parties within ten (10) days and may, at the executive director’s discretion, seek the assistance of legal counsel or the executive committee in resolving the dispute. The executive committee may authorize its standing committees or the executive director to assist in resolving the dispute or controversy.

### SEC. 7.102 Formal resolution of disputes and controversies

- (a) Alternative dispute resolution – Any controversy or dispute between or among compacting states that arises from or relates to this compact that is not resolved under sec. 7.101 may be

resolved by alternative dispute resolution processes. These shall consist of mediation and arbitration.

(b) Mediation and arbitration

(1) Mediation

- (i) A state that is party to a dispute may request, or the executive committee may require, the submission of a matter in controversy to mediation.
- (ii) Mediation shall be conducted by a mediator appointed by the executive committee from a list of mediators approved by the national organization responsible for setting standards for mediators and pursuant to procedures customarily used in mediation proceedings.

(2) Arbitration

- (i) Arbitration may be recommended by the executive committee in any dispute regardless of the parties' previous submission of the dispute to mediation.
- (ii) Arbitration shall be administered by at least one neutral arbiters or a panel of arbiters not to exceed three members. These arbiters shall be selected from a list of arbiters maintained by the commission staff.
- (iii) The arbitration may be administered pursuant to procedures customarily used in arbitration proceedings and at the direction of the arbiter.
- (iv) Upon the demand of any party to a dispute arising under the compact, the dispute shall be referred to the American Arbitration Association and shall be administered pursuant to its commercial arbitration rules.
- (v) (a) The arbiter in all cases shall assess all costs of arbitration, including fees of the arbiter and reasonable attorney fees of the prevailing party, against the party that did not prevail.  
(b) The arbiter shall have the power to impose any sanction permitted by this compact and other laws of the state or the federal district in which the commission has its principal offices.
- (vi) Judgment on any award may be entered in any court having jurisdiction.

SEC 7.103 Enforcement actions against a defaulting state

- (a) If the Interstate Commission determines that any state has at any time defaulted ("defaulting state") in the performance of any of its obligations or responsibilities under this Compact, the by-laws or any duly promulgated rules the Interstate Commission may impose any or all of the following penalties:
  - (1) Damages or costs in such amounts as are deemed to be reasonable as fixed by the Interstate Commission;
  - (2) Remedial training and technical assistance as directed by the Interstate Commission;
  - (3) Suspension and termination of membership in the compact. Suspension shall be imposed only after all other reasonable means of securing compliance under the by-laws and rules have been exhausted. Immediate notice of suspension shall be given by the Interstate

Commission to the governor, the chief justice or chief judicial officer of the state, the majority and minority leaders of the defaulting state's legislature, and the state council

- (b) The grounds for default include, but are not limited to, failure of a Compacting State to perform such obligations or responsibilities imposed upon it by this compact, Interstate Commission by-laws, or duly promulgated rules. The Interstate Commission shall immediately notify the defaulting state in writing of the penalty imposed by the Interstate Commission on the defaulting state pending a cure of the default. The Interstate Commission shall stipulate the conditions and the time period within which the defaulting state must cure its default. If the defaulting state fails to cure the default within the time period specified by the Interstate Commission, in addition to any other penalties imposed herein, the defaulting state may be terminated from the Compact upon an affirmative vote of a majority of the compacting states and all rights, privileges, and benefits conferred by this Compact shall be terminated from the effective date of suspension.
- (c) Within sixty (60) calendar days of the effective date of termination of a defaulting state, the Interstate Commission shall notify the governor, the chief justice or chief judicial officer, the majority and minority leaders of the defaulting state's legislature, and the state council of such termination.
- (d) The defaulting state is responsible for all assessments, obligations, and liabilities incurred through the effective date of termination including any obligations, the performance of which extends beyond the effective date of termination.
- (e) The Interstate Commission shall not bear any costs relating to the defaulting state unless otherwise mutually agreed upon between the Interstate Commission and the defaulting state.
- (f) Reinstatement following termination of any compacting state requires both a reenactment of the Compact by the defaulting state and the approval of the Interstate Commission pursuant to the rules.

#### SEC 7.104 Judicial enforcement

The Interstate Commission may, by majority vote of the members, initiate legal action in the United States District Court for the District of Columbia or, at the discretion of the Interstate Commission, in the federal district where the Interstate Commission has its offices to enforce compliance with the provisions of the Compact, its duly promulgated rules and by-laws, against any compacting state in default. In the event judicial enforcement is necessary, the prevailing party shall be awarded all costs of such litigation including reasonable attorneys' fees.

## **APPENDIX D**

### **Language Arts Florida Standards (LAFS)**

# GRADE: 6

## Strand: READING STANDARDS FOR LITERATURE

### Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.6.RL.1.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.6.RL.1.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.6.RL.1.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>

### Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
LAFS.6.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.6.RL.2.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.6.RL.2.6	Explain how an author develops the point of view of the narrator or speaker in a text.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>

### Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.6.RL.3.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.6.RL.3.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>

### Cluster 4: Range of Reading and Level of Text Complexity

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STANDARD CODE	STANDARD
LAFS.6.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

**Strand: READING STANDARDS FOR INFORMATIONAL TEXT**

**Cluster 1: Key Ideas and Details**

STANDARD CODE	STANDARD
LAFS.6.RI.1.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.6.RI.1.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.6.RI.1.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

**Cluster 2: Craft and Structure**

STANDARD CODE	STANDARD
LAFS.6.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.6.RI.2.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.6.RI.2.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

**Cluster 3: Integration of Knowledge and Ideas**

STANDARD CODE	STANDARD
LAFS.6.RI.3.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.6.RI.3.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.6.RI.3.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

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Cluster 4: Range of Reading and Level of Text Complexity	
STANDARD CODE	STANDARD
LAFS.6.RI.4.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>

## Strand: WRITING STANDARDS

### Cluster 1: Text Types and Purposes

STANDARD CODE	STANDARD
LAFS.6.W.1.1	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>a. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from the argument presented.</li> </ul> <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.6.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul> <i>Cognitive Complexity: Level 4: Extended Thinking &amp; Complex Reasoning</i>
LAFS.6.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence</li> </ul>

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	<p>and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
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**Cluster 2: Production and Distribution of Writing**

STANDARD CODE	STANDARD
LAFS.6.W.2.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
LAFS.6.W.2.5	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
LAFS.6.W.2.6	<p>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>

**Cluster 3: Research to Build and Present Knowledge**

STANDARD CODE	STANDARD
LAFS.6.W.3.7	<p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><i>Cognitive Complexity:</i> Level 4: Extended Thinking &amp; Complex Reasoning</p>
LAFS.6.W.3.8	<p>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
LAFS.6.W.3.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>

**Cluster 4: Range of Writing**

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STANDARD CODE	STANDARD
LAFS.6.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>

**Strand: STANDARDS FOR SPEAKING AND LISTENING**

**Cluster 1: Comprehension and Collaboration**

STANDARD CODE	STANDARD
LAFS.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul> <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.6.SL.1.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.6.SL.1.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>

**Cluster 2: Presentation of Knowledge and Ideas**

STANDARD CODE	STANDARD
LAFS.6.SL.2.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.6.SL.2.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.6.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>

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**Strand: LANGUAGE STANDARDS****Cluster 1: Conventions of Standard English**

STANDARD CODE	STANDARD
LAFS.6.L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>e. Recognize variations from standard English in their own and others writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ul> <p><i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i></p>
LAFS.6.L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>b. Spell correctly.</li> </ul> <p><i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i></p>

**Cluster 2: Knowledge of Language**

STANDARD CODE	STANDARD
LAFS.6.L.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Vary sentence patterns for meaning, reader/listener interest, and style</li> <li>b. Maintain consistency in style and tone.</li> </ul> <p><i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i></p>

**Cluster 3: Vocabulary Acquisition and Use**


STANDARD CODE	STANDARD
LAFS.6.L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li> </ul>

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	<ul style="list-style-type: none"> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
LAFS.6.L.3.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., personification) in context.</li> <li>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</li> </ul> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
LAFS.6.L.3.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>

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# GRADE: 7

## Strand: READING STANDARDS FOR LITERATURE

### Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.7.RL.1.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.7.RL.1.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.7.RL.1.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

### Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
LAFS.7.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.7.RL.2.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.7.RL.2.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

### Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.7.RL.3.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.7.RL.3.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

### Cluster 4: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD
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LAFS.7.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
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## Strand: READING STANDARDS FOR INFORMATIONAL TEXT

### Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.7.RI.1.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.7.RI.1.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.7.RI.1.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

### Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
LAFS.7.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.7.RI.2.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.7.RI.2.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

### Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.7.RI.3.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.7.RI.3.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.7.RI.3.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

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	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
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Cluster 4: Range of Reading and Level of Text Complexity	
STANDARD CODE	STANDARD
LAFS.7.RI.4.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

**Strand: WRITING STANDARDS**

**Cluster 1: Text Types and Purposes**

STANDARD CODE	STANDARD
LAFS.7.W.1.1	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.7.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> <i>Cognitive Complexity:</i> Level 4: Extended Thinking & Complex Reasoning
LAFS.7.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> </ul>

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	<ul style="list-style-type: none"> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
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Cluster 2: Production and Distribution of Writing	
STANDARD CODE	STANDARD
LAFS.7.W.2.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
LAFS.7.W.2.5	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
LAFS.7.W.2.6	<p>Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>

Cluster 3: Research to Build and Present Knowledge	
STANDARD CODE	STANDARD
LAFS.7.W.3.7	<p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
LAFS.7.W.3.8	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
LAFS.7.W.3.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</li> <li>b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the</li> </ul>

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	claims").  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
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Cluster 4: Range of Writing	
STANDARD CODE	STANDARD
LAFS.7.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

## Strand: STANDARDS FOR SPEAKING AND LISTENING

### Cluster 1: Comprehension and Collaboration

STANDARD CODE	STANDARD
LAFS.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul> <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.7.SL.1.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.7.SL.1.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

### Cluster 2: Presentation of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.7.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

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LAFS.7.SL.2.5	<p>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
LAFS.7.SL.2.6	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>

## Strand: LANGUAGE STANDARDS

### Cluster 1: Conventions of Standard English

STANDARD CODE	STANDARD
LAFS.7.L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
LAFS.7.L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old[,] green shirt</i>).</li> <li>b. Spell correctly.</li> </ul> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>

### Cluster 2: Knowledge of Language

STANDARD CODE	STANDARD
LAFS.7.L.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>

### Cluster 3: Vocabulary Acquisition and Use

STANDARD CODE	STANDARD
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LAFS.7.L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol> <p><i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i></p>
LAFS.7.L.3.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</li> </ol> <p><i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i></p>
LAFS.7.L.3.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><i>Cognitive Complexity: Level 1: Recall</i></p>

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# GRADE: 8

## Strand: READING STANDARDS FOR LITERATURE

### Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.8.RL.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.8.RL.1.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.8.RL.1.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  <i>Coanitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>

### Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
LAFS.8.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.8.RL.2.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.8.RL.2.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.  <i>Coanitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>

### Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.8.RL.3.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.8.RL.3.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.  <i>Coanitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>

### Cluster 4: Range of Reading and Level of Text Complexity

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STANDARD CODE	STANDARD
LAFS.8.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>

**Strand: READING STANDARDS FOR INFORMATIONAL TEXT**

**Cluster 1: Key Ideas and Details**

STANDARD CODE	STANDARD
LAFS.8.RI.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.8.RI.1.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.8.RI.1.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>

**Cluster 2: Craft and Structure**

STANDARD CODE	STANDARD
LAFS.8.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.8.RI.2.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.8.RI.2.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>

**Cluster 3: Integration of Knowledge and Ideas**

STANDARD CODE	STANDARD
LAFS.8.RI.3.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.8.RI.3.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.8.RI.3.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

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	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
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**Cluster 4: Range of Reading and Level of Text Complexity**


STANDARD CODE	STANDARD
LAFS.8.RI.4.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

**Strand: WRITING STANDARDS**

**Cluster 1: Text Types and Purposes**

STANDARD CODE	STANDARD
LAFS.8.W.1.1	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.8.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> <i>Cognitive Complexity:</i> Level 4: Extended Thinking & Complex Reasoning
LAFS.8.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> </ul>

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	<ul style="list-style-type: none"> <li>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
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Cluster 2: Production and Distribution of Writing	
STANDARD CODE	STANDARD
LAFS.8.W.2.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
LAFS.8.W.2.5	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
LAFS.8.W.2.6	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>

Cluster 3: Research to Build and Present Knowledge	
STANDARD CODE	STANDARD
LAFS.8.W.3.7	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><i>Cognitive Complexity:</i> Level 4: Extended Thinking &amp; Complex Reasoning</p>
LAFS.8.W.3.8	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
LAFS.8.W.3.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</li> <li>b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the</li> </ul>

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	reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	

Cluster 4: Range of Writing	
STANDARD CODE	STANDARD
LAFS.8.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	

## Strand: STANDARDS FOR SPEAKING AND LISTENING

### Cluster 1: Comprehension and Collaboration

STANDARD CODE	STANDARD
LAFS.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>
<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	
LAFS.8.SL.1.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	
LAFS.8.SL.1.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	

### Cluster 2: Presentation of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.8.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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	<i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.8.SL.2.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.8.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>

## Strand: LANGUAGE STANDARDS

### Cluster 1: Conventions of Standard English

STANDARD CODE	STANDARD
LAFS.8.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <ul style="list-style-type: none"> <li>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>b. Form and use verbs in the active and passive voice.</li> <li>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>d. Recognize and correct inappropriate shifts in verb voice and mood.</li> </ul> <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.8.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <ul style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>b. Use an ellipsis to indicate an omission.</li> <li>c. Spell correctly.</li> </ul> <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>

### Cluster 2: Knowledge of Language

STANDARD CODE	STANDARD
LAFS.8.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  <ul style="list-style-type: none"> <li>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> </ul> <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>

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Cluster 3: Vocabulary Acquisition and Use	
STANDARD CODE	STANDARD
LAFS.8.L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
LAFS.8.L.3.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>Use the relationship between particular words to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</li> </ol> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
LAFS.8.L.3.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>

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## **APPENDIX E**

### **Sarasota County Schools 2013-2014 Comprehensive Research-Based Reading Plan (6-8)**

# 2012-13 K-12 Comprehensive Research Based Reading Plan

## District: Sarasota

### Leadership: District Level

1 What are your measurable district goals for student achievement in reading for the 2012-13 school year as described as a percentage increase from last year's scores?

The percentage of students in primary grades scoring at or above proficiency on the FAIR Test will increase annually. This will be evident with all demographic groups. Specific to FAIR performance in kindergarten, the 2011-2012 PRS demonstrated 83.8% of students functioned at a high probability of reading success. For the kindergarten in 2012-2013, the goal will be that students will perform at 85% or higher on the PRS, respond accurately to at least 4/5 listening or reading comprehension questions, and score in the 40-60 percentile if vocabulary was administered. This is a PRS increase 1.2%. For grade 1, 73.9% of students had a PRS with high probability of reading success. For 2012-13, the goals will be that students 76% of students perform at 85% or higher, read the target passage for AP 3 with fluency (Multidimensional Fluency Scale) and accuracy (60 wcpm), respond to the majority of the comprehension questions correctly, and score in the 40-60 percentile if vocabulary was administered. This is a PRS increase of 2.1%. For grade 2, 36.9% of students had a high probability of reading success, For 2012-13, the goal will be that 40% of students will have a high probability of reading success, read the target passage for AP 3 with fluency (Multidimensional Fluency Scale) and accuracy (90 wcpm), respond to the majority of the comprehension questions correctly, and score in the 40-60 percentile if vocabulary was administered. This is a PRS increase of 3.1%.

These are the new goals for 2012-2013 for grades 3-10.

Increase in Level 3 Scores Level 1-2 Increase from Previous Year's Scores Level 2-3 Increase from Previous Year's Scores

Grade

3 1% increase- to 84% 1% increase- to 9% 1% increase- to 32%  
 4 1% increase- to 81% 1% increase- to 12% 1% increase- to 30%  
 5 1% increase- to 81% 1% increase- to 11% 1% increase- to 31%  
 6 1% increase- to 80% 1% increase - to 13% 1% increase – to 34%  
 7 1% increase- to 78% 1% increase - to 15% 1% increase- to 35%  
 8 1% increase – to 68% 1% increase – to 23% 1% increase – to 39%  
 9 3% increase – to 60% 3% increase – to 30% 3% increase – to 33%  
 10 3% increase – to 49% 3% increase – to 32% 3% increase – to 31%

2 How will the district assure that administrators and reading/literacy coaches provide follow up on literacy professional development (Common Core State Standards Implementation, Text Complexity, Comprehension Instructional Sequence) and teaching standards through course descriptions?

The District is committed to integrated literacy development across the content areas. Members from the schools' Literacy Leadership Teams (LLT), which include an administrator, key literacy and content teachers will attend the Common Core Institute to be held in the summer. On a number of the teams, a District curriculum specialist will join the team. At the monthly principal and assistant principal meetings throughout the school year, the

district reading specialists will present literacy sessions on the Common Core, text complexity, and comprehension instructional sequence. Last year, our principals and assistant principals had initial training with Stuart Greenberg in text complexity and the follow-up from our district continues. We have also trained all of our Literacy Leadership teams in the Comprehension Instructional Sequence (CIS) and the follow-up is ongoing.

3 How will the district assure (a) systematic and explicit instruction, based on data, and (b) use of text-based instruction, with an emphasis on complex text?

The district meets or exceeds all mandated class size requirements. Ongoing professional development for teachers emphasizes the importance of reading model fidelity. The 90 minute reading block is an expectation for scheduling in all elementary schools, and is monitored by the principals and the Executive Director for Elementary Programs. The Executive Director for Middle Schools and the Executive Director for High Schools also monitor the models defined for Level 1 and Level 2 FCAT students in middle and high schools. All training provided emphasizes the use of student data to determine best practices in delivery of the reading model outlined and described in this K-12 Reading Plan. School schedules are collected and monitored by the district Executive Directors for elementary, middle and high school programs. The district's Instructional Focus Calendars (IFC) will continue to emphasize the use of complex text with continued professional development offered by the Curriculum and Instruction Department.

4 How will the district assure that schools increase the amount and variety of complex texts used to teach complex comprehension tasks -- in addition to the Comprehensive Core Reading Program (CCRP), Supplemental Intervention Reading Program (SIRP), and Comprehensive Intervention Reading Program (CIRP)?

The SIRPs and CIRPs identified for use in high school are varied and are chosen for their quality and to motivate students to read. Consequently, they include literary and informational text. Appealing to practical, functional literacy, the District website also provides links to virtual resources such as Thompson-Gale that contain thousands of titles for teachers to use. These virtual sources include informational texts, literary texts, and newspapers. At every grade level the Instructional Focus Calendars provide a link to CPALMS and its resources for teachers to include links to complex texts. Ongoing training of use of complex texts will be the focus of collaborative planning professional development as well.

5 If additional exposures to complex texts are needed, how will this be addressed?

The content program specialists at the district level will continue to add to the resource tab of the instructional focus calendars. After teachers have completed training on the use of complex texts, they will be expected to collaborate and submit a plan for close reading of complex texts in various subject areas. These will be housed on Learn, the District's online collaborative resources tool.

6 How will the district support implementation of Next Generation Content Area Reading – Professional Development (NGCAR-PD) and the Comprehension Instructional Sequence (CIS)?

The district has a cadre of teachers and district level teachers who have completed the state train the trainer model which enables us to offer NGCARPD every year. The secondary language arts program specialist is trained in CIS and has been developing training for our teachers in grades 6-12. We also have our Literacy Leadership teams members trained in CIS.

7 How will the district facilitate improvement in and intensify interventions for schools that are not making academic improvements as determined by walk through and student performance



	data?
	<p>The district will continue to help teachers identify students for differentiated instruction and reduce the number of students who need more intensive intervention. At the elementary level, the core series offers an intervention for both primary and intermediate grade students. At the secondary levels, the comprehensive and supplemental materials provide additional options for intensive intervention. The district will conduct trainings for the core elementary teachers as well as separate trainings for each secondary comprehensive program adopted. These teachers will receive direct support from the Curriculum department specialists. Principals , assistant principals, and executive directors will conduct periodic walk-throughs. Feedback from these visits will serve as an opener for discussion about instructional practice and student performance data and changes in practice to meet the needs of students.</p>
8	<p>How and when will the district provide principals with the information contained in the K-12 Comprehensive Research-Based Reading Plan?</p>
	<p>Summer institutes are held for Sarasota principals annually. Follow up is provided at monthly administrator trainings and meetings as needed. Program specialists have been asked to review the Reading Plan with administrators at their level-alike meetings. The Plan is also on the District website for easy access.</p>
9	<p>How will the district ensure the provision of an additional hour of intensive reading instruction beyond the normal school day for each day of the entire school year for students in the 100 lowest-performing elementary schools based on the state reading assessment? If your district does not contain one of these schools, what efforts are being made to provide additional time outside of the school day for reading intervention?</p>
	<p>None of Sarasota County Schools have currently been identified as being in the "100 lowest performing elementary schools". However, there are after school programs that currently offer additional reading service and intervention. Some of them are the 21st Century Learning Centers Program which provides tutorial services to students attending low performing schools; after school services through SES providers through Title I; FCAT Bootcamp to give students extra support in literacy; Saturday School for low performing students to continue the learning from the school week.</p> <p>If any of Sarasota schools are designated as "lowest 100 elementary schools", these programs may be expanded for those schools in need. The Academic Intervention, Curriculum and Instruction, and Title I Departments would meet to identify and analyze needs and then develop a supportive plan.</p>
10	<p>How will the district provide leadership and support in defining the role of the reading coach to school administration, teachers, and reading coaches?</p> <p>Please create your District Data Driven Reading Coach Process Chart, detailing the way of work for administrators, teachers, and reading coaches in your district. This chart will be uploaded through the online system. You will find a sample in the Appendix.</p> <p>Please be sure to address: Common Core State Standards Implementation, Text Complexity, Comprehension Instructional Sequence.</p> <p>For a reading coach to be effective, the role of the coach must be clear to school administration, teachers, and the coach. The role of the coach is specified in 1011.62 (9) (c) 3., noting that highly qualified reading coaches specifically support teachers with making instructional decisions based on student data, and improve teacher delivery of effective reading instruction,</p>



	intervention, and reading in the content areas based on student need.
	Sarasota_DistrictReadingCoachChart_2012.doc,6/14/2012 12:58:13 PM
11	What is the total number of reading coaches (funded through any source) that served the district for the 2011-12 school year?
	In 2011-2012, the district had 2 reading coaches. We placed one at each of our lowest performing schools. We used 100% of our FEFP Reading allocation to fund reading teachers, not our two coaches.
12	What is the total estimated number of reading coaches (funded through any source) that will be serving the district for the 2012-13 school year?
	<p>There will be one, full-time school-based coaching position at a high school with the highest poverty in the District.</p> <p>Other schools will receive literacy coaching services through district literacy specialists. This team will include the two district reading specialists, title 1 specialist, county-wide ESE reading teacher and county-wide ESOL specialist. This collaborative team will support schools in several ways: conducting informal needs assessments resulting in identifying school based needs for support and coaching, providing district training on major reading initiatives for school reading representatives, providing publisher-sponsored professional development that is program based, providing support at the school level through meetings with the principal and possibly literacy leadership team members through conferences and school-based professional development, providing periodic meetings with literacy coaches for their own professional development and periodic walkthroughs in classrooms to provide feedback on program fidelity. Our district literacy team will be in the schools on a regular basis to provide coaching services.</p>
13	How will the district and schools recruit and retain highly qualified reading teachers and reading coaches?
	The district offers one of the highest teacher salary rates in the state. It also provides many District-supported reading courses which are offered regularly as well as reading endorsement courses. The District offers a variety of learning formats: online, blended online and face-to-face, and face-to-face courses.
14	How will the district determine allocation of reading coaches based on the needs of schools?
	One high school literacy coach has been allocated through District funds to the highest poverty school in the District. Title 1 schools may take advantage of a flexibility model using their funds to hire a person who will serve students and also teachers in a modeling and supporting role. This additional support of teachers will be beneficial to students. It is expected that these support people will possess a reading endorsement or certification or an advanced level of reading knowledge. They will continue their professional growth in reading. These individuals will also possess qualities of a literacy leader: understanding of the change process, content knowledge, research, and best practice. Principals will make the choice of this support person.
15	How will the professional development provided to district supervisors be delivered at the school level?
	The district level supervisors offer both after school and during school hours training. If the training is during the day it is delivered either through the collaborative planning period of

### Leadership: School Level

1 How are Reading Leadership Teams used to create capacity of reading knowledge within the school and focus on areas of literacy concern across the school?

Please consider focusing on the following items:

Support for Text Complexity

Support for Instructional Skills to Improve Reading Comprehension

- Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons.
- Providing scaffolding that does not preempt or replace text reading by students.
- Developing and asking text dependent questions from a range of question types.
- Emphasizing students supporting their answers based upon evidence from the text.
- Providing extensive research and writing opportunities (claims and evidence).

The Reading Leadership Teams or Literacy Leadership Teams (LLT) focus on the professional development of their staff in literacy as well as developing a culture of literacy in every content area. The District's literacy specialists have begun a detailed plan to help teachers understand the concept of text complexity, its implications for teaching and support to students. For elementary and secondary schools, District literacy specialists will conduct regional and school-based workshops discussing the components of a complex text, choosing appropriately challenging texts, and limiting frontloading and providing scaffolded instruction as needed within a close reading. When encountering complex text, students need to be taught how to be strategic and metacognitive in their thinking while reflecting on the text's meaning. While teachers pose questions to get at the heart of comprehension, students should also learn to question for their understanding. Answers to questions should be text-based. For text comprehension to be complete, writing in response to reading is essential.

The LLTs will continue the support of their teachers through presentations and practice with their staff.

2 How does the reading coach provide the following professional development at the school site?

Professional development in literacy (including text complexity, implementation of the Common Core State Standards in literacy, and the Comprehension Instructional Sequence) for all teachers?

Professional development for reading intervention teachers?

Professional development for guidance counselors, including reading intervention placement?

How is this occurring in schools where no reading coach is available?

Because there are few reading coaches available at the school sites, the District staff will provide much of the professional development at the schools with the assistance of the LLT members at each school. District literacy specialists are available to train secondary English/Reading department chairs. Regional and school-based training on the Common Core and text complexity are part of the District's professional development offerings for all levels. District and school based leaders have been trained by Just Read staff in the CIS.

While guidance counselors can consult the District Reading Plan to determine reading intervention placement, literacy specialists are also available for assistance in this process.

Reading intervention teachers are supported through regular trainings and as part of their collaborative planning teams (CPT).

3 How are texts reviewed and selected for complexity? How are 'stretch texts' provided in all

courses/grades, particularly in reading intervention? Students should have regular access to grade level appropriate text.

Through the District plan, teachers are taught to identify the components of complex text so as to stretch students' reading and thinking about text. Teachers will recognize complex text within their content area texts and will receive professional development in how to use "stretch texts". This is part of a District plan.

- 4 How will the principal increase the amount of time that students read text closely for deep understanding across the school day and outside of school? One goal should be that students are reading one book every two weeks. Include how the principal will increase media center circulation.

Throughout the school year, District literacy specialists will be part of the level-alike principals' meetings. Principals will continue to build their understanding of close reading. Often principals use the morning news to do brief book talks about new or interesting fiction and nonfiction. Motivating students to increase their volume of reading can be a difficult task. With the District's considerable resource of digital texts, the use of online as well as paper reading will be encouraged. Through a grant, middle schools have had the opportunity to read the same book across all language arts classes. They have "choice books" which expand the content. Because there are multiple titles of each book, students may pair read and engage in book clubs. Over the past few years media circulation has improved.

- 5 How will school level leadership ensure that intensive reading instruction meets the following characteristics outlined in Section 1011.62(1)(f), Florida Statutes?

The principal and administrative staff consider the State Statute and the District's K-12 Reading Plan in identifying students for intensive reading service. The Reading Plan specifies the format of the reading period as well as the components for the instruction. The school administrative staff conduct regular walkthroughs to observe the content. They are also in contact with the District's secondary reading program specialist who provides guidance and suggestions.

## Professional Development

- 1 Provide the district professional development schedule for ALL reading professional development, not just the professional development funded through the FEFP reading allocation, for the 2012-2013 school year through Chart A. This chart will be completed through the web based system. Repeat this process within the application as many times as necessary for each professional development offering in reading offered by your district. ALL Reading Endorsement professional development offerings should be described in Chart A. Please address the Reading Endorsement professional development first in your charts. **To create and edit all professional development charts for Chart A, use the link provided within this section online. Please be sure to indicate whether you are accepting a previously approved chart or creating/revising a new chart by clicking the appropriate radio button on Chart A.**

[Chart A](#)

(This will open in a new browser)

- 2 Does your district offer Next Generation Content Area Reading Professional Development (NGCAR-PD) or CAR-PD in at least one school?

Yes, NGCAR-PD is available as an option for all middle and high schools.

- 3 Does your district offer Reading Endorsement for ESOL (REESOL)?

Yes, based on reasonable class size and using the FLARE model. It was last offered in Summer 2010.

- 4 Does your district conduct transcript reviews of college coursework for application towards the

District Add-On Reading Endorsement?

Yes, however, the courses must have been successfully completed within the past five years.

5 Please list and describe the professional development teachers will receive to ensure text based content area instruction in English/Language Arts, History/Social Studies, Science, and Technical Subjects.

The District program specialists for English/Language Arts, Science, and Social Studies have developed a plan to work with their content area teachers. The strategic plan has several foci: Reading and Writing through the Use of Content Specific Complex Text and Using Close Reading Exemplars. In the fall and winter, content area teachers will be exposed to content specific complex text and an examination of vocabulary included within the text. Teachers will collaborate to identify content specific texts and develop a close reading activity. Then teachers will learn to examine complex texts using quantitative and qualitative measures. Online resources for determining complexity may be used. In the spring, teachers will write questions for close analytical reading and learn how to encourage students to use text-based evidence. Based on the previous work, writing will be connected to the content.

6 Do the Reading Endorsement courses your district provides align with the 2011 Reading Endorsement competencies and indicators? If not, please describe your timeline to offer courses aligned to the new endorsement. State Board Rule 6A-4.0163 reflects that implementation should occur beginning in August 2012.

The Reading Endorsement courses are currently being revised and are in the process of alignment with the 2011 competencies. Beginning with the 2012-2013 school year, the reading endorsement courses will be offered with the new competencies' expectations.

## Professional Development

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[Chart A](#)

(This will open in a new browser)

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### Middle School Student Achievement and Instruction

**All information provided in this section details how this district will meet the reading needs of all student subgroups identified under No Child Left Behind.**

- 1 Each district will be given one school user log-in password so that each school may enter their own information into Chart F by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school based information before submitting Chart F. School level users should select all adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.' **To review and edit all school information for Chart F before submitting, please use the link provided within this section online.**

[Chart F](#)

(This will open in a new browser)

- 2.1 The goal of a middle grades reading program is to provide a variety of methods and materials to develop strategies and critical thinking skills in reading **for students who are reading on or above grade level and enrolled in reading courses** which may be transferred to content courses across the curriculum. The skills and strategies taught should align with Sunshine State Standards for Reading at the appropriate grade level, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test (FCAT).

Is a middle grades reading course required for students scoring Level 3 and above on FCAT Reading? If so, for which students is this required?

Sarasota County District Schools will not have the capacity to serve our FCAT Reading Level 3 and above students in a Developmental Reading Program.



2.2 How will your district assure that the offerings in your SIRP(s), and CIRP(s) introduce and increase the amount of complex text provided for your students in order to learn how to extract and use information from increasingly complex text? If additional exposure to complex text is needed, how will this be addressed?

Through guided reading instruction, students will be supported in learning how to extract and use information from increasingly complex texts. Differentiation and scaffolding will be the key to take our readers to the next level. Teachers will also model their own thinking of complex text through shared reading and read alouds. Teachers will be expected to teach close readings lasting 3-5 days for complex text using state provided exemplars a minimum of two times per quarter. Students will also be provided time to engage in conversation to encourage the social nature of literacy. Some “social networking” applications will be integrated in this process.

3 Section 1003.4156, Florida Statutes, requires middle school students who score at Level 1 on FCAT Reading to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course. A middle grades student who scores at Level 1 or Level 2 on FCAT Reading but who did not score below Level 3 in the previous 3 years may be granted a 1-year exemption from the reading remediation requirement; however, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.

Middle school students who score at Level 1 or Level 2 on FCAT Reading and have intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis before and after school with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills and to apply them as they relate to increasingly complex text.

This intervention course should include on a daily basis:

- whole group explicit and systematic instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of reading and language arts benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.)
- a focus on increasingly complex literary and informational texts (exposition, argumentation/persuasive, functional/procedural documents, etc.) at a ratio matching FCAT 2.0 Item Specifications.

Districts may serve students scoring at Level 2 on FCAT Reading who are not in need of decoding or text reading efficiency instruction in content area classes through a content area reading intervention. Teachers of these classes must complete the 150 hour Content Area Reading Professional Development (CAR-PD) package, the 90 hour Next Generation Content Area Reading-Professional Development (NGCAR-PD) package, or the Reading Endorsement. Classroom infrastructure (class size, materials, etc.) should be adequate to implement the content area reading intervention course.

This intervention course should include on a daily basis:

- whole group explicit and systematic instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of reading and language arts benchmarks specific to the subject area (biology, world history, etc.)
- a focus on increasingly complex literary and informational texts (exposition, argumentation/persuasive, functional/procedural documents, etc.) at a ratio matching FCAT 2.0 Item Specifications.

Schools must progress monitor students scoring at Level 1 and 2 on FCAT Reading a minimum of three times per year. This should include a Baseline, Midyear, and End of the Year Assessment.

As a reminder, each struggling reader must be provided instruction that best fits his or her needs. Districts must establish criteria beyond FCAT for placing students into different levels of intensity for reading intervention classes to be certain that students are sufficiently challenged but not frustrated in relating to text of varying complexity. It is recommended that districts implement a placement process that includes:

- Consideration of historical data including prior FCAT scores: – Has the student ever scored at Level 3 or above during previous school years?
- Asking students to read: – Does the teacher asks the student to read a grade level passage silently and then read it aloud? – Does the student mispronounce only those words that are unfamiliar and not significant to comprehension of the text?
- Asking questions: – Does the teacher asks the student to answer several comprehension questions? – Does the student answer all or most correctly? If a student has at some time in their school career scored at Level 3 or above, can accurately read a grade level passage, and answers most comprehension questions correctly, the teacher should provide instruction that is sufficiently challenging to this student. If a student has always scored at Level 1 or Level 2, cannot accurately read a grade level passage aloud and/or cannot answer comprehension questions correctly, the teacher should deliver explicit instruction and systematic student practice opportunities in order to accelerate decoding, fluency, vocabulary, and comprehension development.

Data Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation should be considered. New research suggests that fluency is not a strong predictor of a student's ability to comprehend text in middle grades and high school. Therefore, caution is suggested in using fluency data for placement in reading intervention in the upper grades.

Additional guidelines for student placement in reading intervention can be found through using the Just Read, Florida! Student Reading Placement Chart at:

[http://info.fldoe.org/justread/educators/Secondary\\_Reading\\_Placement\\_Chart.pdf](http://info.fldoe.org/justread/educators/Secondary_Reading_Placement_Chart.pdf)

Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT Reading. Although formal diagnostic assessments provide specific information about a student's reading deficiencies, many progress monitoring tools and informal teacher assessments can provide very similar information in a more efficient manner. The only reason to administer a formal diagnostic assessment to any student is to determine the specific deficit

at hand so teachers can better inform instruction to meet student needs. The decision to deliver a formal diagnostic assessment should be the result of an in-depth conversation about student instructional and assessment needs by the teacher, reading coach, and reading specialist.

**Complete an Assessment/Curriculum Decision Tree (Chart G)** to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at each grade level. The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

\* District contacts will create and upload Chart G using the link found within this section online. A sample for Chart G (Assessment/Curriculum Decision Tree) can be found in the [Appendix](#). Last year's chart is available at your district's [public view page](#). If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.

[Chart G - Middle School Assessment Curriculum Decision Tree](#)

(This will open in a new browser)

4 How will the district ensure extended intervention time is provided for students in need of decoding and text reading efficiency at the middle school level?

All Level 1 students will be placed in a FUSION course for 123 minutes of uninterrupted instruction. A district created framework and aligned instructional resources will be used by each teacher. Level 2 students will receive 60 minutes of instruction daily in addition to their regular LA class. All Social Studies teachers will also imbed literacy instruction into their content area including close reading, vocabulary development, and accountable wide reading through shared reading and daily read alouds.

5 How will students be provided with access to authentic fiction and non-fiction texts representing a range of levels, interests, genres, and cultures within the reading program? Include the following: a) how daily independent reading, **monitored by the teacher**, will be incorporated into all reading classrooms; b) how classroom libraries will be utilized; c) the process for leveling books; and d) the process for matching students with the appropriate level of text.

All middle school students will have access to authentic fiction and non-fiction texts via e-books, the Thomson-Gale Virtual Library, ProQuest, Florida Electric Library, Info-Trac, World Book Student electronic data base, Defined Learning, and book collections in media centers. Our school and classroom media centers are lexiling their collections in order to help match students to texts. Teachers have also been writing grants in order to build their classroom libraries. Our local education foundation has been supporting these grants of up to \$500.00 per teacher in order to help put books into the classrooms. Classroom libraries will include a full range of genres, lexile levels, and interest areas to support reading and writing. These opportunities for independent reading will be monitored through reading logs and literacy letters.

6 How will all content area and elective teachers teach students to think as they read in subject area classrooms and extend and build discussions of text in order to deepen understanding? Describe how teachers are implementing text based content area instruction in:



- English/Language Arts
- History/Social Studies
- Science
- Technical Subjects

Reading and language arts teachers and all content area teachers have completed professional development in the Gradual Release of Responsibility instructional model. These trainings are encouraging teachers to feel more comfortable using lesson components that emphasize teacher modeling, guided practice with students, small group collaborative learning with differentiation provided through teacher guidance, and independent practice. Students' oral and written language needs are addressed through this model.

All of Sarasota County grade 6-12 teachers will continue to receive update training in the use of the FAIR data. Teachers are using the results to assist them in providing reading intervention strategies and for generating book lists for their students.

A grant entitled Starbooks, has been obtained from a local education foundation. It involves all grade 6, 7, and 8 language arts teachers and students in reading the same book that upon completion, is further enhanced by that author's visit to the middle schools. A special Starbooks media center area includes "Choice Books" for all grade levels. These books are the most recently released titles and include multiple copies of each title. Students check out and read Choice Books as required, self-selected reading. Students write a literacy letter to their teacher about the Choice Book describing literary elements. The teachers also participate in quarterly training about the gradual release of responsibility and how literacy can be incorporated into the content area class.

#### 7 How will writing be incorporated across the curriculum to deepen text to comprehension?

Writing is an integral part of any classroom. Students in language arts classes write a literacy letter to their teacher about their Choice book summarizing information using text-based evidence as well as evaluating the book for recommended reading by other students. Students are encouraged to create book talks to be shown on the daily school TV news.

All of our middle schools have a simulated school-wide FCAT Writes prompt given every quarter, per the instructional focus calendar, to monitor students' progress in writing and teach students that different types of writing are done for different reasons. Teachers engage their students in real-world writing tasks to help monitor text and reading comprehension and to extend the comprehension as a response to reading. Literacy specialists are also helping teachers develop and use graphic organizers, understand organizational patterns, so that students can better organize their thinking using graphic organizers and use them as a key to writing.

#### 8 What before, after, and summer school reading activities will be utilized, including mentoring and tutoring activities? Include criteria for student eligibility and how these activities will be linked to reading instruction provided during the school day.

Many of our middle schools have a core group of trained volunteers and mentors who provide support and assistance. These tutors are trained at the district level and are carefully screened before they assist with the before and after school tutoring programs. Often, intensive reading students are identified for tutorial services. The Academic Intervention department also provides after school tutorial services through the 21st Century Community

Learning Center program.

At this time, summer reading activities at the middle school level are delivered through recommended summer reading book lists from Just Read Florida. All students are encouraged to participate. We do have summer school in place for middle school course retrieval for those students who have failed a course during the school year. These courses will include some required reading.

All reading activities are linked by the method of delivery. The District literacy specialists offer training district-wide and by school request, in that reading is a process, comprehension is the goal, and that reading must be scaffolded with before, during, and after reading strategies to achieve understanding. The connection between the reading instruction during the day and beyond is in the transfer of the fix-up strategies to outside reading.

9.1 Which assessments are administered to determine reading intervention placement for students with the following needs:

Non-English speaking ELL students?

CELLA will be used for our ELL students. If the student has an FCAT history, that score will also be used to determine placement. The FAIR Teacher Toolkit is used as needed to address individual needs and areas of concern.

9.2 Students with severe speech/auditory impairments?

These students receive the same reading assessments as general education students, however, the assistance of the Speech/Language teacher is enlisted. The FAIR Teacher Toolkit is used as needed to address individual needs and areas of concern.

9.3 Students with severe vision impairments?

FCAT-large print or braille and other progress monitoring assessments in place. The FAIR Teacher Toolkit is used as needed to address individual needs and areas of concern.

9.4 Students in grades 6 and above with no FCAT scores?

The FAIR assessment, to be administered within the prescribed windows or fluency probes will provide needed information on students' reading achievement. The FAIR Teacher Toolkit is used as needed to address individual needs and areas of concern.

## **APPENDIX F**

### **Mathematics Florida Standards (MAFS)**

# GRADE: 6

Domain: RATIOS & PROPORTIONAL RELATIONSHIPS	
Cluster 1: Understand ratio concepts and use ratio reasoning to solve problems.	
Major Cluster	
Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.	
STANDARD CODE	STANDARD
MAFS.6.RP.1.1	<p>Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
MAFS.6.RP.1.2	<p>Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math>, and use rate language in the context of a ratio relationship. <i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is <math>3/4</math> cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
MAFS.6.RP.1.3	<p>Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <ol style="list-style-type: none"> <li>a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</li> <li>b. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i></li> <li>c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means <math>30/100</math> times the quantity); solve problems involving finding the whole, given a part and the percent.</li> <li>d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</li> <li>e. Understand the concept of Pi as the ratio of the circumference of a circle to its diameter.</li> </ol> <p>(<sup>1</sup>See <a href="#">Table 2 Common Multiplication and Division Situations</a>)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>

Domain: THE NUMBER SYSTEM
Cluster 1: Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
Major Cluster

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Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.6.NS.1.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.) How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi?</i>
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 2: Compute fluently with multi-digit numbers and find common factors and multiples.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.6.NS.2.2	Fluently divide multi-digit numbers using the standard algorithm.
	<i>Cognitive Complexity:</i> Level 1: Recall
MAFS.6.NS.2.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
	<i>Cognitive Complexity:</i> Level 1: Recall
MAFS.6.NS.2.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express <math>36 + 8</math> as <math>4(9 + 2)</math>.</i>
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 3: Apply and extend previous understandings of numbers to the system of rational numbers.

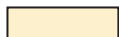
Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.6.NS.3.5	Understand that positive and negative numbers are used together to describe quantities

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	<p>having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
MAFS.6.NS.3.6	<p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <ol style="list-style-type: none"> <li>Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., <math>-(-3) = 3</math>, and that 0 is its own opposite.</li> <li>Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</li> <li>Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</li> </ol> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
MAFS.6.NS.3.7	<p>Understand ordering and absolute value of rational numbers.</p> <ol style="list-style-type: none"> <li>Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret <math>-3 &gt; -7</math> as a statement that <math>-3</math> is located to the right of <math>-7</math> on a number line oriented from left to right.</i></li> <li>Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write <math>-3\text{ }^{\circ}\text{C} &gt; -7\text{ }^{\circ}\text{C}</math> to express the fact that <math>-3\text{ }^{\circ}\text{C}</math> is warmer than <math>-7\text{ }^{\circ}\text{C}</math>.</i></li> <li>Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of <math>-30</math> dollars, write <math> -30  = 30</math> to describe the size of the debt in dollars.</i></li> <li>Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than <math>-30</math> dollars represents a debt greater than 30 dollars.</i></li> </ol> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
MAFS.6.NS.3.8	<p>Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>

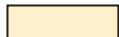
## Domain: EXPRESSIONS & EQUATIONS

Cluster 1: Apply and extend previous understandings of arithmetic to algebraic expressions.

Major Cluster

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Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.6.EE.1.1	Write and evaluate numerical expressions involving whole-number exponents. <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.6.EE.1.2	Write, read, and evaluate expressions in which letters stand for numbers. <ol style="list-style-type: none"> <li>Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation "Subtract y from 5" as <math>5 - y</math>.</i></li> <li>Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.</i></li> <li>Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = 1/2</math>.</i></li> </ol> <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.6.EE.1.3	Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>.</i> <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.6.EE.1.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</i> <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 2: Reason about and solve one-variable equations and inequalities.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.6.EE.2.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

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	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.6.EE.2.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
	<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
MAFS.6.EE.2.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which $p$ , $q$ and $x$ are all non-negative rational numbers.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.6.EE.2.8	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 3: Represent and analyze quantitative relationships between dependent and independent variables.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.6.EE.3.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</i>
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

**Domain: GEOMETRY**

Cluster 1: Solve real-world and mathematical problems involving area, surface area, and volume.

Supporting Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.6.G.1.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

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	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.6.G.1.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.6.G.1.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.6.G.1.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

## Domain: STATISTICS & PROBABILITY

Cluster 1: Develop understanding of statistical variability.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.6.SP.1.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i>  <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.6.SP.1.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.6.SP.1.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.  <i>Cognitive Complexity:</i> Level 1: Recall

Cluster 2: Summarize and describe distributions.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.




STANDARD CODE	STANDARD
MAFS.6.SP.2.4	Display numerical data in plots on a number line, including dot plots, histograms, and

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	<p>box plots.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
MAFS.6.SP.2.5	<p>Summarize numerical data sets in relation to their context, such as by:</p> <ul style="list-style-type: none"> <li>a. Reporting the number of observations.</li> <li>b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</li> <li>c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</li> <li>d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</li> </ul> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>

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# GRADE: 7

Domain: RATIOS & PROPORTIONAL RELATIONSHIPS	
Cluster 1: Analyze proportional relationships and use them to solve real-world and mathematical problems.	
Major Cluster	
Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.	
STANDARD CODE	STANDARD
MAFS.7.RP.1.1	<p>Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
MAFS.7.RP.1.2	<p>Recognize and represent proportional relationships between quantities.</p> <ol style="list-style-type: none"> <li>a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</li> <li>b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</li> <li>c. Represent proportional relationships by equations. <i>For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</i></li> <li>d. Explain what a point <math>(x, y)</math> on the graph of a proportional relationship means in terms of the situation, with special attention to the points <math>(0, 0)</math> and <math>(1, r)</math> where <math>r</math> is the unit rate.</li> </ol> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
MAFS.7.RP.1.3	<p>Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>

Domain: THE NUMBER SYSTEM	
Cluster 1: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	
Major Cluster	
Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.	
STANDARD CODE	STANDARD

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Amended Standard  New Standard  Deleted Standard

MAFS.7.NS.1.1	<p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <ol style="list-style-type: none"> <li>Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i></li> <li>Understand <math>p + q</math> as the number located a distance <math> q </math> from <math>p</math>, in the positive or negative direction depending on whether <math>q</math> is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</li> <li>Understand subtraction of rational numbers as adding the additive inverse, <math>p - q = p + (-q)</math>. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</li> <li>Apply properties of operations as strategies to add and subtract rational numbers.</li> </ol> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
MAFS.7.NS.1.2	<p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <ol style="list-style-type: none"> <li>Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as <math>(-1)(-1) = 1</math> and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</li> <li>Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If <math>p</math> and <math>q</math> are integers, then <math>-(p/q) = (-p)/q = p/(-q)</math>. Interpret quotients of rational numbers by describing real-world contexts.</li> <li>Apply properties of operations as strategies to multiply and divide rational numbers.</li> <li>Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</li> </ol> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
MAFS.7.NS.1.3	<p>Solve real-world and mathematical problems involving the four operations with rational numbers.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>

<b>Domain: EXPRESSIONS &amp; EQUATIONS</b>	
Cluster 1: Use properties of operations to generate equivalent expressions.	
Major Cluster	
Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.	
STANDARD CODE	STANDARD
MAFS.7.EE.1.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear

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	expressions with rational coefficients. <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.7.EE.1.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, <math>a + 0.05a = 1.05a</math> means that “increase by 5%” is the same as “multiply by 1.05.”</i> <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 2: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

### Major Cluster

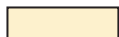
Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.7.EE.2.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i> <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.7.EE.2.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. <ul style="list-style-type: none"> <li>a. Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></li> <li>b. Solve word problems leading to inequalities of the form <math>px + q &gt; r</math> or <math>px + q &lt; r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i></li> </ul> <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

## Domain: GEOMETRY

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Cluster 1: Draw, construct, and describe geometrical figures and describe the relationships between them.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.7.G.1.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.7.G.1.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.7.G.1.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 2: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.7.G.2.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.7.G.2.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.7.G.2.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

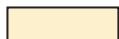
## Domain: STATISTICS & PROBABILITY

Cluster 1: Use random sampling to draw inferences about a population.

Supporting Cluster

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Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.7.SP.1.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.7.SP.1.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i>  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Draw informal comparative inferences about two populations.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.7.SP.2.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i>  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.7.SP.2.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i>  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 3: Investigate chance processes and develop, use, and evaluate probability models.

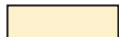
Supporting Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.7.SP.3.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2

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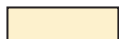




	<p>indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>
MAFS.7.SP.3.6	<p>Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
MAFS.7.SP.3.7	<p>Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <ol style="list-style-type: none"> <li>Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i></li> <li>Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i></li> </ol> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
MAFS.7.SP.3.8	<p>Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <ol style="list-style-type: none"> <li>Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</li> <li>Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.</li> <li>Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i></li> </ol> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>

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# GRADE: 8

Domain: THE NUMBER SYSTEM	
Cluster 1: Know that there are numbers that are not rational, and approximate them by rational numbers.	
Supporting Cluster	
Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.	
STANDARD CODE	STANDARD
MAFS.8.NS.1.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.  <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.8.NS.1.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., $\pi^2$ ). <i>For example, by truncating the decimal expansion of <math>\sqrt{2}</math>, show that <math>\sqrt{2}</math> is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</i>  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Domain: EXPRESSIONS & EQUATIONS	
Cluster 1: Work with radicals and integer exponents.	
Major Cluster	
Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.	
STANDARD CODE	STANDARD
MAFS.8.EE.1.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. <i>For example, <math>3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27</math></i>  <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.8.EE.1.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$ , where $p$ is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.  <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.8.EE.1.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. <i>For example, estimate the population of the United States as <math>3 \times 10^8</math> and the population of the world as <math>7 \times 10^9</math>, and determine that the world population is more than 20 times larger.</i>

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	<i>Cognitive Complexity:</i> Level 1: Recall
MAFS.8.EE.1.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 2: Understand the connections between proportional relationships, lines, and linear equations.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.8.EE.2.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i>
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.8.EE.2.6	Use similar triangles to explain why the slope $m$ is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at $b$ .
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 3: Analyze and solve linear equations and pairs of simultaneous linear equations.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.8.EE.3.7	Solve linear equations in one variable. <ul style="list-style-type: none"> <li>a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form <math>x = a</math>, <math>a = a</math>, or <math>a = b</math> results (where <math>a</math> and <math>b</math> are different numbers).</li> <li>b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</li> </ul>
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

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MAFS.8.EE.3.8	<p>Analyze and solve pairs of simultaneous linear equations.</p> <ol style="list-style-type: none"> <li>a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</li> <li>b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, <math>3x + 2y = 5</math> and <math>3x + 2y = 6</math> have no solution because <math>3x + 2y</math> cannot simultaneously be 5 and 6.</i></li> <li>c. Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i></li> </ol> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
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Domain: FUNCTIONS	
Cluster 1: Define, evaluate, and compare functions.	
Major Cluster	
Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.	
STANDARD CODE	STANDARD
MAFS.8.F.1.1	<p>Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
MAFS.8.F.1.2	<p>Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
MAFS.8.F.1.3	<p>Interpret the equation <math>y = mx + b</math> as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. <i>For example, the function <math>A = s^2</math> giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>

Cluster 2: Use functions to model relationships between quantities.	
Major Cluster	
Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.	
STANDARD CODE	STANDARD
MAFS.8.F.2.4	Construct a function to model a linear relationship between two quantities. Determine

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	<p>the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
MAFS.8.F.2.5	<p>Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>

Domain: GEOMETRY	
<p>Cluster 1: Understand congruence and similarity using physical models, transparencies, or geometry software.</p> <p>Major Cluster</p> <p>Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.</p>	
STANDARD CODE	STANDARD
MAFS.8.G.1.1	<p>Verify experimentally the properties of rotations, reflections, and translations:</p> <ul style="list-style-type: none"> <li>a. Lines are taken to lines, and line segments to line segments of the same length.</li> <li>b. Angles are taken to angles of the same measure.</li> <li>c. Parallel lines are taken to parallel lines.</li> </ul> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
MAFS.8.G.1.2	<p>Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
MAFS.8.G.1.3	<p>Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
MAFS.8.G.1.4	<p>Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
MAFS.8.G.1.5	<p>Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>

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Cluster 2: Understand and apply the Pythagorean Theorem.

Major Cluster

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STANDARD CODE	STANDARD
MAFS.8.G.2.6	Explain a proof of the Pythagorean Theorem and its converse.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.8.G.2.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.8.G.2.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.  <i>Cognitive Complexity:</i> Level 1: Recall

Cluster 3: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.8.G.3.9	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

**Domain: STATISTICS & PROBABILITY**

Cluster 1: Investigate patterns of association in bivariate data.

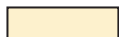
Supporting Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.8.SP.1.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

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MAFS.8.SP.1.2	<p>Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
MAFS.8.SP.1.3	<p>Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
MAFS.8.SP.1.4	<p>Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i></p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>

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## **APPENDIX G**

### **Science Florida Standards**

## GRADE: 6

### Big Idea 1: The Practice of Science

**A: Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.**

**B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."**

**C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.**

**D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.**

BENCHMARK CODE	BENCHMARK
SC.6.N.1.1	Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.6.N.1.2	Explain why scientific investigations should be replicable.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.6.N.1.3	Explain the difference between an experiment and other types of scientific investigation, and explain the relative benefits and limitations of each.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.6.N.1.4	Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.6.N.1.5	Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

### Big Idea 11: Energy Transfer and Transformations

**A. Waves involve a transfer of energy without a transfer of matter.**

**B. Water and sound waves transfer energy through a material.**

**C. Light waves can travel through a vacuum and through matter.**

**D. The Law of Conservation of Energy: Energy is conserved as it transfers from one object to another and from one form to another.**



BENCHMARK CODE	BENCHMARK
SC.6.P.11.1	Explore the Law of Conservation of Energy by differentiating between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

### Big Idea 12: Motion of Objects

**A. Motion is a key characteristic of all matter that can be observed, described, and measured.**

**B. The motion of objects can be changed by forces.**

BENCHMARK CODE	BENCHMARK
SC.6.P.12.1	Measure and graph distance versus time for an object moving at a constant speed. Interpret this relationship.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

### Big Idea 13: Forces and Changes in Motion

**A. It takes energy to change the motion of objects.**

**B. Energy change is understood in terms of forces--pushes or pulls.**

**C. Some forces act through physical contact, while others act at a distance.**

**Clarification for grades K-5: The target understanding for students in the elementary grades should focus on Big Ideas A, B, and C.**

**Clarification for grades 6-8: The target understanding for students in grades 6-8 should begin to transition the focus to a more specific definition of forces and changes in motion. Net forces create a change in motion. A change in momentum occurs when a net force is applied to an object over a time interval.**

**Grades 9-12, Standard 12: Motion - A. Motion can be measured and described qualitatively and quantitatively. Net forces create a change in motion. B. Momentum is conserved under well-defined conditions. A change in momentum occurs when a net force is applied to an object over a time interval.**

BENCHMARK CODE	BENCHMARK
SC.6.P.13.1	Investigate and describe types of forces including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.6.P.13.2	Explore the Law of Gravity by recognizing that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are.  <i>Cognitive Complexity:</i> Level 1: Recall
SC.6.P.13.3	Investigate and describe that an unbalanced force acting on an object changes its speed, or direction of motion, or both.

**Big Idea 14: Organization and Development of Living Organisms**

**A. All living things share certain characteristics.**

**B. The scientific theory of cells, also called cell theory, is a fundamental organizing principle of life on Earth.**

**C. Life can be organized in a functional and structural hierarchy.**

**D. Life is maintained by various physiological functions essential for growth, reproduction, and homeostasis.**

BENCHMARK CODE	BENCHMARK
SC.6.L.14.1	Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms.  <i>Cognitive Complexity:</i> Level 1: Recall
SC.6.L.14.2	Investigate and explain the components of the scientific theory of cells (cell theory): all organisms are composed of cells (single-celled or multi-cellular), all cells come from pre-existing cells, and cells are the basic unit of life.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.6.L.14.3	Recognize and explore how cells of all organisms undergo similar processes to maintain homeostasis, including extracting energy from food, getting rid of waste, and reproducing.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.6.L.14.4	Compare and contrast the structure and function of major organelles of plant and animal cells, including cell wall, cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria, and vacuoles.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.6.L.14.5	Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.6.L.14.6	Compare and contrast types of infectious agents that may infect the human body, including viruses, bacteria, fungi, and parasites.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

**Big Idea 15: Diversity and Evolution of Living Organisms**

**A. The scientific theory of evolution is the organizing principle of life science.**

**B. The scientific theory of evolution is supported by multiple forms of evidence.**

**C. Natural Selection is a primary mechanism leading to change over time in organisms.**

BENCHMARK CODE	BENCHMARK
SC.6.L.15.1	Analyze and describe how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system combined with the concept of Domains.

*Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

## Big Idea 2: The Characteristics of Scientific Knowledge

**A: Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, or other ways of knowing, such as art, philosophy, or religion.**

**B: Scientific knowledge is durable and robust, but open to change.**

**C: Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery.**

BENCHMARK CODE	BENCHMARK
SC.6.N.2.1	Distinguish science from other activities involving thought. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.6.N.2.2	Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.6.N.2.3	Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals. <i>Cognitive Complexity:</i> Level 1: Recall

## Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models

**The terms that describe examples of scientific knowledge, for example; "theory," "law," "hypothesis," and "model" have very specific meanings and functions within science.**

BENCHMARK CODE	BENCHMARK
SC.6.N.3.1	Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term theory in science is very different than how it is used in everyday life. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.6.N.3.2	Recognize and explain that a scientific law is a description of a specific relationship under given conditions in the natural world. Thus, scientific laws are different from societal laws. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.6.N.3.3	Give several examples of scientific laws. <i>Cognitive Complexity:</i> Level 1: Recall
SC.6.N.3.4	Identify the role of models in the context of the sixth grade science benchmarks. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

## Big Idea 6: Earth Structures

**Over geologic time, internal and external sources of energy have continuously altered the features of Earth by means of both constructive and destructive forces. All life, including human civilization, is dependent on Earth's internal and external energy and**

<b>material resources.</b>	
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SC.6.E.6.1	Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.6.E.6.2	Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

**Big Idea 7: Earth Systems and Patterns**

**The scientific theory of the evolution of Earth states that changes in our planet are driven by the flow of energy and the cycling of matter through dynamic interactions among the atmosphere, hydrosphere, cryosphere, geosphere, and biosphere, and the resources used to sustain human civilization on Earth.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SC.6.E.7.1	Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.6.E.7.2	Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.6.E.7.3	Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.6.E.7.4	Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.6.E.7.5	Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences between air, water, and land.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.6.E.7.6	Differentiate between weather and climate.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.6.E.7.7	Investigate how natural disasters have affected human life in Florida.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.6.E.7.8	Describe ways human beings protect themselves from hazardous weather and sun exposure.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.6.E.7.9	Describe how the composition and structure of the atmosphere protects life and insulates the planet.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

**GRADE: 7**

## Big Idea 1: The Practice of Science

**A: Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.**

**B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."**

**C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.**

**D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.**

BENCHMARK CODE	BENCHMARK
SC.7.N.1.1	Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.7.N.1.2	Differentiate replication (by others) from repetition (multiple trials).  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.7.N.1.3	Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.7.N.1.4	Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.  <i>Cognitive Complexity:</i> Level 1: Recall
SC.7.N.1.5	Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.7.N.1.6	Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.7.N.1.7	Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

## Big Idea 10: Forms of Energy

**A. Energy is involved in all physical processes and is a unifying concept in many areas of science.**

## B. Energy exists in many forms and has the ability to do work or cause a change.

BENCHMARK CODE	BENCHMARK
SC.7.P.10.1	Illustrate that the sun's energy arrives as radiation with a wide range of wavelengths, including infrared, visible, and ultraviolet, and that white light is made up of a spectrum of many different colors. <i>Cognitive Complexity:</i> Level 1: Recall
SC.7.P.10.2	Observe and explain that light can be reflected, refracted, and/or absorbed. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.7.P.10.3	Recognize that light waves, sound waves, and other waves move at different speeds in different materials. <i>Cognitive Complexity:</i> Level 1: Recall

## Big Idea 11: Energy Transfer and Transformations

A. Waves involve a transfer of energy without a transfer of matter.

B. Water and sound waves transfer energy through a material.

C. Light waves can travel through a vacuum and through matter.

D. The Law of Conservation of Energy: Energy is conserved as it transfers from one object to another and from one form to another.

BENCHMARK CODE	BENCHMARK
SC.7.P.11.1	Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state. <i>Cognitive Complexity:</i> Level 1: Recall
SC.7.P.11.2	Investigate and describe the transformation of energy from one form to another. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.7.P.11.3	Cite evidence to explain that energy cannot be created nor destroyed, only changed from one form to another. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.7.P.11.4	Observe and describe that heat flows in predictable ways, moving from warmer objects to cooler ones until they reach the same temperature. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

## Big Idea 15: Diversity and Evolution of Living Organisms

A. The scientific theory of evolution is the organizing principle of life science.

B. The scientific theory of evolution is supported by multiple forms of evidence.

C. Natural Selection is a primary mechanism leading to change over time in organisms.

BENCHMARK CODE	BENCHMARK
SC.7.L.15.1	Recognize that fossil evidence is consistent with the scientific theory of evolution that living things evolved from earlier species. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

SC.7.L.15.2	Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.7.L.15.3	Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

## Big Idea 16: Heredity and Reproduction

**A. Reproduction is characteristic of living things and is essential for the survival of species.**

**B. Genetic information is passed from generation to generation by DNA; DNA controls the traits of an organism.**

**C. Changes in the DNA of an organism can cause changes in traits, and manipulation of DNA in organisms has led to genetically modified organisms.**

BENCHMARK CODE	BENCHMARK
SC.7.L.16.1	Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.7.L.16.2	Determine the probabilities for genotype and phenotype combinations using Punnett Squares and pedigrees.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.7.L.16.3	Compare and contrast the general processes of sexual reproduction requiring meiosis and asexual reproduction requiring mitosis.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.7.L.16.4	Recognize and explore the impact of biotechnology (cloning, genetic engineering, artificial selection) on the individual, society and the environment.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

## Big Idea 17: Interdependence

**A. Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs.**

**B. Both human activities and natural events can have major impacts on the environment.**

**C. Energy flows from the sun through producers to consumers.**

BENCHMARK CODE	BENCHMARK
SC.7.L.17.1	Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.7.L.17.2	Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism.

	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.7.L.17.3	Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.
	<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

## Big Idea 2: The Characteristics of Scientific Knowledge

**A: Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, or other ways of knowing, such as art, philosophy, or religion.**

**B: Scientific knowledge is durable and robust, but open to change.**

**C: Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery.**

BENCHMARK CODE	BENCHMARK
SC.7.N.2.1	Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.
	<i>Cognitive Complexity:</i> Level 1: Recall

## Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models

**The terms that describe examples of scientific knowledge, for example; "theory," "law," "hypothesis," and "model" have very specific meanings and functions within science.**

BENCHMARK CODE	BENCHMARK
SC.7.N.3.1	Recognize and explain the difference between theories and laws and give several examples of scientific theories and the evidence that supports them.
	<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.7.N.3.2	Identify the benefits and limitations of the use of scientific models.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

## Big Idea 6: Earth Structures

**Over geologic time, internal and external sources of energy have continuously altered the features of Earth by means of both constructive and destructive forces. All life, including human civilization, is dependent on Earth's internal and external energy and material resources.**

BENCHMARK CODE	BENCHMARK
SC.7.E.6.1	Describe the layers of the solid Earth, including the lithosphere, the hot convecting mantle, and the dense metallic liquid and solid cores.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.7.E.6.2	Identify the patterns within the rock cycle and relate them to surface events (weathering and erosion) and sub-surface events (plate tectonics and mountain building).
	<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.7.E.6.3	Identify current methods for measuring the age of Earth and its parts, including the law



	of superposition and radioactive dating. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.7.E.6.4	Explain and give examples of how physical evidence supports scientific theories that Earth has evolved over geologic time due to natural processes. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.7.E.6.5	Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes in Earth's surface, including volcanic eruptions, earthquakes, and mountain building. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.7.E.6.6	Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.7.E.6.7	Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

## GRADE: 8

### Big Idea 1: The Practice of Science

**A: Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.**

**B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."**

**C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.**

**D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.**

BENCHMARK CODE	BENCHMARK
SC.8.N.1.1	Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.8.N.1.2	Design and conduct a study using repeated trials and replication. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.8.N.1.3	Use phrases such as "results support" or "fail to support" in science, understanding that science does not offer conclusive 'proof' of a knowledge claim. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.8.N.1.4	Explain how hypotheses are valuable if they lead to further investigations, even if they

	turn out not to be supported by the data. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.8.N.1.5	Analyze the methods used to develop a scientific explanation as seen in different fields of science. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.8.N.1.6	Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

## Big Idea 18: Matter and Energy Transformations

**A. Living things all share basic needs for life.**

**B. Living organisms acquire the energy they need for life processes through various metabolic pathways (photosynthesis and cellular respiration).**

**C. Matter and energy are recycled through cycles such as the carbon cycle.**

BENCHMARK CODE	BENCHMARK
SC.8.L.18.1	Describe and investigate the process of photosynthesis, such as the roles of light, carbon dioxide, water and chlorophyll; production of food; release of oxygen. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.8.L.18.2	Describe and investigate how cellular respiration breaks down food to provide energy and releases carbon dioxide. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.8.L.18.3	Construct a scientific model of the carbon cycle to show how matter and energy are continuously transferred within and between organisms and their physical environment. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.8.L.18.4	Cite evidence that living systems follow the Laws of Conservation of Mass and Energy. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

## Big Idea 2: The Characteristics of Scientific Knowledge

**A: Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, or other ways of knowing, such as art, philosophy, or religion.**

**B: Scientific knowledge is durable and robust, but open to change.**

**C: Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery.**

BENCHMARK CODE	BENCHMARK
SC.8.N.2.1	Distinguish between scientific and pseudoscientific ideas. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.8.N.2.2	Discuss what characterizes science and its methods.

	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
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### Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models

The terms that describe examples of scientific knowledge, for example; "theory," "law," "hypothesis," and "model" have very specific meanings and functions within science.

BENCHMARK CODE	BENCHMARK
SC.8.N.3.1	Select models useful in relating the results of their own investigations. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.8.N.3.2	Explain why theories may be modified but are rarely discarded. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

### Big Idea 4: Science and Society

As tomorrow's citizens, students should be able to identify issues about which society could provide input, formulate scientifically investigable questions about those issues, construct investigations of their questions, collect and evaluate data from their investigations, and develop scientific recommendations based upon their findings.

BENCHMARK CODE	BENCHMARK
SC.8.N.4.1	Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.8.N.4.2	Explain how political, social, and economic concerns can affect science, and vice versa. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

### Big Idea 5: Earth in Space and Time

The origin and eventual fate of the Universe still remains one of the greatest questions in science. Gravity and energy influence the formation of galaxies, including our own Milky Way Galaxy, stars, the planetary systems, and Earth. Humankind's need to explore continues to lead to the development of knowledge and understanding of the nature of the Universe.

BENCHMARK CODE	BENCHMARK
SC.8.E.5.1	Recognize that there are enormous distances between objects in space and apply our knowledge of light and space travel to understand this distance. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.8.E.5.10	Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.8.E.5.11	Identify and compare characteristics of the electromagnetic spectrum such as wavelength, frequency, use, and hazards and recognize its application to an understanding of planetary images and satellite photographs. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.8.E.5.12	Summarize the effects of space exploration on the economy and culture of Florida. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

SC.8.E.5.2	Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars.  <i>Cognitive Complexity:</i> Level 1: Recall
SC.8.E.5.3	Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.8.E.5.4	Explore the Law of Universal Gravitation by explaining the role that gravity plays in the formation of planets, stars, and solar systems and in determining their motions.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.8.E.5.5	Describe and classify specific physical properties of stars: apparent magnitude (brightness), temperature (color), size, and luminosity (absolute brightness).  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.8.E.5.6	Create models of solar properties including: rotation, structure of the Sun, convection, sunspots, solar flares, and prominences.  <i>Cognitive Complexity:</i> Level 1: Recall
SC.8.E.5.7	Compare and contrast the properties of objects in the Solar System including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.8.E.5.8	Compare various historical models of the Solar System, including geocentric and heliocentric.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.8.E.5.9	Explain the impact of objects in space on each other including: <ul style="list-style-type: none"> <li>1. the Sun on the Earth including seasons and gravitational attraction</li> <li>2. the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body.</li> </ul> <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

## Big Idea 8: Properties of Matter

**A. All objects and substances in the world are made of matter. Matter has two fundamental properties: matter takes up space and matter has mass which gives it inertia.**

**B. Objects and substances can be classified by their physical and chemical properties. Mass is the amount of matter (or "stuff") in an object. Weight, on the other hand, is the measure of force of attraction (gravitational force) between an object and Earth.**

**The concepts of mass and weight are complicated and potentially confusing to elementary students. Hence, the more familiar term of "weight" is recommended for use to stand for both mass and weight in grades K-5. By grades 6-8, students are expected to understand the distinction between mass and weight, and use them appropriately.**

**Clarification for grades K-2: The use of the more familiar term 'weight' instead of the term**

**“mass” is recommended for grades K-2.**

**Clarification for grades 3-5: In grade 3, introduce the term mass as compared to the term weight. In grade 4, investigate the concept of weight versus mass of objects. In grade 5, discuss why mass (not weight) is used to compare properties of solids, liquids and gases.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SC.8.P.8.1	Explore the scientific theory of atoms (also known as atomic theory) by using models to explain the motion of particles in solids, liquids, and gases. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.8.P.8.2	Differentiate between weight and mass recognizing that weight is the amount of gravitational pull on an object and is distinct from, though proportional to, mass. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.8.P.8.3	Explore and describe the densities of various materials through measurement of their masses and volumes. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.8.P.8.4	Classify and compare substances on the basis of characteristic physical properties that can be demonstrated or measured; for example, density, thermal or electrical conductivity, solubility, magnetic properties, melting and boiling points, and know that these properties are independent of the amount of the sample. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.8.P.8.5	Recognize that there are a finite number of elements and that their atoms combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter. <i>Cognitive Complexity:</i> Level 1: Recall
SC.8.P.8.6	Recognize that elements are grouped in the periodic table according to similarities of their properties. <i>Cognitive Complexity:</i> Level 1: Recall
SC.8.P.8.7	Explore the scientific theory of atoms (also known as atomic theory) by recognizing that atoms are the smallest unit of an element and are composed of sub-atomic particles (electrons surrounding a nucleus containing protons and neutrons). <i>Cognitive Complexity:</i> Level 1: Recall
SC.8.P.8.8	Identify basic examples of and compare and classify the properties of compounds, including acids, bases, and salts. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.8.P.8.9	Distinguish among mixtures (including solutions) and pure substances. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

## **Big Idea 9: Changes in Matter**

**A. Matter can undergo a variety of changes.**

**B. When matter is changed physically, generally no changes occur in the structure of the atoms or molecules composing the matter.**

**C. When matter changes chemically, a rearrangement of bonds between the atoms**

occurs. This results in new substances with new properties.

Clarification for grades K-5: The target understanding for students in the elementary grades should focus on Big Ideas A and B.

Clarification for Grades 6-8: The target understanding for students in the middle grades should begin to transition the focus to: C. When matter changes chemically, a rearrangement of bonds between the atoms occurs. This results in new substances with new properties.

BENCHMARK CODE	BENCHMARK
SC.8.P.9.1	Explore the Law of Conservation of Mass by demonstrating and concluding that mass is conserved when substances undergo physical and chemical changes. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
SC.8.P.9.2	Differentiate between physical changes and chemical changes. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.8.P.9.3	Investigate and describe how temperature influences chemical changes. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

## **APPENDIX H**

### **Social Studies Florida Standards**

SS.5.C.3.5	Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.	
SS.5.C.3.6	Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
SS.5.C.3.In.a Recognize that the three branches of the United States government have separate powers.	SS.5.C.3.Su.a Recognize the three branches of the United States government.	SS.5.C.3.Pa.a Recognize the United States has a government.
SS.5.C.3.In.b Identify that the United States Constitution is based on the principle of the separation of powers.	SS.5.C.3.Su.b Recognize that the United States Constitution specifies the powers of the branches of government.	SS.5.C.3.Pa.b Recognize the United States has a government.
SS.5.C.3.In.c Describe a power of the federal government—such as coining money, and a power of the state—such as creating public schools.	SS.5.C.3.Su.c Identify a power of the federal government—such as coining money, and a power of the state—such as creating public schools.	SS.5.C.3.Pa.c Recognize that government provides services, such as coining money or creating schools.
SS.5.C.3.In.d Recognize that a change to the Constitution (amendment) is created by following specific steps.	SS.5.C.3.Su.d Recognize that a change to the law is an amendment.	SS.5.C.3.Pa.d Recognize that a law can be changed.
SS.5.C.3.In.e Identify rights granted in the Bill of Rights, such as freedom of speech, religion, and assembly.	SS.5.C.3.Su.e Recognize a right granted in the Bill of Rights, such as freedom of speech or religion.	SS.5.C.3.Pa.e Recognize that citizens have rights.
SS.5.C.3.In.f Identify the role of the courts in the American legal system in settling conflicts.	SS.5.C.3.Su.f Recognize that a court settles conflicts between people.	SS.5.C.3.Pa.f Recognize that conflicts can be settled.

## GRADE: 6

<b>Strand: GEOGRAPHY</b>	
Standard 1: Understand how to use maps and other geographic representations, tools and technology to report information.	
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.6.G.1.1	Use latitude and longitude coordinates to understand the relationship between people and



	places on the Earth.
SS.6.G.1.2	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3	Identify natural wonders of the ancient world.
SS.6.G.1.4	Utilize tools geographers use to study the world.
SS.6.G.1.5	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
SS.6.G.1.In.a Use lines of latitude and longitude to locate places and to identify climate and time zones.	SS.6.G.1.Su.a Use a coordinate grid on a map to locate places.	SS.6.G.1.Pa.a Use positional words to identify a relative location.
SS.6.G.1.In.b Identify the purposes of different types of maps, such as political, physical, or special purpose.	SS.6.G.1.Su.b Identify differences between maps and globes.	SS.6.G.1.Pa.b Recognize a purpose of maps and globes.
SS.6.G.1.In.c Recognize natural wonders of the ancient world, such as the Seven Natural Wonders of Africa, Himalayas, and Gobi Desert.	SS.6.G.1.Su.c Recognize a natural wonder of the ancient world, such as the Himalayas or Gobi Desert.	SS.6.G.1.Pa.c Recognize natural landforms, such as mountains and deserts.
SS.6.G.1.In.d Use tools of geography, such as maps, globes, satellite images, and charts.	SS.6.G.1.Su.d Use selected tools of geography, such as maps, globes, and charts.	SS.6.G.1.Pa.d Use a tool of geography, such as a simple map or globe.
SS.6.G.1.In.e Use scale and cardinal directions to describe the relative location between two places on a map.	SS.6.G.1.Su.e Use cardinal directions to describe the relative location of a place on a map.	SS.6.G.1.Pa.e Use positional words to identify a relative location on a map.
SS.6.G.1.In.f Use a map to identify major bodies of water in the world, such as major rivers, seas, and oceans, and recognize ways they have impacted civilization.	SS.6.G.1.Su.f Use a map to recognize major bodies of water in the world, such as major rivers, seas, and oceans, and recognize a way they have impacted civilization.	SS.6.G.1.Pa.f Use a map to recognize a body of water.
SS.6.G.1.In.g Use a map to identify characteristics of ancient civilizations that have shaped the world today, such as	SS.6.G.1.Su.g Use a map to recognize a characteristic of ancient civilizations that have shaped the world today, such as Greece and Rome.	SS.6.G.1.Pa.g Use an outline map to recognize a country or civilization.

Greece and Rome.		
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**Standard 2: Understand physical and cultural characteristics of places.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.6.G.2.1	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.3	Analyze the relationship of physical geography to the development of ancient river valley civilizations.
SS.6.G.2.4	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
SS.6.G.2.5	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
SS.6.G.2.6	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
SS.6.G.2.7	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>SS.6.G.2.In.a Identify how major physical characteristics, natural resources, climate, and location influenced where people settled in different ancient regions of the world.</p> <p>SS.6.G.2.In.b Differentiate continents, regions, countries, and cities in order to recognize different ways civilizations defined their territory, such as city-states, provinces, kingdoms, and empires.</p> <p>SS.6.G.2.In.c Identify effects of living near rivers, such as the Tigris and Euphrates (Mesopotamia) or Nile River Valley.</p> <p>SS.6.G.2.In.d Recognize ways the</p>	<p>SS.6.G.2.Su.a Recognize major physical characteristics, natural resources, climate, or location of ancient civilizations of the world.</p> <p>SS.6.G.2.Su.b Recognize different ways civilizations defined their territory, such as city-states, provinces, kingdoms, and empires.</p> <p>SS.6.G.2.Su.c Recognize effects of living near the water, such as the Nile River Valley.</p> <p>SS.6.G.2.Su.d Recognize a way the geographical location of ancient civilizations, such as Egypt, Rome,</p>	<p>SS.6.G.2.Pa.a Recognize a way the environment affects people.</p> <p>SS.6.G.2.Pa.b Recognize a way the environment affects people.</p> <p>SS.6.G.2.Pa.c Recognize a way living near water affects people.</p> <p>SS.6.G.2.Pa.d Recognize a way the geographical location of a country or civilization affects people.</p> <p>SS.6.G.2.Pa.e Recognize a way a geographic boundary affects people.</p>

<p>geographical location of ancient civilizations, such as Egypt, Rome, Greece, or China, contributed to the culture and politics.</p> <p>SS.6.G.2.In.e Identify how selected geographic boundaries invite or limit interaction with other regions and cultures, such as China limits and Greece invites.</p> <p>SS.6.G.2.In.f Recognize examples of cultural diffusion in ancient cultures, such as Romans adopting the Greek gods and goddesses and using Greek building techniques.</p> <p>SS.6.G.2.In.g Identify relative population density on a map.</p>	<p>Greece, or China, contributed to the culture and politics.</p> <p>SS.6.G.2.Su.e Recognize how selected geographic boundaries invite or limit interaction with other regions and cultures, such as China limits and Greece invites.</p> <p>SS.6.G.2.Su.f Recognize an example of cultural diffusion in ancient cultures, such as Romans adopting the Greek gods and goddesses or using Greek building techniques.</p> <p>SS.6.G.2.Su.g Recognize relative population density on a map.</p>	<p>SS.6.G.2.Pa.f Recognize that people share culture.</p> <p>SS.6.G.2.Pa.g Recognize a city on a map.</p>
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<p>Standard 3: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.</p>		
<p><b>BENCHMARK CODE</b></p>	<p><b>BENCHMARK</b></p>	
<p>SS.6.G.3.1</p>	<p>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.</p>	
<p>SS.6.G.3.2</p>	<p>Analyze the impact of human populations on the ancient world's ecosystems.</p>	
<p><b>Access Point for Students with Significant Cognitive Disabilities</b></p>		
<p><b><i>Independent</i></b></p> <p>SS.6.G.3.In.a Identify physical characteristics of the environment that affected the development of agriculture in the ancient world, such as terracing and seasonal crop rotations.</p> <p>SS.6.G.3.In.b Identify an impact of human populations on the ancient world's ecosystems, such as deforestation, abuse of resources, or erosion.</p>	<p><b><i>Supported</i></b></p> <p>SS.6.G.3.Su.a Recognize a physical characteristic of the environment that affected agriculture in the ancient world, such as terracing and seasonal crop rotations.</p> <p>SS.6.G.3.Su.b Recognize an impact of human populations on the ancient world's ecosystems, such as deforestation, abuse of resources, or erosion.</p>	<p><b><i>Participatory</i></b></p> <p>SS.6.G.3.Pa.a Recognize a characteristic of the environment necessary for agriculture.</p> <p>SS.6.G.3.Pa.b Recognize that humans affect the environment.</p>

**Standard 4: Understand the characteristics, distribution, and migration of human populations.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.6.G.4.1	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2	Use maps to trace significant migrations, and analyze their results.
SS.6.G.4.3	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.4.4	Map and analyze the impact of the spread of various belief systems in the ancient world.

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>SS.6.G.4.In.a Recognize ways family or ethnic relationships influenced ancient cultures.</p> <p>SS.6.G.4.In.b Use a map to identify a migration route of humans, such as prehistoric Asians to the Americas.</p> <p>SS.6.G.4.In.c Identify a site in Africa or Asia where evidence of early human societies has been found.</p> <p>SS.6.G.4.In.d Use a map to identify countries or regions where various belief systems, such as Buddhism, Christianity, and Judaism, spread in the ancient world.</p>	<p>SS.6.G.4.Su.a Recognize characteristics of families in an ancient culture.</p> <p>SS.6.G.4.Su.b Use a map to recognize human migration, such as prehistoric Asians to the Americas.</p> <p>SS.6.G.4.Su.c Recognize an archeological site in Africa where evidence of early human societies has been found.</p> <p>SS.6.G.4.Su.d Use a map to recognize a country or region where a belief system, such as Buddhism, Christianity, or Judaism, spread in the ancient world.</p>	<p>SS.6.G.4.Pa.a Recognize a characteristic of families.</p> <p>SS.6.G.4.Pa.b Recognize a result of migration.</p> <p>SS.6.G.4.Pa.c Recognize a result of migration.</p> <p>SS.6.G.4.Pa.d Recognize that people have different religions (belief systems).</p>

**Standard 5: Understand how human actions can impact the environment.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.6.G.5.1	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.5.2	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
SS.6.G.5.3	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

**Access Point for Students with Significant Cognitive Disabilities**

<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>
<p>SS.6.G.5.In.a Recognize ways used to compensate for the scarcity of resources, such as water, fertile soil, and fuel, in the ancient world.</p> <p>SS.6.G.5.In.b Use geographic terms and tools to identify why ancient civilizations developed transportation networks of highways and waterways.</p> <p>SS.6.G.5.In.c Use geographic terms and tools to identify effects of natural disasters or drought in ancient civilizations, such as flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, and famine in Asia.</p>	<p>SS.6.G.5.Su.a Recognize a way used to compensate for the scarcity of resources, such as water, fertile soil, or fuel, in the ancient world.</p> <p>SS.6.G.5.Su.b Use geographic tools to identify a transportation network developed in an ancient civilization.</p> <p>SS.6.G.5.Su.c Use geographic tools to locate areas where drought, famine, or natural disasters impacted ancient civilizations.</p>	<p>SS.6.G.5.Pa.a Recognize a way people compensate for the scarcity of resources.</p> <p>SS.6.G.5.Pa.b Recognize a way people overcome barriers, such as developing transportation networks.</p> <p>SS.6.G.5.Pa.c Recognize an effect of a natural disaster.</p>

Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
SS.6.G.6.1	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.	
SS.6.G.6.2	Compare maps of the world in ancient times with current political maps.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>
<p>SS.6.G.6.In.a Identify ways geographers organize information, such as by spatial terms, places and regions, human systems, and the environment.</p> <p>SS.6.G.6.In.b Identify differences in ancient and current maps of the world.</p>	<p>SS.6.G.6.Su.a Recognize a way that geographers organize information, such as by places and regions or the environment.</p> <p>SS.6.G.6.Su.b Recognize differences in ancient and current maps of the world.</p>	<p>SS.6.G.6.Pa.a Recognize types of geographic information, such as places or spatial terms.</p> <p>SS.6.G.6.Pa.b Recognize differences between maps.</p>

**Strand: ECONOMICS**

Standard 1: Understand the fundamental concepts relevant to the development of a market economy.

BENCHMARK CODE	BENCHMARK
SS.6.E.1.1	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.2	Describe and identify traditional and command economies as they appear in different civilizations.
SS.6.E.1.3	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.6.E.1.In.a Recognize factors that increase the economy, such as new resources, increased productivity, and technology.	SS.6.E.1.Su.a Recognize a factor that increases the economy, such as new resources, increased productivity, or technology.	SS.6.E.1.Pa.a Recognize a result of an increase in the production of goods, such as increased productivity.
SS.6.E.1.In.b Recognize basic characteristics of trade/barter (traditional) economies.	SS.6.E.1.Su.b Recognize a basic characteristic of trade/barter (traditional) economies.	SS.6.E.1.Pa.b Recognize that people can purchase or trade desired goods or services.
SS.6.E.1.In.c Identify economic concepts as they relate to early civilization, such as scarcity, supply and demand, and trade.	SS.6.E.1.Su.c Recognize economic concepts as they relate to early civilization, such as scarcity and trade.	SS.6.E.1.Pa.c Recognize the meaning of economic terms, such as buy, sell, or exchange (trade).

Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.

BENCHMARK CODE	BENCHMARK
SS.6.E.2.1	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.6.E.2.In.a Identify that leaders or family groups make economic	SS.6.E.2.Su.a Recognize that leaders or family groups make economic decisions for	SS.6.E.2.Pa.a Recognize that leaders make decisions about

decisions for their civilizations.	their civilizations.	money.
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Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

BENCHMARK CODE	BENCHMARK
SS.6.E.3.1	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.6.E.3.In.a Recognize why people used different types of currency for trade in past civilizations.	SS.6.E.3.Su.a Recognize that people used different types of currency for trade in past civilizations.	SS.6.E.3.Pa.a Recognize that people use money for trade.
SS.6.E.3.In.b Identify products that were traded among civilizations and an example of a barrier to trade.	SS.6.E.3.Su.b Recognize products that were traded among civilizations.	SS.6.E.3.Pa.b Recognize an example of a product that was traded.
SS.6.E.3.In.c Identify that the barter system (direct trading of goods and services) changed over time and some people became merchants.	SS.6.E.3.Su.c Recognize the role of the merchant in the exchange of goods and services.	SS.6.E.3.Pa.c Recognize that some people (merchants) sell goods to others.
SS.6.E.3.In.d Identify that voluntary trade occurs when all participants are free to trade and expect to gain from the trade.	SS.6.E.3.Su.d Recognize that both buyers and sellers expect to gain when making a trade.	SS.6.E.3.Pa.d Recognize give and take in a voluntary trade.

**Strand: WORLD HISTORY**

**Standard 1: Utilize historical inquiry skills and analytical processes.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.6.W.1.1	Use timelines to identify chronological order of historical events.
SS.6.W.1.2	Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
SS.6.W.1.3	Interpret primary and secondary sources.
SS.6.W.1.4	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.5	Describe the roles of historians and recognize varying historical interpretations (historiography).
SS.6.W.1.6	Describe how history transmits culture and heritage and provides models of human character.

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
SS.6.W.1.In.a Use a simple timeline to identify the sequence of historical events.	SS.6.W.1.Su.a Use a simple pictorial timeline to identify the sequence of historical events.	SS.6.W.1.Pa.a Use a simple pictorial timeline to identify an event.
SS.6.W.1.In.b Identify terms for time periods, such as decade and century.	SS.6.W.1.Su.b Recognize terms for time periods, such as a decade.	SS.6.W.1.Pa.b Recognize terms that relate to time, such as today and tomorrow.
SS.6.W.1.In.c Describe information found in a primary and secondary source, such as artifacts, images, photos, sounds, and written documents.	SS.6.W.1.Su.c Identify basic information found in a primary and secondary source, such as artifacts, images, photos, sounds, and written documents.	SS.6.W.1.Pa.c Recognize information from a source, such as artifacts, images, photos, sounds, or written documents.
SS.6.W.1.In.d Identify basic methods of historical inquiry and how history relates to geography, economics, and civics.	SS.6.W.1.Su.d Recognize a method of historical inquiry and how history relates to geography, economics, and civics.	SS.6.W.1.Pa.d Recognize information from a source, such as artifacts, images, photos, sounds, or written documents.
SS.6.W.1.In.e Identify the role of historians and recognize that interpretations of historians may differ.	SS.6.W.1.Su.e Recognize the role of historians.	SS.6.W.1.Pa.e Recognize information from a source, such as artifacts, images, photos, sounds, or written documents.
SS.6.W.1.In.f Identify how history transmits culture and models of human character.	SS.6.W.1.Su.f Recognize how history transmits culture.	SS.6.W.1.Pa.f Recognize a characteristic of culture.



Standard 2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).

BENCHMARK CODE	BENCHMARK
SS.6.W.2.1	Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
SS.6.W.2.10	Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
SS.6.W.2.2	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
SS.6.W.2.3	Identify the characteristics of civilization.
SS.6.W.2.4	Compare the economic, political, social, and religious institutions of ancient river civilizations.
SS.6.W.2.5	Summarize important achievements of Egyptian civilization.
SS.6.W.2.6	Determine the contributions of key figures from ancient Egypt.
SS.6.W.2.7	Summarize the important achievements of Mesopotamian civilization.
SS.6.W.2.8	Determine the impact of key figures from ancient Mesopotamian civilizations.
SS.6.W.2.9	Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.6.W.2.In.a Identify differences in the lifestyles of hunter-gatherers and settlers of early agricultural communities.	SS.6.W.2.Su.a Recognize differences in food and shelter (lifestyles) used by hunter/gatherers and settlers in early agricultural communities.	SS.6.W.2.Pa.a Recognize that people need food and shelter.
SS.6.W.2.In.j Recognize similarities of the early river civilizations and the advanced civilizations in Meso and South America, such as the use of law, technology, and religion.	SS.6.W.2.Su.j Recognize a common characteristic of the early river civilizations and the advanced civilizations in Meso and South America, such as the use of law, technology, or religion.	SS.6.W.2.Pa.j Recognize a characteristic of civilization, such as the use of technology.
SS.6.W.2.In.b Identify ways that agriculture and metallurgy changed life in early civilizations, such as through the use of tools and cultivation of crops.	SS.6.W.2.Su.b Recognize a way that agriculture and metallurgy changed life in early civilizations, such as through the use of tools or cultivation of crops.	SS.6.W.2.Pa.b Recognize that tools make it easier to do work.
SS.6.W.2.In.c Recognize common characteristics of civilizations, such as cities, technology, government, and religion.	SS.6.W.2.Su.c Recognize a characteristic of civilizations, such as cities, technology, government, or religion.	SS.6.W.2.Pa.c Recognize a characteristic of civilization, such as a city.
		SS.6.W.2.Pa.d Recognize a characteristic of civilization, such as a city.
		SS.6.W.2.Pa.e Recognize an

<p>SS.6.W.2.In.d Recognize ways of life in selected ancient river civilizations, such as Nile, Tigris-Euphrates, Indus, or Huang He.</p> <p>SS.6.W.2.In.e Identify achievements from ancient Egyptian civilization, such as a calendar, pyramids, art and architecture, and mummification.</p> <p>SS.6.W.2.In.f Recognize the contributions of selected key figures from ancient Egypt, such as Ramses and Tutankhamun.</p> <p>SS.6.W.2.In.g Identify achievements of Mesopotamian civilization, such as writing, art and architecture, and technology—wheel, sail, and plow.</p> <p>SS.6.W.2.In.h Recognize the impact of selected key figures, such as Hammurabi, Nebuchadnezzar, and Cyrus, from ancient Mesopotamian civilizations.</p> <p>SS.6.W.2.In.i Recognize key figures and a basic belief of the ancient Israelites, such as Abraham and Moses, and belief in monotheism and emphasis on individual worth and responsibility.</p>	<p>SS.6.W.2.Su.d Recognize a characteristic of life in selected ancient river civilizations, such as Nile, Tigris-Euphrates, Indus, or Huang He.</p> <p>SS.6.W.2.Su.e Recognize achievements from ancient Egyptian civilization, such as a calendar, pyramids, and art and architecture.</p> <p>SS.6.W.2.Su.f Recognize a contribution of a key figure from ancient Egypt, such as Ramses or Tutankhamun.</p> <p>SS.6.W.2.Su.g Recognize an achievement of Mesopotamian civilization, such as writing, art and architecture, or technology—wheel, sail, and plow.</p> <p>SS.6.W.2.Su.h Recognize the impact of a key figure, such as Hammurabi, Nebuchadnezzar, or Cyrus, from ancient Mesopotamian civilizations.</p> <p>SS.6.W.2.Su.i Recognize a basic belief of the ancient Israelites, such as monotheism, or emphasis on individual worth and responsibility.</p>	<p>achievement of civilization, such as art, architecture, writing, or technology.</p> <p>SS.6.W.2.Pa.f Recognize that civilizations had different leaders.</p> <p>SS.6.W.2.Pa.g Recognize an achievement of civilization, such as art, architecture, writing, or technology.</p> <p>SS.6.W.2.Pa.h Recognize that civilizations had different leaders.</p> <p>SS.6.W.2.Pa.i Recognize that civilizations had different leaders.</p>
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Standard 3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).	
BENCHMARK CODE	BENCHMARK
SS.6.W.3.1	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
SS.6.W.3.10	Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
SS.6.W.3.11	Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.

SS.6.W.3.12	Explain the causes for the growth and longevity of the Roman Empire.
SS.6.W.3.13	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
SS.6.W.3.14	Describe the key achievements and contributions of Roman civilization.
SS.6.W.3.15	Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.
SS.6.W.3.16	Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.
SS.6.W.3.17	Explain the spread and influence of the Latin language on Western Civilization.
SS.6.W.3.18	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
SS.6.W.3.2	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
SS.6.W.3.3	Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).
SS.6.W.3.4	Explain the causes and effects of the Persian and Peloponnesian Wars.
SS.6.W.3.5	Summarize the important achievements and contributions of ancient Greek civilization.
SS.6.W.3.6	Determine the impact of key figures from ancient Greece.
SS.6.W.3.7	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.
SS.6.W.3.8	Determine the impact of significant figures associated with ancient Rome.
SS.6.W.3.9	Explain the impact of the Punic Wars on the development of the Roman Empire.

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
SS.6.W.3.In.a Recognize cultural impacts of ancient Phoenicians on the Mediterranean world, such as exploration, commerce, and written communication.	SS.6.W.3.Su.a Recognize a cultural impact of ancient Phoenicians on the Mediterranean world, such as exploration, commerce, or written communication.	SS.6.W.3.Pa.a Recognize the impact of written communication.
SS.6.W.3.In.j Identify characteristics of the government of the Roman Republic that contributed to democratic principles, such as representative government and civic duty.	SS.6.W.3.Su.j Recognize a characteristic of the government of the Roman Republic that contributed to democratic principles, such as representative government or civic duty.	SS.6.W.3.Pa.j Recognize a contribution related to government from ancient civilization.
SS.6.W.3.In.k Identify changes in characteristics of life and culture in the Roman Republic when it became Imperial Rome, such as the citizens lost their voice	SS.6.W.3.Su.k Recognize characteristics of ancient Roman life and culture.	SS.6.W.3.Pa.k Recognize a characteristic of culture.
		SS.6.W.3.Pa.l Recognize an achievement or contribution from ancient civilization.

<p>and role in government and were led by a dictator.</p> <p>SS.6.W.3.In.l Identify a cause for growth and longevity of the Roman Empire, such as centralized and efficient government, expansion of citizenship, and extension of road networks.</p> <p>SS.6.W.3.In.m Identify key figures and basic beliefs of early Christianity, such as Jesus and one god.</p> <p>SS.6.W.3.In.n Identify achievements and contributions of Roman civilization, such as art and architecture, law, literature, and technology.</p> <p>SS.6.W.3.In.o Recognize reasons for the gradual decline of the Western Roman Empire, such as internal power struggles, pressures from outside groups, and overdependence on slavery.</p> <p>SS.6.W.3.In.p Identify selected characteristics of life in the Roman Republic, such as the role of patricians, plebeians, women, children, and slaves.</p> <p>SS.6.W.3.In.q Identify an influence of the Latin language on Western Civilization, such as education, law, medicine, religion, or science.</p> <p>SS.6.W.3.In.r Recognize factors in the rise and fall of the ancient east African kingdoms, such as being an important center of art, learning, and trade; use of iron metallurgy; and power struggles.</p> <p>SS.6.W.3.In.b Identify foundations of a democratic government developed in ancient Greece, such as civic participation and voting, legislative bodies, and rule of law.</p> <p>SS.6.W.3.In.c Recognize differences in characteristics of life in Athens and Sparta, such as the status of citizens, women, children, foreigners, or serfs (helots).</p> <p>SS.6.W.3.In.d Recognize a cause and</p>	<p>SS.6.W.3.Su.l Recognize a cause for longevity of the Roman Empire, such as centralized and efficient government, expansion of citizenship, or extension of road networks.</p> <p>SS.6.W.3.Su.m Recognize that the religion known as Christianity began a long time ago.</p> <p>SS.6.W.3.Su.n Recognize achievements and contributions of Roman civilization, such as art and architecture, agriculture, technology, or government.</p> <p>SS.6.W.3.Su.o Recognize a reason for the gradual decline of the Western Roman Empire, such as pressures from outside groups or overdependence on slavery.</p> <p>SS.6.W.3.Su.p Recognize selected characteristics of life in the Roman Republic, such as the role of women, children, and slaves.</p> <p>SS.6.W.3.Su.q Recognize an influence of different languages on civilization, such as in education or science.</p> <p>SS.6.W.3.Su.r Recognize a factor in the rise of the ancient east African kingdoms, such as being an important center of art, learning, and trade, or use of iron metallurgy.</p> <p>SS.6.W.3.Su.b Recognize a foundation of a democratic government developed in ancient Greece, such as civic participation and voting.</p> <p>SS.6.W.3.Su.c Recognize a difference in characteristics of life in Athens and Sparta, such as the role of citizens, women, or children.</p> <p>SS.6.W.3.Su.d Recognize that wars were fought to control Greece.</p> <p>SS.6.W.3.Su.e Recognize an important</p>	<p>SS.6.W.3.Pa.m Recognize a characteristic of religion.</p> <p>SS.6.W.3.Pa.n Recognize an achievement or contribution from ancient civilization.</p> <p>SS.6.W.3.Pa.o Recognize a characteristic of a power struggle.</p> <p>SS.6.W.3.Pa.p Recognize that people have different roles, such as citizens or soldiers.</p> <p>SS.6.W.3.Pa.q Recognize the importance of language.</p> <p>SS.6.W.3.Pa.r Recognize an achievement or contribution from ancient civilization.</p> <p>SS.6.W.3.Pa.b Recognize that citizens can vote for leaders.</p> <p>SS.6.W.3.Pa.c Recognize that people have different roles, such as citizens or soldiers.</p> <p>SS.6.W.3.Pa.d Recognize that wars are fought for control.</p> <p>SS.6.W.3.Pa.e Recognize an achievement or contribution from ancient civilization.</p> <p>SS.6.W.3.Pa.f Recognize the importance of writers, leaders, scientists, soldiers, or teachers.</p> <p>SS.6.W.3.Pa.g Recognize an achievement or contribution from ancient civilization.</p> <p>SS.6.W.3.Pa.h Recognize the importance of writers, leaders, scientists, soldiers, or teachers.</p> <p>SS.6.W.3.Pa.i Recognize that wars are fought for control.</p>
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<p>effect of the Persian War, such as Persia's desire to control Greece and the cooperation between Greek city-states to defend their homeland and maintain their independence.</p> <p>SS.6.W.3.In.e Recognize important achievements and contributions of ancient Greek civilization, such as art and architecture, athletic competitions, civic responsibility, and science.</p> <p>SS.6.W.3.In.f Identify the impact of a key figure from ancient Greece, such as Aristotle, Hippocrates, Homer, Plato, or Socrates.</p> <p>SS.6.W.3.In.g Recognize key contributions and figures associated with the Hellenistic Period, such as Stoicism, Alexander the Great, and Archimedes.</p> <p>SS.6.W.3.In.h Identify the impact of a significant figure associated with ancient Rome, such as Julius Caesar, Augustus, or Constantine the Great.</p> <p>SS.6.W.3.In.i Identify that Rome became an important power because it won the Punic Wars.</p>	<p>achievement and contribution of ancient Greek civilization, such as art and architecture, athletic competitions, civic responsibility, or science.</p> <p>SS.6.W.3.Su.f Recognize a key figure from ancient Greece, such as Aristotle, Hippocrates, Homer, Plato, or Socrates.</p> <p>SS.6.W.3.Su.g Recognize a key contribution or figure associated with the Hellenistic Period, such as Stoicism, Alexander the Great, or Archimedes.</p> <p>SS.6.W.3.Su.h Recognize a significant figure associated with ancient Rome, such as Julius Caesar, Augustus, or Constantine the Great.</p> <p>SS.6.W.3.Su.i Recognize that Rome became an important power because it won a war.</p>	
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**Standard 4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).**

BENCHMARK CODE	BENCHMARK
SS.6.W.4.1	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
SS.6.W.4.10	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
SS.6.W.4.11	Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
SS.6.W.4.12	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
SS.6.W.4.2	Explain the major beliefs and practices associated with Hinduism and the social structure of

	the caste system in ancient India.
SS.6.W.4.3	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
SS.6.W.4.4	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
SS.6.W.4.5	Summarize the important achievements and contributions of ancient Indian civilization.
SS.6.W.4.6	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
SS.6.W.4.7	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.
SS.6.W.4.8	Describe the contributions of classical and post classical China.
SS.6.W.4.9	Identify key figures from classical and post classical China.

**Access Point for Students with Significant Cognitive Disabilities**

<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>
<p>SS.6.W.4.In.a Recognize the significance of Ayran and other tribal migrations on Indian civilization, such as the spread of Hinduism.</p> <p>SS.6.W.4.In.j Recognize the significance of the silk roads and maritime routes for trade in Asia, East Africa, and the Mediterranean Basin.</p> <p>SS.6.W.4.In.k Recognize the cause of the Mongol empire expansion and its effects on the peoples of Asia and Europe, such as conquering and using fear to control the people, and providing protected trade and travel networks.</p> <p>SS.6.W.4.In.l Recognize a cause of Chinese isolation and decision to limit trade during the 1400s, such as geographic isolation and the Great Wall and the Chinese belief that their country was the center of the universe.</p> <p>SS.6.W.4.In.b Identify a major belief and practice associated with Hinduism, such as good deeds/bad deeds, duty, nonviolence, and the caste system.</p> <p>SS.6.W.4.In.c Recognize achievements of the Mauryan and Gupta empires, such as the spread of Buddhism, science,</p>	<p>SS.6.W.4.Su.a Recognize that a group of people migrated to India and brought a new religion, Hinduism.</p> <p>SS.6.W.4.Su.j Recognize that people traveled on land and water to trade goods and ideas in Asia, East Africa, and the Mediterranean Basin.</p> <p>SS.6.W.4.Su.k Recognize that the Mongols used fighting and fear to control other countries.</p> <p>SS.6.W.4.Su.l Recognize that the Chinese had limited contact with other civilizations during the 1400s because of their location and the Great Wall.</p> <p>SS.6.W.4.Su.b Recognize a major belief or practice of Hinduism, such as good deeds/bad deeds, duty, nonviolence, or the caste system.</p> <p>SS.6.W.4.Su.c Recognize an achievement of the Mauryan and Gupta empires, such as the spread of Buddhism, science, mathematics, or astronomy.</p> <p>SS.6.W.4.Su.d Recognize a teaching of Buddha, such as compassion,</p>	<p>SS.6.W.4.Pa.a Recognize an impact of migration.</p> <p>SS.6.W.4.Pa.j Recognize that people exchange goods.</p> <p>SS.6.W.4.Pa.k Recognize that people fight to gain control of a country.</p> <p>SS.6.W.4.Pa.l Recognize a characteristic of isolation.</p> <p>SS.6.W.4.Pa.b Recognize that people have different beliefs (religions).</p> <p>SS.6.W.4.Pa.c Recognize an achievement or contribution of Asian civilizations.</p> <p>SS.6.W.4.Pa.d Recognize that people have different beliefs (religions).</p> <p>SS.6.W.4.Pa.e Recognize an achievement or contribution of Asian civilizations.</p> <p>SS.6.W.4.Pa.f Recognize that the leadership of government</p>

<p>mathematics, and astronomy.</p> <p>SS.6.W.4.In.d Identify a teaching of Buddha, such as compassion, selflessness, or enlightenment.</p> <p>SS.6.W.4.In.e Identify an important contribution of ancient Indian civilization, such as Sanskrit, medicine, or mathematics including Hindu-Arabic numerals and the concept of zero.</p> <p>SS.6.W.4.In.f Identify that some Chinese dynasties believed their power came from the Mandate of Heaven.</p> <p>SS.6.W.4.In.g Identify basic teachings of Confucius, such as love and respect for one's family (filial piety) and the role of kinship in maintaining order.</p> <p>SS.6.W.4.In.h Identify contributions of classical and post classical China, such as the Great Wall, the Silk Road, paper-making, gunpowder, and compass.</p> <p>SS.6.W.4.In.i Recognize a key figure from classical China, such as Shi Huangdi, the first emperor who built the Great Wall.</p>	<p>selflessness, or enlightenment.</p> <p>SS.6.W.4.Su.e Recognize an important contribution of ancient Indian civilization, such as Sanskrit, medicine, or mathematics including Hindu-Arabic numerals and the concept of zero.</p> <p>SS.6.W.4.Su.f Recognize that some Chinese dynasties believed their power came from the Mandate of Heaven.</p> <p>SS.6.W.4.Su.g Recognize a basic teaching of Confucius, such as love and respect for one's family (filial piety).</p> <p>SS.6.W.4.Su.h Recognize a contribution of classical and post classical China, such as the Great Wall, the Silk Road, paper-making, gunpowder, or compass.</p> <p>SS.6.W.4.Su.i Recognize that the first emperor in China built the Great Wall.</p>	<p>changes.</p> <p>SS.6.W.4.Pa.g Recognize an achievement or contribution of Asian civilizations.</p> <p>SS.6.W.4.Pa.h Recognize an achievement or contribution of Asian civilizations.</p> <p>SS.6.W.4.Pa.i Recognize that Asian civilizations have leaders.</p>
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## Strand: CIVICS AND GOVERNMENT

Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.

BENCHMARK CODE	BENCHMARK	
SS.6.C.1.1	Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.	
SS.6.C.1.2	Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>



<p>SS.6.C.1.In.a Identify foundations of a democratic government developed in ancient Greece, such as civic participation and voting, legislative bodies, and rule of law.</p> <p>SS.6.C.1.In.b Identify foundations of a democratic government developed in the Roman Republic, such as separation of powers, representative government, and civic duty.</p>	<p>SS.6.C.1.Su.a Recognize a foundation of a democratic government developed in ancient Greece, such as civic participation or voting.</p> <p>SS.6.C.1.Su.b Recognize a foundation of a democratic government developed in the Roman Republic, such as representative government or civic duty.</p>	<p>SS.6.C.1.Pa.a Recognize that citizens vote for leaders.</p> <p>SS.6.C.1.Pa.b Recognize that citizens must obey the law.</p>
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Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.

BENCHMARK CODE	BENCHMARK	
SS.6.C.2.1	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
SS.6.C.2.In.a Identify a characteristic of ancient Greek and Roman civilizations that is part of the United States government today, such as citizen participation in government.	SS.6.C.2.Su.a Recognize a characteristic of ancient civilizations that is part of the United States government today, such as citizen participation in government.	SS.6.C.2.Pa.a Recognize that citizens participate in government.

## GRADE: 7

### Strand: GEOGRAPHY

Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.

BENCHMARK CODE	BENCHMARK
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SS.7.G.1.1	Locate the fifty states and their capital cities in addition to the nation's capital on a map.	
SS.7.G.1.2	Locate on a world map the territories and protectorates of the United States of America.	
SS.7.G.1.3	Interpret maps to identify geopolitical divisions and boundaries of places in North America.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
SS.7.G.1.In.a Locate selected states, capitals, and the nation's capital on a map.	SS.7.G.1.Su.a Locate selected states and their capitals on a map.	SS.7.G.1.Pa.a Locate the United States on a map.
SS.7.G.1.In.b Locate on a world map selected United States territories, such as Guam, U.S. Virgin Islands, and Puerto Rico.	SS.7.G.1.Su.b Locate on a world map a United States territory, such as Guam, U.S. Virgin Islands, or Puerto Rico.	SS.7.G.1.Pa.b Locate the United States on a map.
SS.7.G.1.In.c Identify the divisions and boundaries of places in North America, including the United States, Canada, Mexico, and Central America.	SS.7.G.1.Su.c Identify the boundaries of United States, Canada, and Mexico on a map.	SS.7.G.1.Pa.c Locate the United States on a map.

<b>Standard 2: Understand physical and cultural characteristics of places.</b>		
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
SS.7.G.2.1	Locate major cultural landmarks that are emblematic of the United States.	
SS.7.G.2.2	Locate major physical landmarks that are emblematic of the United States.	
SS.7.G.2.3	Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.	
SS.7.G.2.4	Describe current major cultural regions of North America.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
SS.7.G.2.In.a Recognize major cultural landmarks that are emblematic of the United States, such as the Statue of Liberty, White House, and Mount Rushmore.	SS.7.G.2.Su.a Recognize a major cultural landmark that is emblematic of the United States, such as the Statue of Liberty or the White House.	SS.7.G.2.Pa.a Associate a major cultural landmark with the United States, such as the Statue of Liberty.
SS.7.G.2.In.b Locate selected major physical landmarks that are emblematic of the United States, such as the Grand	SS.7.G.2.Su.b Locate a major physical landmark that is emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, or Great	SS.7.G.2.Pa.b Associate a major physical landmark with the United States, such as the Grand Canyon.

<p>Canyon, Everglades, Great Salt Lake, and Great Plains.</p> <p>SS.7.G.2.In.c Identify how major physical characteristics, climate, and location have influenced settlement and the economy in the United States.</p> <p>SS.7.G.2.In.d Recognize major cultural regions of the United States, such as the South, West Coast, and Midwest.</p>	<p>Plains.</p> <p>SS.7.G.2.Su.c Recognize major physical characteristics, climate, and location that have influenced settlement and the economy in the United States.</p> <p>SS.7.G.2.Su.d Recognize a major cultural region of the United States, such as the South.</p>	<p>SS.7.G.2.Pa.c Recognize how a physical characteristic of a location affects people.</p> <p>SS.7.G.2.Pa.d Recognize a characteristic of culture in North America.</p>
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Standard 3: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.		
BENCHMARK CODE	BENCHMARK	
SS.7.G.3.1	Use maps to describe the location, abundance, and variety of natural resources in North America.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.G.3.In.a Use maps to identify natural resources in North America.	SS.7.G.3.Su.a Use maps to recognize natural resources in North America.	SS.7.G.3.Pa.a Use a pictorial map to recognize a natural resource.

Standard 4: Understand the characteristics, distribution, and migration of human populations.		
BENCHMARK CODE	BENCHMARK	
SS.7.G.4.1	Use geographic terms and tools to explain cultural diffusion throughout North America.	
SS.7.G.4.2	Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.G.4.In.a Use geographic terms and tools to identify different cultures in North America.	SS.7.G.4.Su.a Use geographic tools to recognize a different culture in North America.	SS.7.G.4.Pa.a Use a geographic tool to recognize a characteristic of culture in North America.

SS.7.G.4.In.b Use maps and other geographic tools to identify different population groups of the United States.	SS.7.G.4.Su.b Use maps and other geographic tools to recognize a population group of the United States.	SS.7.G.4.Pa.b Use a geographic tool to recognize a characteristic of culture in North America.
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Standard 5: Understand how human actions can impact the environment.		
BENCHMARK CODE	BENCHMARK	
SS.7.G.5.1	Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.G.5.In.a Use a map to display information about issues of conservation or ecology in the local community.	SS.7.G.5.Su.a Use a map to display information about an issue of conservation or ecology in the local community.	SS.7.G.5.Pa.a Use a map to display information about the local environment.

Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.		
BENCHMARK CODE	BENCHMARK	
SS.7.G.6.1	Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.G.6.In.a Use a form of technology to locate and view maps with current information about the United States, such as population density.	SS.7.G.6.Su.a Use a form of technology to view maps with current information about a region of the United States, such as population maps.	SS.7.G.6.Pa.a Use technology to view information about the United States.

**Strand: ECONOMICS**

Standard 1: Understand the fundamental concepts relevant to the development of a market economy.

BENCHMARK CODE	BENCHMARK
SS.7.E.1.1	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
SS.7.E.1.2	Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
SS.7.E.1.3	Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
SS.7.E.1.4	Discuss the function of financial institutions in the development of a market economy.
SS.7.E.1.5	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
SS.7.E.1.6	Compare the national budget process to the personal budget process.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.E.1.In.a Identify major characteristics of market (buyers/sellers) and mixed (buyers/sellers and government-controlled) economies.	SS.7.E.1.Su.a Recognize characteristics of a market (buyers/sellers) economy.	SS.7.E.1.Pa.a Recognize people use money to purchase goods and services.
SS.7.E.1.In.b Identify differences in borrowing and lending money, including the use of credit.	SS.7.E.1.Su.b Recognize differences in borrowing and lending money.	SS.7.E.1.Pa.b Recognize the difference between a loan and a gift.
SS.7.E.1.In.c Identify common examples of the concepts of supply and demand, choice, scarcity, and opportunity cost.	SS.7.E.1.Su.c Recognize common examples of the concepts of supply and demand, choice, and scarcity.	SS.7.E.1.Pa.c Recognize an example of choice and scarcity.
SS.7.E.1.In.d Identify different kinds of accounts and services provided by banks or other financial institutions.	SS.7.E.1.Su.d Recognize common accounts provided by banks or other financial institutions.	SS.7.E.1.Pa.d Recognize that a bank is a place to save money.
SS.7.E.1.In.e Identify that profit and incentives motivate people and businesses to work harder.	SS.7.E.1.Su.e Recognize that incentives motivate people to work.	SS.7.E.1.Pa.e Recognize an incentive for completing work.
SS.7.E.1.In.f Identify an individual budget and how personal needs are used to develop it.	SS.7.E.1.Su.f Recognize the parts of a budget and how personal needs are used to develop it.	SS.7.E.1.Pa.f Recognize a plan (budget) to use resources, such as time, money, or materials.

**Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.7.E.2.1	Explain how federal, state, and local taxes support the economy as a function of the United States government.
SS.7.E.2.2	Describe the banking system in the United States and its impact on the money supply.
SS.7.E.2.3	Identify and describe United States laws and regulations adopted to promote economic competition.
SS.7.E.2.4	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
SS.7.E.2.5	Explain how economic institutions impact the national economy.

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
SS.7.E.2.In.a Identify how federal and local taxes are used by the government.	SS.7.E.2.Su.a Recognize how taxes are used by the government.	SS.7.E.2.Pa.a Recognize that taxes pay for services.
SS.7.E.2.In.b Identify that the banking system in the United States controls the money supply and interest rates.	SS.7.E.2.Su.b Recognize that the banking system in the United States controls money.	SS.7.E.2.Pa.b Associate banks with money.
SS.7.E.2.In.c Identify that there are laws that affect the economy, such as anti-monopoly or patent laws.	SS.7.E.2.Su.c Recognize that there are laws that affect the economy, such as patent laws.	SS.7.E.2.Pa.c Recognize that businesses must follow rules.
SS.7.E.2.In.d Identify people from diverse backgrounds who have created successful businesses.	SS.7.E.2.Su.d Recognize people from diverse backgrounds who have created successful businesses.	SS.7.E.2.Pa.d Recognize that people create businesses.
SS.7.E.2.In.e Identify an impact that financial institutions have on the national economy, such as the stock market, banks, and credit unions.	SS.7.E.2.Su.e Recognize that financial institutions impact the national economy, such as banks and credit unions.	SS.7.E.2.Pa.e Associate banks with money.

**Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.**

BENCHMARK CODE	BENCHMARK
SS.7.E.3.1	Explain how international trade requires a system for exchanging currency between and among nations.
SS.7.E.3.2	Assess how the changing value of currency affects trade of goods and services between nations.
SS.7.E.3.3	Compare and contrast a single resource economy with a diversified economy.
SS.7.E.3.4	Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.E.3.In.a Recognize that currencies from different countries can be exchanged for trade.	SS.7.E.3.Su.a Recognize that countries use different types of currency for trade.	SS.7.E.3.Pa.a Recognize coins or bills from the United States.
SS.7.E.3.In.b Recognize that currencies from different countries can be exchanged for trade.	SS.7.E.3.Su.b Recognize that countries use different types of currency for trade.	SS.7.E.3.Pa.b Recognize coins or bills from the United States.
SS.7.E.3.In.c Identify differences between a single resource economy and a diversified economy.	SS.7.E.3.Su.c Recognize a difference between a single resource economy and a diversified economy.	SS.7.E.3.Pa.c Recognize a product of an economy.
SS.7.E.3.In.d Identify characteristics of the standard of living in the United States and other countries.	SS.7.E.3.Su.d Recognize characteristics of the standard of living in the United States.	SS.7.E.3.Pa.d Recognize that some people have more than others.

**Strand: CIVICS AND GOVERNMENT**

Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.

BENCHMARK CODE	BENCHMARK
SS.7.C.1.1	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
SS.7.C.1.2	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
SS.7.C.1.3	Describe how English policies and responses to colonial concerns led to the writing of the

	Declaration of Independence.
SS.7.C.1.4	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
SS.7.C.1.5	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
SS.7.C.1.6	Interpret the intentions of the Preamble of the Constitution.
SS.7.C.1.7	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
SS.7.C.1.8	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
SS.7.C.1.9	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

**Access Point for Students with Significant Cognitive Disabilities**

<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>
<p>SS.7.C.1.In.a Recognize that ideas of separation of powers and natural rights influenced the authors of the United States Constitution.</p> <p>SS.7.C.1.In.b Recognize influences on the colonists' view of government, such as the Magna Carta, the Mayflower Compact, and Thomas Paine's "Common Sense."</p> <p>SS.7.C.1.In.c Identify concerns of the American colonists that led to the writing of the Declaration of Independence, such as taxation and laws of England.</p> <p>SS.7.C.1.In.d Identify complaints described in the Declaration of Independence, such as stationing soldiers in people's homes, taxes, and cutting off trade with other countries.</p> <p>SS.7.C.1.In.e Identify a weakness of the Articles of Confederation that led to the writing of the Constitution, such as no president, a weak central government, and each state had its own money system.</p> <p>SS.7.C.1.In.f Identify the reasons for establishing a government listed in the Preamble of the United States</p>	<p>SS.7.C.1.Su.a Recognize the United States Constitution was based on ideas from the past.</p> <p>SS.7.C.1.Su.b Recognize an influence on the colonists' view of government, such as the Mayflower Compact.</p> <p>SS.7.C.1.Su.c Recognize that American colonists were unhappy with the way England was treating them and this led to the writing of the Declaration of Independence.</p> <p>SS.7.C.1.Su.d Recognize a complaint described in the Declaration of Independence, such as stationing soldiers in people's homes, taxes, or cutting off trade with other countries.</p> <p>SS.7.C.1.Su.e Recognize that the Articles of Confederation had weaknesses and the Constitution replaced it.</p> <p>SS.7.C.1.Su.f Recognize that the Preamble of the United States Constitution states the reasons the government was created.</p>	<p>SS.7.C.1.Pa.a Recognize that ideas of people influence others.</p> <p>SS.7.C.1.Pa.b Recognize that ideas of people influence others.</p> <p>SS.7.C.1.Pa.c Recognize people in the American colonies were unhappy with the way England was treating them.</p> <p>SS.7.C.1.Pa.d Recognize people in the American colonies were unhappy with the way England was treating them.</p> <p>SS.7.C.1.Pa.e Recognize that government can be changed.</p> <p>SS.7.C.1.Pa.f Recognize a reason for government.</p> <p>SS.7.C.1.Pa.g Recognize that the government has different parts.</p> <p>SS.7.C.1.Pa.h Recognize that both individuals and groups have rights.</p> <p>SS.7.C.1.Pa.i Recognize that</p>

<p>Constitution.</p> <p>SS.7.C.1.In.g Identify examples of separation of powers in the Constitution, such as the three branches of government.</p> <p>SS.7.C.1.In.h Identify an argument for and against the inclusion of a bill of rights in the Constitution.</p> <p>SS.7.C.1.In.i Identify how the rule of law is used in American government, such as people must follow the laws of the government.</p>	<p>SS.7.C.1.Su.g Recognize the powers of the branches of government of the United States.</p> <p>SS.7.C.1.Su.h Recognize a reason for inclusion of a bill of rights in the Constitution, such as the Bill of Rights is for all states.</p> <p>SS.7.C.1.Su.i Recognize that people must follow the laws of American government.</p>	<p>people must follow laws of government.</p>
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Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.	
BENCHMARK CODE	BENCHMARK
SS.7.C.2.1	Define the term "citizen," and identify legal means of becoming a United States citizen.
SS.7.C.2.10	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
SS.7.C.2.11	Analyze media and political communications (bias, symbolism, propaganda).
SS.7.C.2.12	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
SS.7.C.2.13	Examine multiple perspectives on public and current issues.
SS.7.C.2.14	Conduct a service project to further the public good.
SS.7.C.2.2	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
SS.7.C.2.3	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.7.C.2.4	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
SS.7.C.2.5	Distinguish how the Constitution safeguards and limits individual rights.
SS.7.C.2.6	Simulate the trial process and the role of juries in the administration of justice.
SS.7.C.2.7	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.



SS.7.C.2.8	Identify America's current political parties, and illustrate their ideas about government.
SS.7.C.2.9	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

**Access Point for Students with Significant Cognitive Disabilities**

<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>
SS.7.C.2.In.a Identify that a citizen is a legal resident of a country and recognize that people become citizens by birth or naturalization.	SS.7.C.2.Su.a Recognize that a citizen is a legal resident of a country.	SS.7.C.2.Pa.a Recognize a person who is an American citizen.
SS.7.C.2.In.j Identify how the media and people influence government.	SS.7.C.2.Su.j Recognize that the media and people can influence government.	SS.7.C.2.Pa.j Recognize that the media influences people.
SS.7.C.2.In.k Identify how the media and people influence government.	SS.7.C.2.Su.k Recognize that the media and people can influence government.	SS.7.C.2.Pa.k Recognize that the media influences people.
SS.7.C.2.In.l Recognize a problem in the local community and the appropriate governmental agency to respond to that problem.	SS.7.C.2.Su.l Recognize a problem in the local community and an authority to respond to that problem.	SS.7.C.2.Pa.l Recognize an authority to respond to a problem.
SS.7.C.2.In.m Identify different perspectives on current issues.	SS.7.C.2.Su.m Recognize different perspectives on current issues.	SS.7.C.2.Pa.m Recognize a point of view on current issues.
SS.7.C.2.In.n Engage in a service project to further the public good, such as at school, community, or state levels.	SS.7.C.2.Su.n Assist with a service project to further the public good, such as at school, community, or state levels.	SS.7.C.2.Pa.n Participate in a service project to further the public good, such as at school, community, or state levels.
SS.7.C.2.In.b Identify obligations of citizens, such as obeying laws, paying taxes, and serving on juries.	SS.7.C.2.Su.b Recognize obligations of citizens, such as obeying laws, paying taxes, and serving on juries.	SS.7.C.2.Pa.b Recognize an obligation of citizens, such as obeying laws.
SS.7.C.2.In.c Describe the responsibilities of a good citizen, such as registering and voting and keeping informed about current issues.	SS.7.C.2.Su.c Identify the responsibilities of a good citizen, such as voting and keeping informed about current issues.	SS.7.C.2.Pa.c Recognize a responsibility of a good citizen, such as voting.
SS.7.C.2.In.d Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution.	SS.7.C.2.Su.d Recognize the rights of individuals in the Bill of Rights.	SS.7.C.2.Pa.d Recognize a right of citizens guaranteed by law.
SS.7.C.2.In.e Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution.	SS.7.C.2.Su.e Recognize the rights of individuals in the Bill of Rights.	SS.7.C.2.Pa.e Recognize a right of citizens guaranteed by law.
SS.7.C.2.In.f Identify the purpose of a jury in a trial.	SS.7.C.2.Su.f Recognize the purpose of the jury in a trial.	SS.7.C.2.Pa.f Recognize a right of citizens guaranteed by law.
	SS.7.C.2.Su.g Identify how to vote for a leader in the school or community.	SS.7.C.2.Pa.g Recognize that people can vote to select a leader in the school or community.
		SS.7.C.2.Pa.h Recognize that there

<p>SS.7.C.2.In.g Describe the voting process for selecting leaders in the school or community.</p> <p>SS.7.C.2.In.h Identify the current political parties in America.</p> <p>SS.7.C.2.In.i Identify the qualifications of candidates for a political office.</p>	<p>SS.7.C.2.Su.h Recognize the current political parties in America.</p> <p>SS.7.C.2.Su.i Recognize that candidates run for a political office.</p>	<p>are political parties in America.</p> <p>SS.7.C.2.Pa.i Recognize a political office.</p>
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Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.	
BENCHMARK CODE	BENCHMARK
SS.7.C.3.1	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
SS.7.C.3.10	Identify sources and types (civil, criminal, constitutional, military) of law.
SS.7.C.3.11	Diagram the levels, functions, and powers of courts at the state and federal levels.
SS.7.C.3.12	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
SS.7.C.3.13	Compare the constitutions of the United States and Florida.
SS.7.C.3.14	Differentiate between local, state, and federal governments' obligations and services.
SS.7.C.3.2	Compare parliamentary, federal, confederal, and unitary systems of government.
SS.7.C.3.3	Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
SS.7.C.3.4	Identify the relationship and division of powers between the federal government and state governments.
SS.7.C.3.5	Explain the Constitutional amendment process.
SS.7.C.3.6	Evaluate Constitutional rights and their impact on individuals and society.
SS.7.C.3.7	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
SS.7.C.3.8	Analyze the structure, functions, and processes of the legislative, executive, and judicial

	branches.	
SS.7.C.3.9	Illustrate the law making process at the local, state, and federal levels.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>
SS.7.C.3.In.a Identify characteristics of different forms of government, such as democracy, monarchy, and communism.	SS.7.C.3.Su.a Recognize different forms of government, such as democracy and communism.	SS.7.C.3.Pa.a Recognize that in a democracy, people vote to elect government leaders.
SS.7.C.3.In.j Identify how government makes a law.	SS.7.C.3.Su.j Recognize how government makes a law.	SS.7.C.3.Pa.j Recognize that the government makes laws.
SS.7.C.3.In.k Identify court systems, such as criminal and civil courts at different levels of government.	SS.7.C.3.Su.k Recognize different court systems, such as criminal and civil courts.	SS.7.C.3.Pa.k Recognize that courts settle conflicts.
SS.7.C.3.In.l Identify the importance of landmark Supreme Court cases, such as Brown v. Board of Education and Miranda v. Arizona.	SS.7.C.3.Su.l Recognize the importance of landmark Supreme Court cases, such as Brown v. Board of Education.	SS.7.C.3.Pa.l Recognize that the Supreme Court recognizes that all citizens are equal.
SS.7.C.3.In.m Describe the Constitution of the State of Florida.	SS.7.C.3.Su.m Identify the Constitution of the State of Florida.	SS.7.C.3.Pa.m Recognize that the State of Florida has laws.
SS.7.C.3.In.n Identify obligations and services of local, state, and federal governments.	SS.7.C.3.Su.n Recognize major obligations and services of local, state, and federal governments.	SS.7.C.3.Pa.n Recognize that local, state, and federal governments provide services.
SS.7.C.3.In.b Identify characteristics of different forms of government, such as democracy, monarchy, and communism.	SS.7.C.3.Su.b Recognize different forms of government, such as democracy and communism.	SS.7.C.3.Pa.b Recognize that in a democracy, people vote to elect government leaders.
SS.7.C.3.In.c Identify the major function of the three branches of the United States government established by the Constitution.	SS.7.C.3.Su.c Recognize the major function of the three branches of the United States government.	SS.7.C.3.Pa.c Recognize that the United States government has three parts.
SS.7.C.3.In.d Identify the relationship of power between the federal and state governments.	SS.7.C.3.Su.d Recognize the relationship of power between the federal and state governments.	SS.7.C.3.Pa.d Recognize that governments have different powers.
SS.7.C.3.In.e Identify steps to amending the Constitution.	SS.7.C.3.Su.e Identify that the Constitution can be changed by amendments.	SS.7.C.3.Pa.e Recognize that the government can change laws.
SS.7.C.3.In.f Identify the rights of individuals provided by the Constitution and Bill of Rights.	SS.7.C.3.Su.f Recognize the rights of individuals provided by the Constitution and Bill of Rights.	SS.7.C.3.Pa.f Recognize individual rights provided by the government.
SS.7.C.3.In.g Identify ways amendments	SS.7.C.3.Su.g Recognize that amendments to the United States Constitution promoted the full participation	SS.7.C.3.Pa.g Recognize that American citizens have the right to vote.

<p>to the United States Constitution have promoted the full participation of minority groups in American democracy, such as the abolition of slavery, the right to vote, and nondiscrimination on account of race.</p> <p>SS.7.C.3.In.h Identify the major function of the three branches of the United States government established by the Constitution.</p> <p>SS.7.C.3.In.i Identify how government makes a law.</p>	<p>of minority groups in American democracy, such as the right to vote and nondiscrimination on account of race.</p> <p>SS.7.C.3.Su.h Recognize the major function of the three branches of the United States government.</p> <p>SS.7.C.3.Su.i Recognize how government makes a law.</p>	<p>SS.7.C.3.Pa.h Recognize that the United States government has three parts.</p> <p>SS.7.C.3.Pa.i Recognize that the government makes laws.</p>
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Standard 4: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.

BENCHMARK CODE	BENCHMARK
SS.7.C.4.1	Differentiate concepts related to United States domestic and foreign policy.
SS.7.C.4.2	Recognize government and citizen participation in international organizations.
SS.7.C.4.3	Describe examples of how the United States has dealt with international conflicts.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.7.C.4.In.a Identify that the United States government creates domestic policy to guide decisions at home and foreign policy to guide decisions in foreign countries.</p> <p>SS.7.C.4.In.b Identify ways the United States works with other nations through international organizations, such as the United Nations, Peace Corps, and World Health Organization.</p> <p>SS.7.C.4.In.c Identify how the United States has been involved in an international conflict.</p>	<p>SS.7.C.4.Su.a Recognize that the United States government solves problems at home (domestic policies) and in other countries (foreign policies).</p> <p>SS.7.C.4.Su.b Recognize that the United States assists other nations, such as providing aid through the United Nations and Peace Corps.</p> <p>SS.7.C.4.Su.c Recognize that the United States has been involved in an international conflict.</p>	<p>SS.7.C.4.Pa.a Recognize that the government solves problems.</p> <p>SS.7.C.4.Pa.b Recognize that the United States helps other countries.</p> <p>SS.7.C.4.Pa.c Recognize an international conflict.</p>

## GRADE: 8

Strand: AMERICAN HISTORY		
Standard 1: Use research and inquiry skills to analyze American History using primary and secondary sources.		
BENCHMARK CODE	BENCHMARK	
SS.8.A.1.1	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.	
SS.8.A.1.2	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.	
SS.8.A.1.3	Analyze current events relevant to American History topics through a variety of electronic and print media resources.	
SS.8.A.1.4	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.	
SS.8.A.1.5	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.	
SS.8.A.1.6	Compare interpretations of key events and issues throughout American History.	
SS.8.A.1.7	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.8.A.1.In.a Provide supporting details for an answer from a reference, ask questions to gather information for oral history, and check the accuracy of a source.</p> <p>SS.8.A.1.In.b Interpret graphs, maps, photographs, and timelines.</p> <p>SS.8.A.1.In.c Identify current events relevant to American History topics using media resources and print.</p> <p>SS.8.A.1.In.d Identify the difference between fact and opinion and use appropriate resources and support materials to gather information.</p>	<p>SS.8.A.1.Su.a Select a supporting detail for an answer from a reference and ask questions to gather information.</p> <p>SS.8.A.1.Su.b Interpret simple graphs, maps, photographs, and pictorial timelines.</p> <p>SS.8.A.1.Su.c Recognize current events relevant to American History topics using media resources and print.</p> <p>SS.8.A.1.Su.d Recognize fact and opinion and use appropriate resources and support materials to gather information.</p>	<p>SS.8.A.1.Pa.a Ask simple questions to gather information.</p> <p>SS.8.A.1.Pa.b Gather information from simple maps, photographs, and pictorial timelines.</p> <p>SS.8.A.1.Pa.c Recognize a current event in a media resource or book.</p> <p>SS.8.A.1.Pa.d Use appropriate resources to obtain factual information.</p> <p>SS.8.A.1.Pa.e Use appropriate resources to obtain factual</p>

<p>SS.8.A.1.In.e Identify the author and purpose of significant historical documents and distinguish between a primary and secondary historical source.</p> <p>SS.8.A.1.In.f Identify similarities and differences in points of view of historical interpretations of key events.</p> <p>SS.8.A.1.In.g Identify well-known historical events shown in art, writings, music, and artifacts.</p>	<p>SS.8.A.1.Su.e Recognize the author and purpose of significant historical documents.</p> <p>SS.8.A.1.Su.f Recognize differences in points of view of historical interpretations of key events.</p> <p>SS.8.A.1.Su.g Recognize well-known historical events shown in art, writings, music, or artifacts.</p>	<p>information.</p> <p>SS.8.A.1.Pa.f Use appropriate resources to obtain factual information.</p> <p>SS.8.A.1.Pa.g Recognize a well-known historical event shown in art or artifacts.</p>
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**Standard 2: Examine the causes, course, and consequences of British settlement in the American colonies.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
SS.8.A.2.1	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.	
SS.8.A.2.2	Compare the characteristics of the New England, Middle, and Southern colonies.	
SS.8.A.2.3	Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.	
SS.8.A.2.4	Identify the impact of key colonial figures on the economic, political, and social development of the colonies.	
SS.8.A.2.5	Discuss the impact of colonial settlement on Native American populations.	
SS.8.A.2.6	Examine the causes, course, and consequences of the French and Indian War.	
SS.8.A.2.7	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>SS.8.A.2.In.a Recognize important differences among the European nations struggling for control over colonization of North America.</p> <p>SS.8.A.2.In.b Identify that the colonies were grouped into three divisions (New England, Middle, and Southern) and</p>	<p>SS.8.A.2.Su.a Recognize an important difference of each of the European nations struggling for control over colonization of North America.</p> <p>SS.8.A.2.Su.b Recognize characteristics of the colonies in different regions, such as location,</p>	<p>SS.8.A.2.Pa.a Recognize that different groups fought for ownership of the same land.</p> <p>SS.8.A.2.Pa.b Recognize social aspects of living in a colony.</p>

<p>describe their occupations, religion, and social patterns.</p> <p>SS.8.A.2.In.c Identify characteristics of economic systems in the colonies, including the ways slaves and indentured servants were used.</p> <p>SS.8.A.2.In.d Identify the impact of key colonial figures on the development of the colonies, such as John Smith, William Penn, and Roger Williams.</p> <p>SS.8.A.2.In.e Identify the impact of colonial settlement on Native Americans.</p> <p>SS.8.A.2.In.f Describe a cause and outcome of the French and Indian War, such as the desire to control the Ohio River Valley and that the French lost to the English.</p> <p>SS.8.A.2.In.g Identify contributions of Africans, Native Americans, women, and children to colonial America.</p>	<p>occupations, and social patterns.</p> <p>SS.8.A.2.Su.c Recognize a characteristic of economic systems in the colonies, including the use of slaves.</p> <p>SS.8.A.2.Su.d Recognize the impact of key colonial figures on the development of the colonies, such as John Smith and William Penn.</p> <p>SS.8.A.2.Su.e Recognize the impact of colonial settlement on Native Americans.</p> <p>SS.8.A.2.Su.f Identify an outcome of the French and Indian War, such as that the French lost to the English.</p> <p>SS.8.A.2.Su.g Recognize contributions of Africans, Native Americans, women, and children to colonial America.</p>	<p>SS.8.A.2.Pa.c Recognize that workers are part of an economic system.</p> <p>SS.8.A.2.Pa.d Recognize leaders who guide other people.</p> <p>SS.8.A.2.Pa.e Recognize a change due to colonial settlement.</p> <p>SS.8.A.2.Pa.f Recognize a change due to colonial settlement.</p> <p>SS.8.A.2.Pa.g Recognize a contribution of a key group to colonial society.</p>
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Standard 3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.	
BENCHMARK CODE	BENCHMARK
SS.8.A.3.1	Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
SS.8.A.3.10	Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
SS.8.A.3.11	Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.
SS.8.A.3.12	Examine the influences of George Washington's presidency in the formation of the new nation.
SS.8.A.3.13	Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.



SS.8.A.3.14	Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
SS.8.A.3.15	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
SS.8.A.3.16	Examine key events in Florida history as each impacts this era of American history.
SS.8.A.3.2	Explain American colonial reaction to British policy from 1763 - 1774.
SS.8.A.3.3	Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
SS.8.A.3.4	Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
SS.8.A.3.5	Describe the influence of individuals on social and political developments during the Revolutionary era.
SS.8.A.3.6	Examine the causes, course, and consequences of the American Revolution.
SS.8.A.3.7	Examine the structure, content, and consequences of the Declaration of Independence.
SS.8.A.3.8	Examine individuals and groups that affected political and social motivations during the American Revolution.
SS.8.A.3.9	Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>SS.8.A.3.In.a Identify the consequences of the French and Indian War on the British rule of the colonies, such as the Proclamation of 1763, the Stamp Act, and the Tea Act.</p> <p>SS.8.A.3.In.j Identify major consequences of the Constitutional Convention, such as developing different plans for the number of votes allotted for each state in Congress, the Great Compromise (the makeup of Congress), and the power of the president.</p> <p>SS.8.A.3.In.k Recognize reasons why people supported or opposed the Constitution, such as the inclusion of the Bill of Rights.</p> <p>SS.8.A.3.In.l Identify influences of</p>	<p>SS.8.A.3.Su.a Recognize a consequence of the French and Indian War on British rule of the colonies, such as restricting freedom and creating more taxes.</p> <p>SS.8.A.3.Su.j Recognize major consequences of the Constitutional Convention, such as the makeup of Congress, how votes would be given to states, and the power of the president.</p> <p>SS.8.A.3.Su.k Recognize that some people supported and others opposed the Constitution.</p> <p>SS.8.A.3.Su.l Recognize an influence of George Washington's presidency, such as forming the Cabinet and establishing a national bank and money system.</p>	<p>SS.8.A.3.Pa.a Recognize that the colonists were unhappy with British rule.</p> <p>SS.8.A.3.Pa.j Recognize a way individuals or groups reach agreement.</p> <p>SS.8.A.3.Pa.k Recognize a way individuals or groups reach agreement.</p> <p>SS.8.A.3.Pa.l Recognize that George Washington was the first president.</p> <p>SS.8.A.3.Pa.m Recognize that new leaders bring changes to the country.</p>



<p>George Washington’s presidency, such as forming the Cabinet, keeping the country out of war, paying off the debt, and establishing a national bank and money system.</p> <p>SS.8.A.3.In.m Identify major developments of the presidency of John Adams, such as extending the waiting period for citizenship (Alien Act) and prohibiting criticism of the government (Sedition Act).</p> <p>SS.8.A.3.In.n Identify major developments of the presidency of Thomas Jefferson, such as the Louisiana Purchase, the Lewis and Clark Expedition, and the embargo on goods traded with Great Britain and France.</p> <p>SS.8.A.3.In.o Identify the quality of life of under-represented groups during the American Revolution and after, such as children, indentured servants, Native Americans, slaves, women, and the working class.</p> <p>SS.8.A.3.In.p Identify the consequences of key events in Florida history as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, and Spanish control of Florida.</p> <p>SS.8.A.3.In.b Identify American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress.</p> <p>SS.8.A.3.In.c Recognize major contributions of the Founding Fathers, such as John Adams, Benjamin Franklin, Thomas Jefferson, and George Washington.</p> <p>SS.8.A.3.In.d Identify contributions of key groups to the outcomes of the American Revolutionary War, including Native Americans, slaves, and women.</p> <p>SS.8.A.3.In.e Identify the influence of individuals on social and political</p>	<p>SS.8.A.3.Su.m Recognize a major development of the presidency of John Adams, such as prohibiting criticism of the government (Sedition Act).</p> <p>SS.8.A.3.Su.n Recognize a major development of the presidency of Thomas Jefferson, such as the Louisiana Purchase and the Lewis and Clark Expedition.</p> <p>SS.8.A.3.Su.o Recognize the quality of life of an under-represented group, such as children, indentured servants, Native Americans, slaves, women, or the working class.</p> <p>SS.8.A.3.Su.p Recognize a consequence of key events in Florida as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, or Spanish control of Florida.</p> <p>SS.8.A.3.Su.b Recognize American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress.</p> <p>SS.8.A.3.Su.c Recognize a contribution of one of the Founding Fathers, such as Benjamin Franklin, Thomas Jefferson, or George Washington.</p> <p>SS.8.A.3.Su.d Recognize contributions of a key group to the American Revolutionary War, including Native Americans, slaves, or women.</p> <p>SS.8.A.3.Su.e Recognize an influence of an individual on social and political developments, such as James Otis—“taxation without representation,” Abigail Adams—women’s rights, Mercy Otis Warren—abolition of slavery, or Benjamin Banneker—architecture.</p> <p>SS.8.A.3.Su.f Recognize major causes and consequences of the American Revolution, such as “Common Sense,” unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris.</p>	<p>SS.8.A.3.Pa.n Recognize that new leaders bring changes to the country.</p> <p>SS.8.A.3.Pa.o Recognize an aspect of the quality of life.</p> <p>SS.8.A.3.Pa.p Recognize a consequence of a key event in Florida during this era of American history.</p> <p>SS.8.A.3.Pa.b Recognize that the colonists were unhappy with British rule.</p> <p>SS.8.A.3.Pa.c Recognize a Founding Father, such as George Washington.</p> <p>SS.8.A.3.Pa.d Recognize ways groups help during times of war.</p> <p>SS.8.A.3.Pa.e Recognize that an individual can influence social developments.</p> <p>SS.8.A.3.Pa.f Recognize that the colonists were unhappy with British rule.</p> <p>SS.8.A.3.Pa.g Recognize freedom as a goal of the Declaration of Independence.</p> <p>SS.8.A.3.Pa.h Recognize ways groups help during times of war.</p> <p>SS.8.A.3.Pa.i Recognize that people can work together to set up a government.</p>
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<p>developments, such as James Otis—“taxation without representation,” Abigail Adams—women’s rights, Mercy Otis Warren—abolition of slavery, or Benjamin Banneker—architecture.</p> <p>SS.8.A.3.In.f Identify major causes, events, and consequences of the American Revolution, such as “Common Sense,” unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris.</p> <p>SS.8.A.3.In.g Identify important content of the Declaration of Independence.</p> <p>SS.8.A.3.In.h Identify the impact of individuals and groups on the American Revolution, such as Ethan Allen, the Sons of Liberty, Patrick Henry, Patriots, and individual militias.</p> <p>SS.8.A.3.In.i Identify major characteristics of the Articles of Confederation, such as a weak central government and power for the states.</p>	<p>SS.8.A.3.Su.g Recognize the key ideas included in the Declaration of Independence.</p> <p>SS.8.A.3.Su.h Recognize the impact of individuals and groups on the American Revolution, such as some led resistance toward the British while others provided support for the British.</p> <p>SS.8.A.3.Su.i Recognize that the Articles of Confederation set up a weak central government.</p>	
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Standard 4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.	
BENCHMARK CODE	BENCHMARK
SS.8.A.4.1	Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
SS.8.A.4.10	Analyze the impact of technological advancements on the agricultural economy and slave labor.
SS.8.A.4.11	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
SS.8.A.4.12	Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
SS.8.A.4.13	Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v.

	Georgia [1832]) significant to this era of American history.
SS.8.A.4.14	Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
SS.8.A.4.15	Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
SS.8.A.4.16	Identify key ideas and influences of Jacksonian democracy.
SS.8.A.4.17	Examine key events and peoples in Florida history as each impacts this era of American history.
SS.8.A.4.18	Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
SS.8.A.4.2	Describe the debate surrounding the spread of slavery into western territories and Florida.
SS.8.A.4.3	Examine the experiences and perspectives of significant individuals and groups during this era of American History.
SS.8.A.4.4	Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
SS.8.A.4.5	Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
SS.8.A.4.6	Identify technological improvements (inventions/inventors) that contributed to industrial growth.
SS.8.A.4.7	Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
SS.8.A.4.8	Describe the influence of individuals on social and political developments of this era in American History.
SS.8.A.4.9	Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
SS.8.A.4.In.a Identify major events and consequences of America's westward expansion, such as the War of 1812, the acquisition of Florida, the Trail of Tears, and the California Gold Rush.	SS.8.A.4.Su.a Recognize major events and consequences of America's westward expansion, such as the acquisition of Florida, the Trail of Tears, and the California Gold Rush.	SS.8.A.4.Pa.a Recognize a consequence of America's westward expansion.
SS.8.A.4.In.j Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill.	SS.8.A.4.Su.j Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin.	SS.8.A.4.Pa.j Recognize the benefit of an invention.
	SS.8.A.4.Su.k Recognize characteristics of	SS.8.A.4.Pa.k Recognize a characteristic of slave life on a plantation.

<p>SS.8.A.4.In.k Identify characteristics of slave life on plantations, including resistance efforts.</p> <p>SS.8.A.4.In.l Identify an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States.</p> <p>SS.8.A.4.In.m Identify a consequence of landmark Supreme Court cases during the westward expansion, such as that Native American tribes came under federal jurisdiction and were subsequently forced from their land.</p> <p>SS.8.A.4.In.n Identify the major causes, events, and consequences of the women's suffrage movement.</p> <p>SS.8.A.4.In.o Identify literature that supported social reform in the era of westward expansion.</p> <p>SS.8.A.4.In.p Recognize influences of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, and the Indian Removal Act.</p> <p>SS.8.A.4.In.q Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state.</p> <p>SS.8.A.4.In.r Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state.</p> <p>SS.8.A.4.In.b Identify reasons why people supported or opposed slavery in the western territories and Florida.</p> <p>SS.8.A.4.In.c Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark,</p>	<p>slave life on plantations.</p> <p>SS.8.A.4.Su.l Recognize an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States.</p> <p>SS.8.A.4.Su.m Recognize a consequence of landmark Supreme Court cases during the westward expansion, such as the forced removal of Native Americans from their lands.</p> <p>SS.8.A.4.Su.n Recognize the major cause and consequences of the women's suffrage movement.</p> <p>SS.8.A.4.Su.o Recognize stories and poems written to support social reform in the era of westward expansion.</p> <p>SS.8.A.4.Su.p Recognize a key idea of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, or the Indian Removal Act.</p> <p>SS.8.A.4.Su.q Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state.</p> <p>SS.8.A.4.Su.r Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state.</p> <p>SS.8.A.4.Su.b Recognize why people supported or opposed slavery in the western territories and Florida.</p> <p>SS.8.A.4.Su.c Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants.</p> <p>SS.8.A.4.Su.d Recognize the role of an</p>	<p>SS.8.A.4.Pa.l Recognize an unintended effect of a revolution.</p> <p>SS.8.A.4.Pa.m Recognize a social justice issue.</p> <p>SS.8.A.4.Pa.n Recognize that women can vote.</p> <p>SS.8.A.4.Pa.o Recognize that stories tell about the era of westward expansion.</p> <p>SS.8.A.4.Pa.p Recognize that new leaders bring change to the government.</p> <p>SS.8.A.4.Pa.q Recognize that Florida became a state.</p> <p>SS.8.A.4.Pa.r Recognize a contribution of a key group to Florida's culture.</p> <p>SS.8.A.4.Pa.b Recognize that groups did not agree about slavery.</p> <p>SS.8.A.4.Pa.c Recognize a consequence of America's westward expansion.</p> <p>SS.8.A.4.Pa.d Recognize a consequence of America's westward expansion.</p> <p>SS.8.A.4.Pa.e Recognize an effect of transportation.</p> <p>SS.8.A.4.Pa.f Recognize the benefit of an invention.</p> <p>SS.8.A.4.Pa.g Recognize a characteristic of poor working conditions.</p> <p>SS.8.A.4.Pa.h Recognize a social justice issue.</p>
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<p>Sacajawea, Native Americans, slaves, and Chinese immigrants.</p> <p>SS.8.A.4.In.d Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants.</p> <p>SS.8.A.4.In.e Identify how transportation changed America's economy in the 1800s.</p> <p>SS.8.A.4.In.f Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill.</p> <p>SS.8.A.4.In.g Identify working conditions in textile mills in New England as they affected women and children.</p> <p>SS.8.A.4.In.h Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.</p> <p>SS.8.A.4.In.i Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.</p>	<p>individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants.</p> <p>SS.8.A.4.Su.e Recognize how transportation changed America's economy in the 1800s.</p> <p>SS.8.A.4.Su.f Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin.</p> <p>SS.8.A.4.Su.g Recognize working conditions in textile mills in New England in the 1800s.</p> <p>SS.8.A.4.Su.h Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.</p> <p>SS.8.A.4.Su.i Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.</p>	<p>SS.8.A.4.Pa.i Recognize a social justice issue.</p>
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Standard 5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.	
BENCHMARK CODE	BENCHMARK
SS.8.A.5.1	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
SS.8.A.5.2	Analyze the role of slavery in the development of sectional conflict.

SS.8.A.5.3	Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
SS.8.A.5.4	Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
SS.8.A.5.5	Compare Union and Confederate strengths and weaknesses.
SS.8.A.5.6	Compare significant Civil War battles and events and their effects on civilian populations.
SS.8.A.5.7	Examine key events and peoples in Florida history as each impacts this era of American history.
SS.8.A.5.8	Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

**Access Point for Students with Significant Cognitive Disabilities**

<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>
<p>SS.8.A.5.In.a Identify the major causes, events, and consequence of the Civil War, such as states' rights, sectional differences, war between the northern and southern states, and slaves being freed.</p> <p>SS.8.A.5.In.b Identify factors related to slavery that led to the Civil War, such as the Abolition Movement, Nat Turner's Rebellion, the Underground Railroad, and Southern secession.</p> <p>SS.8.A.5.In.c Identify major developments during Abraham Lincoln's presidency, such as the defeat of Confederate States in the Civil War, the Emancipation Proclamation, and the Gettysburg Address.</p> <p>SS.8.A.5.In.d Identify the Union and Confederate States at the outbreak of the Civil War.</p> <p>SS.8.A.5.In.e Identify a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders.</p> <p>SS.8.A.5.In.f Identify outcomes of significant Civil War battles, such as Fort</p>	<p>SS.8.A.5.Su.a Recognize a major cause and consequence of the Civil War, such as states' rights, sectional differences, and slaves being freed.</p> <p>SS.8.A.5.Su.b Recognize a factor related to slavery that led to the Civil War, such as the support for freeing slaves or the secession of the Southern states from the Union.</p> <p>SS.8.A.5.Su.c Recognize a major development during the presidency of Abraham Lincoln, such as the defeat of the Confederate States in the Civil War or the Emancipation Proclamation.</p> <p>SS.8.A.5.Su.d Recognize the Union and Confederate States at the outbreak of the Civil War.</p> <p>SS.8.A.5.Su.e Recognize a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders.</p> <p>SS.8.A.5.Su.f Recognize the outcome of a significant Civil War battle, such as Fort Sumter, Gettysburg, or the surrender of General Lee at Appomattox.</p>	<p>SS.8.A.5.Pa.a Recognize that groups of people disagreed about slavery.</p> <p>SS.8.A.5.Pa.b Recognize that groups of people disagreed about slavery.</p> <p>SS.8.A.5.Pa.c Recognize that President Abraham Lincoln ended slavery.</p> <p>SS.8.A.5.Pa.d Recognize that states disagreed about slavery.</p> <p>SS.8.A.5.Pa.e Recognize a strength of groups in a war.</p> <p>SS.8.A.5.Pa.f Recognize a strength of groups in a war.</p> <p>SS.8.A.5.Pa.g Recognize an aspect of the quality of life during the time of the Civil War.</p> <p>SS.8.A.5.Pa.h Recognize an aspect of the quality of life during Reconstruction.</p>

<p>Sumter, the Monitor v. Merrimack, Gettysburg, and the surrender of General Lee at Appomattox.</p> <p>SS.8.A.5.In.g Identify key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment.</p> <p>SS.8.A.5.In.h Identify changes that occurred during the period of Reconstruction, such as the reuniting of the governments and the treatment of freed slaves.</p>	<p>SS.8.A.5.Su.g Recognize key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment.</p> <p>SS.8.A.5.Su.h Recognize changes that occurred during the period of Reconstruction, such as reuniting of the governments and the treatment of freed slaves.</p>	
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<b>Strand: GEOGRAPHY</b>		
<b>Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.</b>		
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
SS.8.G.1.1	Use maps to explain physical and cultural attributes of major regions throughout American history.	
SS.8.G.1.2	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>SS.8.G.1.In.a Use maps to identify physical and cultural attributes of major regions of the United States throughout American history.</p> <p>SS.8.G.1.In.b Use appropriate geographic terms and tools to identify places and regions in American history.</p>	<p>SS.8.G.1.Su.a Use maps to recognize physical or cultural attributes of major regions of the United States.</p> <p>SS.8.G.1.Su.b Use appropriate geographic tools to recognize places and regions of the United States.</p>	<p>SS.8.G.1.Pa.a Use a map to recognize a physical or cultural attribute of the United States.</p> <p>SS.8.G.1.Pa.b Use a map to recognize a physical or cultural attribute of the United States.</p>



**Standard 2: Understand physical and cultural characteristics of places.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.8.G.2.1	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
SS.8.G.2.2	Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
SS.8.G.2.3	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

**Access Point for Students with Significant Cognitive Disabilities**

<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>
<p>SS.8.G.2.In.a Identify physical elements, such as climate and terrain, and human elements—religion and economy—that explain settlement patterns in regions of the United States over time.</p> <p>SS.8.G.2.In.b Use geographic terms and tools to describe areas of the United States that have experienced critical economic or physical changes, such as flooding, earthquakes, or oil spills from ships.</p> <p>SS.8.G.2.In.c Use geographic terms and tools to examine how selected regions in the United States have changed over time.</p>	<p>SS.8.G.2.Su.a Recognize physical elements, such as climate and terrain, and human elements—religion and economy—that affected where people settled in the United States.</p> <p>SS.8.G.2.Su.b Use geographic tools to identify areas in the United States that have experienced a critical economic or physical change, such as flooding, earthquakes, or oil spills from ships.</p> <p>SS.8.G.2.Su.c Use geographic tools to identify a way that a region in the United States has changed over time.</p>	<p>SS.8.G.2.Pa.a Recognize the effect of a physical element of a place, such as climate or terrain, on people.</p> <p>SS.8.G.2.Pa.b Recognize a change in a place due to a natural disaster or other event in the United States.</p> <p>SS.8.G.2.Pa.c Recognize a change in a place due to a natural disaster or other event in the United States.</p>

**Standard 3: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.8.G.3.1	Locate and describe in geographic terms the major ecosystems of the United States.
SS.8.G.3.2	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.

**Access Point for Students with Significant Cognitive Disabilities**



<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
SS.8.G.3.In.a Locate and identify characteristics of major ecosystems of the United States.	SS.8.G.3.Su.a Locate and recognize characteristics of selected major ecosystems of the United States.	SS.8.G.3.Pa.a Recognize a characteristic of a major ecosystem.
SS.8.G.3.In.b Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in the United States and Florida.	SS.8.G.3.Su.b Use geographic tools to recognize ways that people have used renewable and non-renewable resources in the United States and Florida.	SS.8.G.3.Pa.b Recognize a resource as recyclable.

**Standard 4: Understand the characteristics, distribution, and migration of human populations.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.8.G.4.1	Interpret population growth and other demographic data for any given place in the United States throughout its history.
SS.8.G.4.2	Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
SS.8.G.4.3	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
SS.8.G.4.4	Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
SS.8.G.4.5	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
SS.8.G.4.6	Use political maps to describe changes in boundaries and governance throughout American history.

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
SS.8.G.4.In.a Identify changes in population for selected places in the United States over time.	SS.8.G.4.Su.a Recognize changes in population for selected places in the United States over time.	SS.8.G.4.Pa.a Recognize that change is a characteristic of population.
SS.8.G.4.In.b Use geographic terms and tools to examine effects of migration to and within the United States, such as westward expansion and crossing the Mexican border.	SS.8.G.4.Su.b Use geographic tools to recognize effects of migration within the United States, such as westward expansion.	SS.8.G.4.Pa.b Recognize that change is a characteristic of population.
SS.8.G.4.In.c Use geographic terms	SS.8.G.4.Su.c Use geographic tools to recognize characteristics of different	SS.8.G.4.Pa.c Use a geographic tool to recognize characteristics of trade, culture, or migration.

<p>and tools to identify characteristics of different cultures that spread to different regions of the United States over time.</p> <p>SS.8.G.4.In.d Use geographic tools or case studies to identify the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time.</p> <p>SS.8.G.4.In.e Use geographic terms and tools to identify changes in cities and urban centers in the United States over time.</p> <p>SS.8.G.4.In.f Use political maps to identify changes in boundaries of the United States throughout American history.</p>	<p>cultures that spread to different regions of the United States over time.</p> <p>SS.8.G.4.Su.d Use geographic tools to recognize the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time.</p> <p>SS.8.G.4.Su.e Use geographic tools to recognize changes in cities and urban centers in the United States over time.</p> <p>SS.8.G.4.Su.f Use political maps to recognize changes in boundaries of the United States throughout American history.</p>	<p>SS.8.G.4.Pa.d Use a geographic tool to recognize characteristics of trade, culture, or migration.</p> <p>SS.8.G.4.Pa.e Recognize characteristics of a city.</p> <p>SS.8.G.4.Pa.f Use a map to recognize a boundary.</p>
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Standard 5: Understand how human actions can impact the environment.		
BENCHMARK CODE	BENCHMARK	
SS.8.G.5.1	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.	
SS.8.G.5.2	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.8.G.5.In.a Identify ways humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States.</p> <p>SS.8.G.5.In.b Identify impacts of selected human modifications, such as deforestation and agriculture, on the environment in the United States throughout history.</p>	<p>SS.8.G.5.Su.a Recognize ways that humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States.</p> <p>SS.8.G.5.Su.b Recognize impacts of a selected human modification, such as deforestation, on the environment in the United States.</p>	<p>SS.8.G.5.Pa.a Recognize that people use natural resources to satisfy basic needs.</p> <p>SS.8.G.5.Pa.b Recognize the impact of a human modification on the environment.</p>

Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.		
BENCHMARK CODE	BENCHMARK	
SS.8.G.6.1	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.	
SS.8.G.6.2	Illustrate places and events in U.S. history through the use of narratives and graphic representations.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.8.G.6.In.a Use maps and other graphic representations to describe geographic problems and changes in the United States over time.</p> <p>SS.8.G.6.In.b Illustrate a place or event in United States history using a narrative and graphic representation, such as a map, graph, or table.</p>	<p>SS.8.G.6.Su.a Use a map or other graphic representation to identify a geographic problem or change in the United States.</p> <p>SS.8.G.6.Su.b Illustrate a place or event in United States history using a graphic representation, such as a map, graph, or table.</p>	<p>SS.8.G.6.Pa.a Use a map or other graphic representation to recognize a geographic change.</p> <p>SS.8.G.6.Pa.b Create a simple representation about a place or event in the United States.</p>

Strand: ECONOMICS		
Standard 1: Understand the fundamental concepts relevant to the development of a market economy.		
BENCHMARK CODE	BENCHMARK	
SS.8.E.1.1	Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.8.E.1.In.a Identify how economic factors affected the development of America over time, such as supply and demand, scarcity, profits, and incentives.	SS.8.E.1.Su.a Recognize that economic factors affected the development of America over time, such as supply and demand, scarcity, and incentives.	SS.8.E.1.Pa.a Recognize that people work for incentives.

Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.

BENCHMARK CODE	BENCHMARK
SS.8.E.2.1	Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
SS.8.E.2.2	Explain the economic impact of government policies.
SS.8.E.2.3	Assess the role of Africans and other minority groups in the economic development of the United States.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.8.E.2.In.a Identify contributions of entrepreneurs, inventors, or other key individuals from diverse backgrounds in the development of the United States economy.</p> <p>SS.8.E.2.In.b Identify an economic impact of government actions in United States history, such as the Constitutional power to collect taxes and compromises over slavery.</p> <p>SS.8.E.2.In.c Identify the influence and contributions of Africans and other minorities in the economic development of the United States.</p>	<p>SS.8.E.2.Su.a Recognize contributions of entrepreneurs, inventors, or other key individuals from diverse backgrounds in the development of the United States economy.</p> <p>SS.8.E.2.Su.b Recognize the economic impact of a government action in United States history, such as the power to collect taxes and compromises over slavery.</p> <p>SS.8.E.2.Su.c Recognize contributions of Africans or other minorities in the economic development of the United States.</p>	<p>SS.8.E.2.Pa.a Recognize a contribution of a person to the economy.</p> <p>SS.8.E.2.Pa.b Recognize that the government collects taxes.</p> <p>SS.8.E.2.Pa.c Recognize a contribution of a person to the economy.</p>

Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

BENCHMARK CODE	BENCHMARK
SS.8.E.3.1	Evaluate domestic and international interdependence.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.8.E.3.In.a Identify examples of	SS.8.E.3.Su.a Recognize ways that	SS.8.E.3.Pa.a Recognize that

domestic and international interdependence, such as regional exchange of resources.	countries are interdependent, such as exchange of resources.	groups depend on each other.
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## Strand: CIVICS AND GOVERNMENT

Standard 1: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.

BENCHMARK CODE	BENCHMARK
SS.8.C.1.1	Identify the constitutional provisions for establishing citizenship.
SS.8.C.1.2	Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
SS.8.C.1.3	Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
SS.8.C.1.4	Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
SS.8.C.1.5	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
SS.8.C.1.6	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

### Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.8.C.1.In.a Identify ways the Constitution provides for citizenship, such as being born and being naturalized in the United States.	SS.8.C.1.Su.a Recognize a way the Constitution provides for citizenship, such as being born or naturalized in the United States.	SS.8.C.1.Pa.a Recognize that people who are born in the United States are citizens.
SS.8.C.1.In.b Identify different views held by colonists on self-government and rights and responsibilities of citizens.	SS.8.C.1.Su.b Recognize different views that colonists held about the rights and responsibilities of citizens.	SS.8.C.1.Pa.b Recognize a responsibility of citizens, such as keeping informed.
SS.8.C.1.In.c Identify activities that reflect civic virtue in the lives of citizens from the Colonial period through Reconstruction, such as voting, volunteering, and giving to the poor.	SS.8.C.1.Su.c Recognize activities that reflect civic virtues in the lives of citizens from the Colonial period through Reconstruction, such as voting and serving in local government.	SS.8.C.1.Pa.c Recognize an activity of citizens that reflects civic virtue, such as voting.
SS.8.C.1.In.d Identify forms of civic and political participation from the Colonial	SS.8.C.1.Su.d Recognize forms of civic and political participation from the Colonial	SS.8.C.1.Pa.d Recognize an activity of citizens that reflects civic virtue, such as voting.

<p>period through Reconstruction, such as complying with laws and rules, voting, and serving in the government.</p> <p>SS.8.C.1.In.e Identify ways citizens benefit from rights provided by the Constitution and Bill of Rights.</p> <p>SS.8.C.1.In.f Identify ways amendments to the Constitution have expanded voting rights, such as at first allowing only landowners to vote, then white males, former slaves, and females.</p>	<p>period through Reconstruction, such as complying with laws and rules and voting.</p> <p>SS.8.C.1.Su.e Recognize a way citizens benefit from the rights provided by the Constitution and Bill of Rights.</p> <p>SS.8.C.1.Su.f Recognize how amendments to the Constitution expanded voting rights to white males, former slaves, and females.</p>	<p>SS.8.C.1.Pa.e Recognize that the law guarantees individual rights.</p> <p>SS.8.C.1.Pa.f Recognize that men and women can vote in the United States.</p>
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Standard 2: The student will demonstrate an understanding of the principles, functions, and organization of government.		
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
SS.8.C.2.1	Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
SS.8.C.2.In.a Identify principles of the American government, such as representative democracy (republicanism), separation of powers, and freedom expressed in important documents in American history.	SS.8.C.2.Su.a Recognize a principle of the American government, such as representative democracy (republicanism) or separation of powers expressed in important documents in American history.	SS.8.C.2.Pa.a Recognize that the government in the United States is based on freedom.

## GRADE: 912

<b>Strand: AMERICAN HISTORY</b>
Standard 1: Use research and inquiry skills to analyze American history using primary and secondary sources.

## **APPENDIX I**

### **Sarasota County Schools English Language Learner (ELL) Manual**





**Florida Department of Education  
District ELL Plan**

**DISTRICT ENGLISH LANGUAGE LEARNER PLAN  
ASSURANCES AND CERTIFICATION**

School districts are required to abide by a set of assurances when developing and implementing programs and services to students classified as English Language Learners (ELLs), and are required to ensure school and district level personnel comply with all the requirements and provisions set forth in the laws, rules, regulations, and federal court orders listed below:

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0900 - 6A-6.0909; 6A-6.09022; 6A-6.09091; 6A-1.09432, Florida Administrative Code (FAC.), and other applicable State Board of Education Rules;
- The requirements of the No Child Left Behind Act of 2001;
- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990;
- The requirements of the Florida Educational Equity Act, 1984;
- The requirements based on the Fifth Circuit Court decision in Castañeda v. Pickard, 1981;
- The requirements based on the Supreme Court decision in Plyler v. DOE, 1980;
- The requirements based on the Supreme Court decision in Lau v. Nichols, 1974;
- The requirements of the Equal Educational Opportunities Act of 1974;
- The Requirements of Section 504 Rehabilitation Act of 1973;
- The requirements of the Office of Civil Rights Memorandum of May 25, 1970;
- The requirements of the Title VI and VII Civil Rights Act of 1964; and
- The requirements of the Office of Civil Rights Standards for the Title VI Compliance.

By signature below, I, Lori M. White, do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.

Lori M. White  
\_\_\_\_\_  
**Superintendent's Signature**

3/11/13  
\_\_\_\_\_  
**Date Signed**

## SECTION 1: IDENTIFICATION [Rule 6A-6.0902, FAC]

### Enrollment Procedures and Administration of the Home Language Survey

Describe the district's procedures to register English Language Learners (ELLs), including the following questions:

How is the Home Language Survey (HLS) administered? (Max length 2000)

Parents or guardians registering students will complete, with assistance in their heritage language where feasible, the Home Language Survey (HLS) (form #001-90-ESOL) containing the three questions required by Rule 6A-6.0902. The HLS is found in the registration packet; unless the student's cumulative records contain a HLS that was completed upon initial enrollment at a previous school in the District. If there is an affirmative response on the HLS, the registrar will provide a copy of the HLS to the ESOL liaison/contact without delay to ensure that language proficiency procedures are completed within ten school days from student's school entry date. A copy of the HLS will also be sent to the District ESOL Office.

How do district procedures compare to those followed for non-ELLs? (Max length 2000)

English Language Learners (ELLs) and non-ELLs will register at their assigned District school as determined by domicile. Parents or guardians report to the registrar's office where they are given a complete registration packet which includes the HLS.

The School Board of Sarasota County, Florida has established and implemented policies, procedures and programs that provide English Language Learners (ELLs) equal access to all programs and services offered by the school and district based on need and eligibility, exclusive of language proficiency and national origin.

In accordance with Plyler Vs. Doe, policies and procedures are implemented to ensure that refugees, immigrant registered and undocumented aliens, national origin and racial minority students are provided equal access to free and appropriate schooling. Schools may not request or require documentation, or inquire, about the student's legal immigration status. The District does not require any evidence of United States citizenship for enrollment. Social security numbers of students and families are not required in order to complete the registration process.

Where feasible, a bilingual staff member assists with translating or interpreting documents related to registration and other pertinent school information.

Is the HLS translated into other languages? If answered "yes," list languages. (Max length 2000)

Yes

Spanish, Russian, Ukrainian, Haitian Creole, and Vietnamese

How does the district assist parents and students who do not speak English? (Max length 2000)

In addition to registration procedures followed for non-ELLs, non-English speaking parents or guardians receive translated versions of registration forms, Home Language Surveys, free and reduced lunch applications, and general school information, if available in their language. Currently, these forms are available for the major languages represented in the District (Spanish, Russian, Ukrainian, Haitian Creole, and Vietnamese). Where feasible, a bilingual staff member assists with translating or interpreting documents related to registration and other pertinent school information. During the school year, district-wide and individual school related information is communicated to

parents in their home language via Connect Ed and TeleParent when feasible.

## SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT) [Rule 6A-6.0902, FAC]

### English Language Proficiency (ELP) Assessment

\*Required to save.

What is the title of the person(s) responsible for administering the English language proficiency assessment of potential ELLs in the district? (Check all that apply.)

- Registrar
- ESOL Coordinator/Administrator
- Other ESOL Paraprofessional or staff member assigned by the school principal, who is trained on procedures for administering the English language assessment(s).

### Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessment(s) used in the district to ascertain if a student is an ELL. Also, state the publisher's cut-score that determines the student is eligible for ESOL services.

At least one assessment must be entered.

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	RS <sup>(1)</sup> *	SS <sup>(2)</sup>	NP <sup>(3)</sup>
IPT I Oral K-6 (Ballard & Tighe)	K (Initial Identification)	Score Level : A, B, C Proficiency Designation : Level A- NES Level B, C - LES	N/A	N/A
	K (Re-designation) to 2	Score Level : A, B, C, D Proficiency Designation : Level A, B - NES Level C, D - LES	N/A	N/A
	3 to 6	Score Level : A, B, C, D, E Proficiency Designation : Level A, B, C - NES Level D, E - LES	N/A	N/A
IPT II Oral 7-12 (Ballard & Tighe)	7 to 12	Score Level : A, B, C, D, E, F Proficiency Designation : Level A, B - NES Level C, D, E - LES	N/A	N/A

- (1) A raw score represents the number of points a student received for correctly answering questions on a test.
- (2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.

3. (3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

\* Describe the procedures to ensure that the Listening and Speaking assessment(s) are administered within 20 school days of student's initial enrollment. Include the procedures the district follows if the Listening and Speaking assessment(s) are not given within the timeline. (Max length 2000)

If there is an affirmative response on the HLS, the registrar will provide a copy of the HLS to the ESOL liaison/contact without delay to ensure that language proficiency assessment take place within ten school days of school entry. The School District of Sarasota County has established the use of a ten school day timeframe to complete procedures.

Students whose HLS include only an affirmative response to question 1 (B2a) will be placed in the regular program (coded LP) and screened with an aural/oral language proficiency assessment within ten school days of school entry.

Students whose HLS include an affirmative response to either question 2 (B2b) or question 3 (B2c), will be placed in the ESOL program (coded LP) and screened with an aural/oral proficiency assessment within ten school days of school entry.

Prospective kindergarten students may be assessed prior to enrollment during a kindergarten roundup evaluation provided the assessment is given no earlier than May 1 of the calendar year the student will enroll.

The State Reports Office runs queries and provides checklists to facilitate the monitoring of ESOL program compliance (e.g.: time frame, code, procedure, etc.) by the ESOL office. Liaisons /Contacts are provided with timelines to run the reports in order to conduct self-monitoring. The ESOL office and the state reports office are available to assist the liaisons/contacts with any concern.

In the event that the screening does not occur within ten school days, it should be documented. The documentation will include; the reason for the delay, evidence that the student is accorded the programming required for ELLs pending the delay, and a specific timetable for completing the assessment. Documentation will be mailed to the parents in the language they understand, unless clearly not feasible no later than eight (8) weeks after initial enrollment. A copy will be retained in the student's ESOL file within the student's Cumulative File.

Describe the assessment procedures for ELLs in grades 3-12 who scored **English proficient** on the Listening and Speaking assessment. (Max length 2000)

ESOL liaisons/contacts are trained in ESOL procedures. As per procedures established in Sarasota County, students in grades 3-12 who obtain a proficient score in the listening and speaking assessment, will be assessed in reading and writing within ten school days of school entry.

## Reading and Writing

\* List the Reading and Writing assessment(s) used in the district to ascertain if a student is an ELL. Note: A norm-referenced assessment may report a student's score as a percentile. A score at or below the 32nd percentile on the reading or writing portion of a norm-reference assessment would qualify a student for entry into the ESOL program.

Name of Reading and Writing Instrument(s):
IPT 1 Reading (Ballard & Tighe) Grade 3
IPT 1 Writing (Ballard & Tighe) Grade 3
IPT 2 Reading (Ballard & Tighe) Grades 4-6
IPT 2 Writing (Ballard & Tighe) Grades 4-6

IPT 3 Reading (Ballard & Tighe) Grades 7-12
IPT 3 Writing (Ballard & Tighe) Grades 7-12

\* Describe the procedures to ensure that the Reading and Writing assessment(s) are administered to students in grades 3-12. Describe the procedures to follow when the Reading and Writing assessment(s) are not administered to students in grades 3-12 within the required timeline. (Max length 2000)

ESOL liaisons/contacts are trained in ESOL procedures. As per procedures established in Sarasota County, students in grades 3-12 are assessed in Oral, Reading, and Writing within ten school days of school entry even when scoring an oral proficiency level of Non-English Speaking, Limited English Speaking, or Fluent English Speaking.

In the event that the screening does not occur within ten school days, it should be documented. The documentation will include; the reason for the delay, evidence that the student is accorded the programming required for ELLs pending the delay, and a specific timetable for completing the assessment. Documentation will be mailed to the parents in the language they understand, unless clearly not feasible no later than eight (8) weeks after initial enrollment. A copy will be retained in the student's ESOL file within the student's Cumulative File.

## ELL Committee

\* Describe the procedures used when the ELL Committee makes an entry (placement) decision. (Max length 2000) Include links to form(s) used to document ELL Committee meetings or upload form(s).  
Note: Forms must include the decision making process in narrative format. (Max file size 1 MB)

A student may be classified as ELL and services may be provided in accordance with the District ELL Plan, or the ELL Committee may confirm his/her ELL status. In addition to language proficiency assessment results, the ELL Committee may determine a student to be ELL according to consideration of at least two of the five criteria listed in the Consent Decree as specified in Rule 6A-6.0902, FAC. The ELL Committee decision will be based on analyses of students' academic performance including language proficiency scores, teacher feedback, review of current grades, standardized test scores, and/or alternative assessments and may determine that students would be better served by another instructional program or combination of programs that address special needs of the students. Documentation supporting the Consent Criteria used by the ELL Committee for the decision made will be attached to the ELL Committee Meeting (form #006-94-ESOL-INS). The ELL Committee Meeting Form will include meeting minutes, topics discussed, recommendations, and a narrative description of the basis for the decision. This documentation will be maintained in the student's ESOL file within the Cumulative Folder.

## SECTION 3: PROGRAMMATIC ASSESSMENT [Rule 6A-6.0902, FAC]

### Academic/Programmatic Assessment

Describe the procedures to determine the prior academic experience of ELLs. (Max length 2000)  
Include links to procedural documents as appropriate or upload document.

Academic assessment of identified and assessed ELL students is initiated at the registration site with staff seeking to document the prior school experiences of each new student using school records, transcripts, and other evidence of educational experiences, and take such experiences into account in planning and providing appropriate instruction to such students. Depending upon the individual school, either the ESOL liaison/contact, the registrar, or the guidance counselor, reviews the educational background and history of the student, conducts parent and/or student interviews and uses all pertinent data to determine the appropriate grade level and/or subject area placement for the student. Steps taken to

determine the student's academic placement will be documented on the Programmatic Assessment Student Profile (form #011-99-ESOL).

The principal or designee determines the final placement with the student's best interest being foremost in importance. If no records are available or if students do not have prior school experience, the principal, counselor, and ESOL liaison/contact or ESOL teacher determine grade level placement through the following considerations: chronological age, parent/guardian/student interviews, school based professional judgment based on a period of observation by the ESOL liaison/contact and/or classroom teacher and guidance counselor.

The school district will award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. For foreign-born students, the same district adopted policies regarding age appropriate placement will be followed as are followed for students born in the United States. Should a school district use a placement test for determining appropriate grade or course placement, such assessment may not be based in whole or in part on the student's English language proficiency. Students classified as ELLs will be placed in the appropriate English for Speakers of Other Language or Language Arts through ESOL course and core subject area courses based on their assigned grade level.

Describe the procedures to address the placement of ELLs with limited or no prior school experience(s), or whose prior school records are incomplete or unobtainable. Include actions taken to obtain student records. (Max length 2000)

Placement for ELL students is "age-appropriate." After every effort has been made to contact and request records from previous schools with no tangible results, the principal or designee determines the final placement with the student's best interest being foremost in importance. If no records are available or if students do not have prior school experience, the principal, counselor and ESOL liaison/contact or ESOL teacher determine grade level placement through the following considerations: chronological age, parent/guardian/student interviews, school-based professional judgment based on a period of observation by the ESOL liaison/contact and/or classroom teacher and guidance counselor. Steps taken to determine the student's academic placement will be documented on the Programmatic Assessment Student Profile (form #011-99-ESOL).

The District's Student Progression Plan addresses a number of areas including student placement, progression, remediation alternatives, retention, assessment, and placement in special and alternative programs. For additional information, please refer to the District's Student Progression Plan <http://sarasotacountychools.net/departments/curriculum/default.aspx?id=10092>.

### **Grade Level and Course Placement Procedures – Grades K-8**

Describe the procedures to determine appropriate grade level placement for ELLs. (Max length 2000)

Placement for ELL students is "age-appropriate." School personnel, usually the ESOL liaison /contact or ESOL teacher, the guidance counselor, and/or other administrative designee reviews the educational background and history of the student, conducts parent and/or student interviews and uses all pertinent data to determine the appropriate grade level and/or subject area placement for the student. The school district will award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. For foreign-born students, the same district adopted policies regarding age appropriate placement will be followed as are followed for students born in the United States. Should a school district use a placement test for determining appropriate grade or course placement, such assessment may not be based in whole or in part on the student's English language proficiency. Students classified as ELLs will be placed in the appropriate English for Speakers of Other Language or Language Arts through ESOL course and core subject area courses based on their assigned grade level. Steps taken to determine the student's academic placement will be documented on the Programmatic Assessment Student Profile (form #011-99-ESOL).

choose other instructional options, if available. Nothing herein will alter the duty of the district to provide highly qualified, duly certified or endorsed ESOL instructors in accordance with Rule 6A-1.09441, F.A.C., and the Course Code Directory and Instructional Personnel Assignments that is incorporated by reference therein. If any parent or guardian of an ELL communicates a refusal to have his or her child enrolled in an ELL program, the District will have the student's principal or another representative of the school meet with the parent to:

1. Describe the range of programs and services that the child could receive if the parent does not refuse, including the methodology the District plans to employ to address the student's educational needs and the training and qualifications of teachers and any others who would be employed in teaching the student;
2. Discuss the benefits their child is likely to gain by being enrolled in an ELL program and receiving ELL services;
3. Explain that, notwithstanding any past practice, the District will not require students to be assigned to programs specifically designated for ELLs, or schools containing such programs, in order to receive ELL services.

## **Re-evaluation of ELLs that Previously Withdrew from the School/District**

Describe the procedures for re-evaluating ELLs who have withdrawn from or left the district and are re-enrolling. Include the timeline between the ELLs' withdrawal and re-enrollment when a new English language proficiency assessment is to be administered. (Max length 2000)

ESOL liaisons/contacts make every effort to obtain ESOL records from previous schools for students who return to Sarasota County after having attended school in another district in Florida, State, or Country. ESOL records from previous district are to include information on the latest language proficiency assessment and ELL Committee decision. The ESOL liaison/contact will reassess language proficiency within ten school days if the latest language proficiency assessment was administered more than three consecutive school calendar months prior to re-enrollment in Sarasota County.

District records of English Language Learners who leave the district for another district, state, or country during the school year are kept at the last school attended in Sarasota County. The file of an ESOL student who has been in program for three years or more will be reviewed to determine if reevaluation procedures for extension or exit purposes are due. In addition, student's enrollment and withdrawal dates are recorded and taken into account when determining if the student can be reported for weighted funding. Careful attention should be given when determining weighted funding eligibility for students who return to Sarasota County after attending another district in Florida.

## **ELL Student Plan Development**

Describe the procedures for developing the Student ELL Plan. Include the teacher(s) role and/or title of the person responsible for developing the plan. Also include a description of when and how the plan is updated to reflect the student's current services. (Max length 2000)

The ESOL liaison/contact, in conjunction with the ELL Committee when necessary, is responsible for developing the Student ELL Plan at the beginning of the school year and for updating the plan every time there is any change made to the information reflected on the Student ELL Plan. The data entry person or ESOL Liaison/Contact enters the Student ELL Plan information into the student database system in order to generate an updated Student ELL Plan. A hard copy of the latest Student ELL Plan will be maintained in the student's ESOL file within the Cumulative Folder along with supporting documentation (i.e., copy of student schedule).

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). (Max length 2000)



The District's Student Progression Plan addresses a number of areas including student placement, progression, remediation alternatives, retention, assessment, and placement in special and alternative programs. For additional information, please refer to the District's Student Progression Plan <http://sarasotacountychools.net/departments/curriculum/default.aspx?id=10092>.

### **Grade Level and Course Placement Procedures – Grades 9-12**

Describe the procedures to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school (9th-12th grades), who have earned credits in countries outside of the United States, but with no documentation. Also, for students transferring from other countries, include the process for awarding credits for language arts courses taken in the student's native language and for world language courses (this may include English). (Max length 2000)

Please provide a link and page number if this information is explained in the Student Progression Plan. (Max length 2000)

Placement for ELL students is "age-appropriate." ELL students in high school who are not able to provide a valid transcript or original report cards will identify and describe all courses taken in previous years. Work or credit will be validated by subject-area examination or performance assessment in order to award credit or to place students appropriately. Examinations/assessments may not be based in whole or in part on the student's English language proficiency. The school district will award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. For foreign-born students, the same district adopted policies regarding age appropriate placement will be followed for students born in the United States. Should a school district use a placement test for determining appropriate grade or course placement, such assessment may not be based in whole or in part on the student's English language proficiency. Students classified as ELLs will be placed in the appropriate English for Speakers of Other Language or Language Arts through ESOL course and core subject area courses based on their assigned grade level.

- Foreign-Born Students entering high school with 1.0-4.0 credits in the study of English language; will receive, 1.0-4.0 credits for student's study of a foreign language (in this case, the foreign language is any language other than the student's native language).
- For Foreign-Born Students entering high school with 1.0-4.0 credits in the study of their own country's primary language; will receive, 1.0-4.0 credits in English (e.g.: a French student gets credit for studying French in the same way that an American student gets credit for studying English).

School personnel, usually the ESOL liaison/contact, the guidance counselor, and/or other administrative designee are involved in determining appropriate grade level placement. Steps taken to determine the student's academic placement will be documented on the Programmatic Assessment Student Profile (form #011-99-ESOL).

The District's Student Progression Plan addresses a number of areas including student placement, progression, remediation alternatives, retention, assessment, and placement in special and alternative programs. For additional information, please refer to the District's Student Progression Plan <http://sarasotacountychools.net/departments/curriculum/default.aspx?id=10092>.

#### **High School Student Progression Plan - (Grades 9-12) 2012-2013**

Promotion: pp. 8-22; 24-25; 52

Placement: pp. 25; 27-28

Retention: pp. 41; 52

Based on Rule 6A-6.0902, parents have the right to have their child immediately removed from a language instruction educational program, an instruction course in which an ELL is placed for the purpose of developing and attaining English proficiency and which may make instructional use of both English and a child's heritage language, and to decline to enroll the student in such a program or



The plan contains student’s demographic data, program entry information, latest language proficiency levels, participation in programs other than ESOL, student schedule, language proficiency assessment data used for program decisions (i.e., program entry, reevaluations, extensions, exit, reclassification), date of latest ELL Committee meeting, and data on other District assessments (e.g. FCAT). For students who have exited the ESOL program, the plan contains program exit information and Post-Reclassification Monitoring dates.

Provide the link to the Student ELL Plan form, or upload as appropriate. (Max length 2000)

## SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

### Instructional Models

In addition to using required ESOL strategies by teachers who teach ELLs, what instructional model(s) or approach(es) are used to ensure comprehensible instruction? Descriptions of each model appear in the current FDOE Database Manuals. [http://www.fldoe.org/eias/dataweb/database\\_1213/144145.pdf](http://www.fldoe.org/eias/dataweb/database_1213/144145.pdf). (Check all that apply.)

- Sheltered – English
- Sheltered – Core/Basic Subject Areas
- Mainstream/Inclusion – English
- Mainstream/Inclusion – Core/ Basic Subject Areas
- Maintenance and or Developmental Bilingual Education
- Dual Language (Two-way Developmental Bilingual Education)

Describe how the instructional models are used in the district. Include procedures to locally monitor fidelity for each instructional model at the school level. (Max length 2000)

Sarasota County offers English Language Learner (ELL) students instructional services through the English for Speakers of Other Languages program. The preferred model at many of our schools is mainstream/inclusion; however, schools may also use self-contained/sheltered models. In addition, many of the district schools also have push-in and pull-out for additional ESOL support at all grade levels.

The Florida Department of Education (FDOE) monitors Sarasota County’s ESOL Program to ensure compliance with the Florida Administrative Code and all applicable federal and state laws and regulations including Florida Statutes. The District ESOL staff is responsible for program monitoring and assisting school principals in maintaining compliance with district, state and federal guidelines and statutes, and in assuring that each FTE survey is accurate and up to date. School administrators review teacher lesson plans and conduct classroom walk-throughs to monitor fidelity and implementation of school’s instructional ESOL models.

Upload a list of each school in the district and the school’s instructional model(s). (Max file size 1 MB) If all schools in the district use the same instructional model(s), click the box below.

Describe the process to verify that instruction provided to ELLs is equal in amount, sequence, quality, and scope to that provided to non-ELLs. (Max length 2000)

The School Board of Sarasota County, Florida has established and implemented programs and procedures to provide eligible ELLs with comprehensible instruction, equal in amount, scope, sequence, and quality provided to native speakers of English and aligned with the Next Generation Sunshine State Standards (NGSSS)/Common Core State Standards (CCSS) and benchmarks, grade level expectations, course descriptions, and district curriculum frameworks.

Instruction provided to ELL students is equal in amount, sequence, and scope to that provided to Non-ELL students. Basic ESOL time is proportional to the Language Arts time received by non-ELL students. All ELL students are given equal access to appropriate programming and core academic subjects including intensive instruction in the English language and instruction in the basic subject areas. The schedule on the Student ELL Plan reflects the minutes per week in each of the students' classes. School administrators or designee review teacher lesson plans and conduct classroom walk-throughs to ensure ELLs are provided with equal access to grade-level curriculum and school programs.

Describe the method(s) used in the district by instructional personnel to document the use of ESOL instructional strategies and describe the school level monitoring process used to verify the delivery of comprehensible instruction. (Max length 2000)

Each teacher documents in their daily lesson plans the use of ESOL strategies for all subjects taught. A list of sample Instructional Strategies for ELL students is also attached to the plan book. The plan reflects the teaching of Next Generation Sunshine State Standards (NGSSS)/Common Core State Standards (CCSS) for the appropriate language proficiency level of the student. School administrators or designee review teacher lesson plans regularly to ensure that comprehensible instruction is occurring and conduct classroom walk-throughs to monitor implementation.

How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? (Max length 2000)

The School Board of Sarasota County, Florida has established and implemented policies, procedures and programs that provide English Language Learners (ELLs) equal access to all programs and facilities offered by the school and district based on need and eligibility, exclusive of language proficiency and national origin.

What is the title of person(s) responsible for ensuring that all ELLs are provided with comprehensible instruction in the district?

- Region Administrator(s)
- District Administrator(s)
- School Level Administrator(s)
- Other (Specify)

What progress monitoring tools are being used to ensure all ELLs are mastering the grade level academic content standards, benchmarks and the English Language Proficiency standards? (Check all that apply.)

- Student Portfolios
- FCAT Practice Tests
- Other Criterion Reference Test (Specify) Schools have access to the assessments listed; however, their use is not being required. On the Mark (K-1), Reading Wonders Formative Assessments (K-5), Oral Fluency Probes (1-5), FAIR (K-5), FAIR (as needed for grades 6-10).
- Native Language Assessment (Specify)
- FCAT
- Other (Specify) CELLA, FAIR, EOCs

## Student Progression

Have the district's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the district's Student Progression Plan? If yes, please provide a link and page number if this information is explained in the Student Progression Plan. (Max length 2000)

Yes

The District's Student Progression Plan addresses a number of areas including student placement, progression, remediation alternatives, retention, assessment, and placement in special and alternative programs. For additional information, please refer to the District's Student Progression Plan

<http://sarasotacountyschools.net/departments/curriculum/default.aspx?id=10092>.

Elementary School Student Progression Plan - (Grades K-5) 2012-2013

Promotion: pp. 9-10

Placement: p. 7

Retention: pp. 10-14

Middle School Student Progression Plan - (Grades 6-8) 2012-2013

Promotion: p. 9

Placement: pp. 10-11

Retention: pp. 9; 13

High School Student Progression Plan - (Grades 9-12) 2012-2013

Promotion: pp. 8-22; 24-25; 52

Placement: pp. 25; 27-28

Retention: pp. 41; 52

## SECTION 5: STATEWIDE ASSESSMENT [Rule 6A-6.09091, FAC]

### Statewide Assessment

Describe the process to ensure that all ELLs participate in Florida's statewide assessment programs (FCAT, CELLA, etc.), and are provided appropriate testing accommodations per test administration requirements. Description should include the title of the school-level person responsible for documenting that each eligible ELL is provided appropriate test accommodations. (Max length 2000)

The Director of Research, Assessment, and Evaluation (RAE) is responsible for making sure that all ELL students participate in statewide assessments (FCAT, CELLA, etc.). Our District policy is that all ELL students will participate in the statewide assessment programs.

The test coordinator at each school is responsible for making sure that all allowable accommodations for statewide assessment have been offered to ELL students. The District testing coordinator in Research, Assessment, and Evaluation meets with and trains all test coordinators from each school regarding procedures to be followed in the test administration and accommodations for ELL students. A letter is sent home to parents explaining the accommodations available for their children, and this letter is maintained in the student's ELL file at the school. This letter is available for the major languages represented in the District (Spanish, Russian, Ukrainian, Haitian Creole, and Vietnamese). Documentation of test schedules and location for testing is kept at each school.

## SECTION 6: ENGLISH LANGUAGE PROFICIENCY ANNUAL ASSESSMENT (EXIT) [Rule 6A-6.0903, FAC]

Describe the procedures to determine if ELLs are ready to exit the district's ESOL program. Description should include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific procedures, and required cut scores. (Max length 2000)

An ELL will be determined English language proficient and exited from the ESOL program upon obtaining:

- Scores of "Proficient" at the applicable grade level on each CELLA subtest administered annually pursuant to Rule 6A-6.9021, F.A.C.; **and**
- Scores on applicable Florida Comprehensive Achievement Tests (FCAT) in Reading, as follows:
  - For students in grades K-2, CELLA is the only assessment required and FCAT is not required;
  - For students in grades 3- 9, an achievement level of 3 or higher on applicable FCAT in Reading;
  - For students in grades 10-12, a score on the 10th grade FCAT in Reading sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to Section 1008.22, F.S.

Upon receipt of the CELLA and FCAT scores, schools will exit students no later than the last school day of the school year. If CELLA or FCAT Reading scores are received after the end of the school year, schools will exit students within two weeks after the beginning of the next school year and will use the last day of the school year in which the FCAT Reading examination was administered as the exit date.

Notwithstanding a student's CELLA scores, upon the request of a student's teacher, counselor, administrator, or parent, a student who has been classified as an ELL and enrolled in an English for Speakers of Other Languages (ESOL) program may be re-evaluated for English language proficiency by convening an ELL Committee at any time, according to the following procedures:

- Any student being considered for exit by an ELL Committee will be assessed with the Ballard & Tighe Language Proficiency Test, which shall be administered no earlier than thirty (30) school days prior to the ELL Committee's determination regarding exit. The assessment must cover all four (4) domains, including listening, speaking, reading, and writing.
- The ELL Committee will review the student's academic record holistically and will consider the results from the Spring CELLA and FCAT assessments; as well as, the following criteria to determine whether the student is English language proficient:
  - Extent and nature of prior educational or academic experience, social experience, and a student interview;
  - Written recommendation and observation by current and previous instructional and supportive services staff;
  - Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any;
  - Grades from the current or previous years; and
  - Test results from tests other than the Spring CELLA and FCAT assessments.
- The ELL Committee may determine a student to be eligible to exit or to remain in the ESOL program according to consideration of at least two of the five criteria listed in the Consent Decree as specified in Rule 6A-6.0902, FAC. If a majority of the ELL Committee determines that the student is English language proficient, the student will be exited from the program. If a majority of the ELL Committee determines that the student is not English language proficient, the student will remain enrolled in the program. The parents' preference as to whether a student is determined English language proficient or not English language proficient will be considered in the final decision.
- Documentation supporting the Consent Criteria used by the ELL Committee for the decision made will be attached to the ELL Committee Meeting (form #006-94-ESOL-INS). The ELL Committee Meeting form will include meeting minutes, topics discussed, recommendations, and a narrative description of the basis for the decision. This documentation will be maintained in the student's ESOL file within the Cumulative Folder.

What is the title of person(s) responsible for conducting the exit assessments described above? (Check all that apply.)

ESOL Teacher/Coordinator

Other (Specify) ESOL Liaison/Contact, ESOL Paraprofessional, or staff member assigned by the school principal; who is trained on procedures for administering the exit assessment(s).

What are the district's policies for students who meet exit qualifications in the middle of a student grading period? (Max length 2000)

As part of the exiting or reevaluation procedures, the teachers provide feedback about the student's performance and up-to-date grades through a Teacher Feedback (form #007-94-ESOL). Students meeting exit criteria are exited without delay; however, for students in grades 9-12, a focus will remain upon the ability to earn credits toward fulfilling graduation requirements.

If the ELL Committee is involved in making exit decisions, what criteria are used by the Committee to determine English proficiency? (Max length 2000)

The ELL Committee may determine a student to be eligible to exit or to receive an extension of ESOL program services according to consideration of at least two of the five criteria listed in the Consent Decree as specified in Rule 6A-6.0902, FAC. The Committee decision will be based on analyses of students' academic performance including language proficiency scores, teacher feedback, review of current grades, standardized test scores, and/or alternative assessments and may determine that students would be better served by another instructional program or combination of programs that address special needs of the students. Documentation supporting the Consent Criteria used by the ELL Committee for the decision made will be attached to the ELL Committee Meeting (form #006-94-ESOL-INS). The ELL Committee Meeting Form will include meeting minutes, topics discussed, recommendations, and a narrative description of the basis for the decision. This documentation will be maintained in the student's ESOL file within the Cumulative Folder.

## SECTION 7: MONITORING PROCEDURES [Rule 6A-6.0903, FAC]

What is the title of person(s) responsible for conducting the required two-year monitoring of former ELLs (LFs)? Explain how the progress of the former ELLs (LFs) is documented in the ELL Student Plan. Include person responsible for data reporting. (Max length 2000)

The ESOL liaison/contact in collaboration with the ESOL teacher is responsible for conducting the required two-year Post Reclassification Monitoring follow-up of former ELL students to ensure their academic success.

Monitoring will be documented on the Post-Reclassification Monitoring (form #008-94-ESOL), and on the last Student ELL Plan. The information will then be entered by the data clerk or ESOL Liaison/Contact into the student's ESOL record on the District's database system.

Monitoring takes place as follows from the date a student exits the program:

- First Review - First full grading period after exit
- Second Review - End of second full grading quarter after exit
- Third Review - End of the third full grading quarter after exit
- Fourth Review - Two years from the exit date

What documentation is used to monitor the student's progress? (Check all that apply.)

Post-Reclassification Monitoring procedures for students who have exited the ESOL program will be conducted by using one or more of the following:

- Report Cards
- Test Scores (State Approved Tests)
- Classroom Performance
- Other (Specify) Teacher Input through a Teacher Feedback Form, Parent Input

What are the procedure(s), including re-classification, when the academic performance of former ELLs (LFs) is not on grade level? (Max length 2000)

The ELL Committee will convene whenever an exited student shows any consistent pattern of under-achievement or lack of academic progress as shown by teacher feedback, report card grades, alternative assessments, and/or achievement test performance. Parents or teachers may also request an ELL Committee meeting. The Committee will discuss viable solutions/options, including the necessity of re-entering the ESOL program when student's academic performance is due to language proficiency issues. Documentation supporting the Consent Criteria used by the ELL Committee for the decision made will be attached to the ELL Committee Meeting (form #006-94-ESOL-INS). The ELL Committee Meeting Form will include meeting minutes, topics discussed and recommendations. This documentation will be maintained in the student's ESOL file within the Cumulative Folder.

How does the district ensure that schools are implementing the District ELL Plan? (Max length 2000)

The School Board of Sarasota County, FL has established and implemented policies, procedures, and programs to ensure that schools are implementing the District ELL Plan. ESOL liaisons/contacts are trained in ESOL procedures and compliancy aspects covered in the District ELL Plan. The state reports office runs queries and provides checklists to facilitate the monitoring of ESOL program compliance (e.g.: time frame, code, procedure, etc.) by the ESOL office. Liaisons /Contacts are provided with timelines to run the reports in order to conduct self-monitoring of compliancy with procedures covered in the District ELL Plan. Both the ESOL office and the state reports office are available to assist the liaisons/contacts with any concern.

ESOL office staff conduct internal audits at schools to help monitor the implementation of procedures delineated in the District ELL Plan.

## SECTION 8: PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS

Describe the procedures used by school personnel to provide assistance to parents/guardians of ELLs in their home language. (Max length 2000)

The School Board of Sarasota County, Florida has established and implemented policies and procedures to ensure that parents/guardians of ELLs receive, unless clearly not feasible, all communications in the primary language and are represented on district and school committees requiring parent participation.

District schools provide assistance to parents/guardians of ELL students in their heritage language, unless clearly not feasible, at the time of registration, during ELL Committee meetings, and during Parent/Teacher conferences. In addition, the following services are provided to improve communication between non-English speaking parents, schools and the District:

1. Written translations of standard forms and informational letters that are sent to parents are provided in Spanish, Russian, Ukrainian, Haitian Creole, and Vietnamese.

2. Individual schools have access to a list of available translators and interpreters. School personnel may contact a translator or interpreter from this list in order to facilitate communication at group meetings or individual parent conferences.
3. The District uses the "Talk & Listen" system to provide interpretation services at informational meetings.
4. The District ESOL office has provided schools with a phone communication system, TeleParent. This system allows teachers to send pre-recorded messages, on a variety of topics, to parents or guardians of ELL students in English, Spanish, Ukrainian, Russian, Haitian Creole, and Vietnamese. In addition, TeleParent provides the opportunity of reaching parents or guardians of ELL students who speak English, Spanish, Cantonese, Korean, Portuguese, Mandarin, Japanese, Khmer, Lao, Armenian, Farsi, Vietnamese, Hmong, Tagalog, Haitian Creole, Ukrainian, Russian, Somali, Urdu, Hindi, and Punjabi.
5. The District also provides schools access to a communication system, Connect Ed, which allows principals and authorized district personnel to send recorded messages to families. Messages can be recorded in any language provided there is an interpreter available.
6. A District annual newsletter is published with the purpose of keeping parents of ELL students and Migrant families informed. This newsletter encourages parents to participate in other parent organizations such as Parent Teacher Organization (PTO), Parent Teacher Association (PTA), School Advisory Council (SAC), and Partnerships and Alliances Linking Schools (PALS). Parents are also encouraged to attend educational meetings and Parent/Teacher Conferences that pertain to their child.

Describe parent outreach activities that inform parents of how they can be involved in their children's education and how they can assist their children to learn English and meet State content and academic achievement standards. (Max length 2000)

At each school's Parent Leadership Council meeting, ESOL parents are provided with information to promote parental participation in programs for ELLs. Topics include school and community resources and services available to assist their children to learn English and meet State content and academic achievement standards.

A District annual newsletter is published with the purpose of keeping parents of ELL students and Migrant families informed. This newsletter encourages parents to participate in other parent organizations such as Parent Teacher Organization (PTO), Parent Teacher Association (PTA), School Advisory Council (SAC), and Partnerships and Alliances Linking Schools (PALS). Parents are also encouraged to attend educational meetings and Parent/Teacher Conferences that pertain to their child.

Check the school-to-home communications that are sent by the district or school to parents/guardians of ELLs in a language the parents/guardians understand or provide URLs: (Check all that apply.) Verify options provided

- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- Program delivery model options(s)
- State and/or district testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemptions for FCAT Reading for students classified as ELLs less than 12 months

- Retention/Remediation
- Transition to regular classes
- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification of former ELLs (LFs) monitoring
- Reclassification of former ELLs (LFs)
- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements
- Disciplinary forms
- Information about the Sunshine State Standards and the ELP Standards <http://www.cpalms.org/homepage/index.aspx>
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PLC, PTA/PTO, SAC)
- Other (Specify) Information about Supplemental Programs or Services, Report Card (Currently, only available in Spanish), Testing for eligibility of services

## **SECTION 9: THE PARENT LEADERSHIP COUNCIL [Rule 6A-6.0904, FAC]**

What type(s) of PLCs exist in the district? (Check all that apply.)

- School Level  District Level

Describe the functions and composition of the PLC. (Max length 2000)

Each school in the District will have a School Parent Leadership Council. The composition of the school PLC is formed by parents of active ESOL students and the Parent Advisory Committee (PAC). The PAC is composed of the ESOL Chairperson, parents of active ESOL students, a representative from the school administration, school teachers, and paraprofessionals who work with ESOL students. At the school level the Parent Advisory Committee (PAC) meets to plan and develop the agenda for the school's parent leadership council meeting (PLCs).

The function of the PLCs may include the following:

- Provide a voice for ELL parents
- Discuss school issues and make recommendations to school and program officials
- Provide a link between district, school, administration, teachers, and the home
- Encourage parents to become active participants of school committees, for example, PTA/PTO,



PALS Partners in Education, and the School Advisory Council (SAC)

- Provide information on school and district initiatives, meetings, and workshops relevant to the development of educational programs for ELL students and non-ELL/students
- Guide parents/legal guardians to support services, courses, and Title III programs that are of benefit to their students and families
- Address parent/legal guardian concerns regarding ELL education
- Inform parents/legal guardians of their students' educational rights under state and federal law

In addition to the School Parent Leadership Council, the district has a District Parent Leadership Council composed of members from the various school PLCs, District PAC, and a district-level administrator. This council provides a forum for parents to share their concerns at the District level, and allows for parent input into the District ELL Plan. A District Parent Advisory Council is also convened at least twice a year to plan and develop the agenda for the District PLC.

The PLC is "composed in the majority of parents of limited English proficient students." If the PLCs in the district do not meet this condition, explain why and when compliance with the rule is expected. (Max length 2000)

The District of Sarasota County complies with this definition.

How does the district involve the PLC in other district/school committees? (Max length 2000)

The District and School ESOL staff encourages parents to become active participants of school committees (e.g., PTA/PTO, PALS Partners in Education, and the School Advisory Council).

How is the district PLC involved in the development of the District ELL Plan? (Max length 2000)

The District's PLC Chairperson is involved in the development and revision of the District ELL Plan. The Chairperson takes into consideration the feedback that is provided by the PLC during their meeting(s).

Does the district PLC approve of the District ELL Plan? If no, upload a summary of the PLC's concerns. (Max length 2000)

Yes  No

## **SECTION 10: PERSONNEL TRAINING [Rule 6A-6.0907, FAC] HR**

Describe how teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities. Include the title of person(s) responsible for issuing the notifications and how the notification process is documented. (Max length 2000)

As part of the new hire paperwork, all newly hired employees sign the ESOL Training Requirement form indicating the timelines for completion of the ESOL training requirements. Category 1, 2, 3, 4 teachers receive the ESOL Training Requirements form when hired. A copy of this form is placed in the employees' file.

At the start of each school year, schools run their individual out-of-field report. The Out-of-Field Roster is completed and submitted to the certification department indicating continuing and newly placed out-of-field teachers. The school should update this Roster throughout the school year.

Based on the out-of-field roster a Personnel Transaction Request and Board agenda item is created changing all Category One (Elementary Education, ESE, English/Language Arts, Reading) teachers' status to out-of-field. The ESOL

Assignment and Requirement memorandum is sent to out-of-field employees and the school principal. The returned, signed copy of this memorandum is placed in the employees' file. The school principal notifies all parents whose students are placed in a classroom with an out-of-field teacher.

In November, after the ESOL office provides a list of teachers who have completed an ESOL course, a follow-up letter is sent to all who are still out of compliance. A copy is also sent to the school principal.

In March, a final notice is sent to all out-of-compliance teachers notifying them that if they fail to meet the ESOL requirement, by June 30 of the current school year, they will be temporarily unassigned. A copy of this notice is also sent to the school principal.

Describe the process(es) to track teachers' completion of ESOL training and/or certification requirements and include how documentation of completion is maintained. (Max length 2000)

The Professional Development System keeps the records of all ESOL training for employees. Using information from Professional Development and Out-of-Field Reports, Principals determine if a given teacher is in compliance. The Principal communicates with those teachers who are not in compliance and advises them of their ESOL training requirements. District employees at each location in the county have access to their in-service records via the District Web site.

No Title III Part A funds are used for mandated ESOL training requirements.

Describe the procedures used when teachers are reported out of field, including compliance procedures and claiming FTE. (Max length 2000)

Using information from the Professional Development and Out-of-Field Reports, Principals determine if a given teacher is in compliance. The Principal communicates with those teachers who are not in compliance and advises them of their ESOL training requirements. District employees at each location in the county have access to their in-service records via the District Web site.

At the start of each school year, schools run their individual out-of-field report. The Out-of-Field Roster is completed and submitted to the certification department indicating continuing and newly placed out-of-field teachers. The school should update this Roster throughout the school year.

Based on the out-of-field roster a Personnel Transaction Request and Board agenda item is created changing all Category One (Elementary Education, ESE, English/Language Arts, Reading) teachers' status to out-of-field. The ESOL Assignment and Requirement memorandum is sent to out-of-field employees and the school principal. The returned, signed copy of this memorandum is placed in the employees' file. The school principal notifies all parents whose students are placed in a classroom with an out-of-field teacher. Out-of-Field Status does not affect procedures for claiming FTE; unless, the teacher is out-of-compliance.

Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the district's tracking system. (Max length 2000)

The District provides the 60-hour ESOL training for school-based administrators yearly as an online course through Professional Development. No Title III Part A funds are used for mandated ESOL training requirements.

ESOL Endorsement or ESOL Certification is tracked by the Department of Human Resources.

Describe how the district provides the 60-hour ESOL training requirements for Guidance Counselors, and the district's tracking system. (Max length 2000)

The District provides the 60-hour ESOL training for guidance counselors yearly as an online course through Professional Development. No Title III Part A funds are used for mandated ESOL training requirements.

ESOL Endorsement or ESOL Certification is tracked by the Department of Human Resources.

If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English. (Max length 2000)

Instruction is provided in English only. Instructional personnel assigned to teach ELLs in any educational program are fluent in English.

A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Describe the eligibility qualifications required by the district for bilingual paraprofessionals, and describe in detail the job description and primary assignment. (Max length 2000)

Provide the link for the district's bilingual paraprofessional job description, or upload the job description.

Sarasota County requires that bilingual paraprofessionals who are assigned to meet the needs of the fifteen (15) or more ELL students who speak the same language meet the definition of highly qualified personnel as outlined in Title I, NCLB:

(A) Completed at least two (2) years of study at an institution of higher education;

(B) Obtained an associate's (or higher) degree; or

(C) Met a rigorous standard of quality and can demonstrate mastery of needed skills through a formal State or local assessment.

The primary assignment for the bilingual paraprofessional is to assist in Basic English for Speakers of Other Languages (ESOL), Basic Subject Area (BSA), and Other Subject Area (OSA) instruction. The job description for [Paraprofessional Aide III – ESOL](#) is available on the District's Web site in the Human Resources Department.

Describe district procedures for training bilingual paraprofessionals in ESOL or home languages strategies. Include how documentation of training is maintained. (Max length 2000)

Training:

Bilingual paraprofessionals in Sarasota County must complete at least 18 hours of ESOL in-service training that includes an overview of the Consent Decree and Sarasota County School District ELL Plan procedures and requirements, cross-cultural awareness, ESOL strategies and techniques, second language acquisition, and Basic Subject Areas methods.

Training Documentation:

All bilingual paraprofessionals in the district are required to register in the Professional Development System (PDS) for district training. Upon completion of the training sessions, the sign-in sheets document the attendance and that information is entered in the PDS.

Describe the procedures to determine the bilingual paraprofessional's proficiency in the target language. (Max length 2000)

The School District of Sarasota County's job description for Paraprofessional Aide III -ESOL limits applicants to those who can "demonstrate ability to read, speak, and write English and appropriate native language used in a specific school setting." Employment Specialists in Human Resources review applicants' paperwork and approve for interviews only

those who meet the job description's requirements. In addition, the principal will include in the interview process a district employee who is proficient in the target language.

## **SECTION 11: Extension of Services [Rule 6A-6.09022, FAC]**

Describe district procedures used to determine Extension of Services. (Max length 2000)

If a student is classified as an English Language Learner (ELL) after being enrolled in the English for Speakers of Other Languages (ESOL) program for three (3) years, an ELL Committee will be convened annually to re-evaluate the student's progress towards English language proficiency. The ELL Committee will be convened no earlier than thirty (30) days prior to the third anniversary of the student's initial enrollment or reclassification date, and no later than the anniversary date. This process will be completed annually thereafter.

Any student being considered for extension of services will be assessed with the Ballard & Tighe Language Proficiency Test. The assessment shall be administered no earlier than thirty (30) school days prior to the student's anniversary date. If the student's anniversary date falls between the administration of the Comprehensive English Language Learning Assessment (CELLA) a given school year and October 1 of the following school year, the student's CELLA and applicable Florida Comprehensive Assessment Test (FCAT) scores will suffice, and a more recent assessment is not required. The assessment may be any Department-approved assessment that covers all four (4) domains of listening, speaking, reading, and writing.

The ELL Committee will review the student's academic record holistically and will consider the results of the current language proficiency assessment results, as described above, and will consider the following criteria to determine whether the student is English language proficient:

- Extent and nature of prior educational or academic experience, social experience, and a student interview
- Written recommendation and observation by current and previous instructional and supportive services staff
- Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any
- Grades from the current or previous years
- Test results from tests other than the Spring CELLA and FCAT assessments

If a majority of the ELL Committee determines that the student is not English language proficient, ESOL services will be extended. If a majority of the ELL Committee determines that the student is English language proficient, the student will be exited from the ESOL program. The parents' preference as to whether the student is determined English language proficient or not English language proficient will be considered in the final decision. If an ELL Committee extends services, the Committee will refer the student as necessary for appropriate remedial, compensatory, special and supportive service evaluations, and programs. An ELL Committee may determine that a student would be better served by another instructional program or combination of programs that address special needs of the students.

Documentation supporting the Consent Criteria used by the ELL Committee for the decision made will be attached to the ELL Committee Meeting (form #006-94-ESOL-INS). The ELL Committee Meeting Form will include meeting minutes, topics discussed, recommendations, and a narrative description of the basis for the decision. This documentation will be maintained in the student's ESOL file within the Cumulative Folder.

English Language Learners provided with ESOL instruction may be reported for funding in the Florida Educational Finance Program as specified in Section 1011.62, F.S. Lack of a student's ESOL funding eligibility does not relieve a school district of any obligation it may have under state or federal law to continue to provide appropriate services to ELLs

beyond the state ESOL program funding limits.

### Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessments used in the district to determine if a student is English proficient for Extension of Services. Also, state the publisher's cut-score that determines if the student is proficient.

Name of Listening and Speaking Instrument(s):	CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	RS <sup>(1)*</sup>	SS <sup>(2)</sup>	NP <sup>(3)</sup>
IPT I Oral K-6 (Ballard & Tighe)	K (Re-designation) to 2	Score Level : E, F Proficiency Designation : Level E, F - FES	N/A	N/A
	3 to 6	Score Level : F Proficiency Designation : Level F - FES	N/A	N/A
IPT II Oral 7-12 (Ballard & Tighe)	7 to 12	Score Level : F Proficiency Designation : Level F - FES	N/A	N/A

1. (1) A raw score represents the number of points a student received for correctly answering questions on a test.
2. (2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.
3. (3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

### Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the district to determine if a student is English proficient for Extension of Services.

Name of Reading and Writing Instrument(s):
IPT 1 Reading (Ballard & Tighe) Grade 3
IPT 1 Writing (Ballard & Tighe) Grade 3
IPT 2 Reading (Ballard & Tighe) Grades 4-6
IPT 2 Writing (Ballard & Tighe) Grades 4-6
IPT 3 Reading (Ballard & Tighe) Grades 7-12
IPT 3 Writing (Ballard & Tighe) Grades 7-12

THE SCHOOL BOARD OF SARASOTA COUNTY FLORIDA  
DEPARTMENT OF ACADEMIC INTERVENTION  
**ENGLISH SPEAKERS OF OTHER LANGUAGES (ESOL)  
ELL COMMITTEE MEETING**

Student Name \_\_\_\_\_ Student No. \_\_\_\_\_ DOB \_\_\_\_\_  
School \_\_\_\_\_ Meeting Date \_\_\_\_\_ Grade \_\_\_\_\_ ELL Status \_\_\_\_\_

**Actions and recommendations of today's ELL Committee meeting**

- |   |   |
|---|---|
| <input type="checkbox"/> Instructional review of LY after a semester to discuss: <ul style="list-style-type: none"> <li><input type="checkbox"/> Progress in attaining subject area competencies</li> <li><input type="checkbox"/> Persistent deficiencies in overall performance                     <ul style="list-style-type: none"> <li><input type="checkbox"/> Continue services without modifying programming</li> <li><input type="checkbox"/> Modify programming (specify in narrative below)</li> </ul> </li> <li><input type="checkbox"/> Review of LF due to unsatisfactory progress                     <ul style="list-style-type: none"> <li><input type="checkbox"/> Continue Post-Reclassification Monitoring as LF</li> <li><input type="checkbox"/> Reclassify as LY as of ____/____/____</li> </ul> </li> <li><input type="checkbox"/> Initiate, extend, or reclassify LY Status (active)                     <ul style="list-style-type: none"> <li><input type="checkbox"/> Classify a proficient student in grades KG-02 as LY<br/>Fluency: Oral FES</li> <li><input type="checkbox"/> Classify a proficient student in grades 03-12 as LY<br/>Fluency: Oral: FES, Reading/Writing 33%<sup>16</sup> or above</li> <li><input type="checkbox"/> Extend as LY as of ____/____/____</li> </ul> </li> </ul> | <input type="checkbox"/> Initiate exit or re-exit (From LY to LF inactive status)<br>(Refer to <u>most</u> recent Exit Criteria) <ul style="list-style-type: none"> <li><input type="checkbox"/> Exit as of ____/____/____</li> <li><input type="checkbox"/> Re-exit as of ____/____/____</li> <li><input type="checkbox"/> Other                     <ul style="list-style-type: none"> <li><input type="checkbox"/> Retain LY or LF in grade _____</li> <li><input type="checkbox"/> Refer LY or LF to special programs:<br/>_____<br/>_____</li> </ul> </li> </ul> |
|---|---|

**Indicate and attach only supporting documents used to meet at least two of five Consent Decree Criteria for today's ELL Committee decision (See Correlations to Consent Decree Criteria on next page)**

- |   |  |
|---|--|
| 1 <input type="checkbox"/> Academic intervention records ____/____/____<br>1 <input type="checkbox"/> Medical or psychological records ____/____/____<br>1 <input type="checkbox"/> Prior educational records ____/____/____<br>2 <input type="checkbox"/> Teacher feedback (attached)<br>3, 5 <input type="checkbox"/> Standardized test scores (attached) | 4 <input type="checkbox"/> Recent report card (attached)<br>4 <input type="checkbox"/> Recent progress report (attached)<br>5 <input type="checkbox"/> English proficiency test-oral/aural (copy attached)<br>5 <input type="checkbox"/> English proficiency test-writing (copy attached)<br>5 <input type="checkbox"/> English proficiency test-reading (copy attached) |
|---|--|

**Narrative**

Include explanation of how the Consent Criteria selected was used to reach ELL Committee recommendation(s).

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**Attendees:**

*Administrator/Designee _____	Parent/Guardian _____
*ELL Chairperson _____	Interpreter _____
*Guidance Counselor _____	Psychologist _____
Teacher _____	Other _____

\*Required signatures

Distribution: Original – ESOL Student ELL Plan      Yellow – Parent/Guardian      Pink – ESOL District Office  
 The School Board of Sarasota County, Florida complies with State Statutes on Veterans' Preference and Federal Statute on non-discrimination on the basis of race, color, sex, religion, national origin, age, disability, marital status or sexual orientation.

Ret: Master: 5Y GVW  
 Dupl.: OSA

005-04-ESOL-INS  
 Rev: 04/11/2011  
 Page 1 of 2

## ELL COMMITTEE MEETING

The ELL committee may determine a student to be ELL or not to be ELL according to consideration of at least two of the following criteria in addition to results from language proficiency assessment(s) used for ESOL program entry.

### **Correlation to Consent Decree and Assessment Criteria**

***(1). extent and nature of prior educational and social experience and student interview:***

- Academic intervention records
- Medical or psychological records
- Prior educational records

***(2). written recommendation and observation by current and previous instructional and supportive services staff:***

- Teacher feedback

***(3). level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards:***

- Standardized test scores

***(4). grades from the current or previous years:***

- Recent report card
- Recent progress report

***(5). test results other than those from C.2.a or C.2.b:***

- Standardized test scores
- English proficiency test – oral/aural (other than original)
- English proficiency test – reading (other than original)
- English proficiency test – writing (other than original)

- Attach supporting documentation to the ELL Committee Meeting Form.**
- At least two of the five criteria must be addressed and documented in order to determine a student to be ELL or not to be ELL.**

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*c. ... The ELL committee may determine a student to be ELL or not to be ELL according to consideration of at least two of the following criteria in addition to the test results from a. or b.:*

*(1). extent and nature of prior educational and social experience: and student interview;*

*(2). written recommendation and observation by current and previous instructional and supportive services staff;*

*(3). level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards;*

*(4). grades from the current or previous years;*

*(5). test results other than those from C.2.a or C.2.b (See note.)*

**(Taken from the Consent Decree, Part I, Identification and Assessment, C, #2, Paragraph c)**

Note: C.2.a refers to the original aural/oral proficiency test used to enter the student. C.2.b refers to the original reading and writing proficiency test(s) used to enter the student in grade 3 or above.

JUNTA DE INSTRUCCIÓN ESCOLAR DEL CONDADO DE SARASOTA, FLORIDA  
 DEPARTAMENTO DE INTERVENCIÓN ACADÉMICA  
**INGLÉS PARA HABLANTES DE OTROS IDIOMAS (ESOL)**  
**REUNIÓN DEL COMITÉ ELL**

Spanish

Nombre del Estudiante \_\_\_\_\_ No. del Estudiante \_\_\_\_\_  
 Fecha de Nacimiento \_\_\_\_\_ Escuela \_\_\_\_\_  
 Fecha de Reunión \_\_\_\_\_ Grado \_\_\_\_\_ Estado ELL \_\_\_\_\_

**Acciones y recomendaciones del Comité ELL establecidas en la reunión de hoy:**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Revisión educacional de LY después del semestre para discutir:                     <ul style="list-style-type: none"> <li><input type="checkbox"/> Progreso en obtener competencia en el curso</li> <li><input type="checkbox"/> Deficiencias persistentes en el desarrollo general                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Continuar servicios sin modificar la programación</li> <li><input type="checkbox"/> Modificar la programación (especifique en la narrativa)</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Revisión de LF debido a progreso insatisfactorio                     <ul style="list-style-type: none"> <li><input type="checkbox"/> Continuar con el monitoreo después de la reclasificación como LF</li> <li><input type="checkbox"/> Reclasificar como LY desde el ____/____/____</li> </ul> </li> <li><input type="checkbox"/> Iniciar, extender, o reclasificar al estudiante como LY (activo)                     <ul style="list-style-type: none"> <li><input type="checkbox"/> Clasificar a un estudiante competente en grados KG-02 como LY<br/>Fluencia: Oral FES</li> <li><input type="checkbox"/> Clasificar a un estudiante competente en grados 03-12 como LY<br/>Fluidez: Oral: FES, Lectura/Escritura 33% o mayor</li> <li><input type="checkbox"/> Extender como LY desde el ____/____/____</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Iniciar salida o volver a salir (De LY a LF estado inactivo)<br/>(Refiérase al Criterio de Salida más reciente)                     <ul style="list-style-type: none"> <li><input type="checkbox"/> Salir desde el ____/____/____</li> <li><input type="checkbox"/> Volver a salir desde el ____/____/____</li> </ul> </li> <li><input type="checkbox"/> Otro                     <ul style="list-style-type: none"> <li><input type="checkbox"/> Retener LY o LF en grado _____</li> <li><input type="checkbox"/> Referir LY o LF a programas especiales:<br/>_____<br/>_____<br/>_____</li> </ul> </li> </ul> |
|--|---|

**Solamente indique y adjunte los documentos utilizados para cumplir por lo menos con dos de los cinco Criterios de Decreto de Consentimiento para la decisión tomada hoy por el Comité ELL (Vea las correlaciones de los Criterios de Decreto de Consentimiento en la siguiente página)**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>1 <input type="checkbox"/> Archivos de Intervención Académica ____/____/____</li> <li>1 <input type="checkbox"/> Archivos médicos o psicológicos ____/____/____</li> <li>1 <input type="checkbox"/> Archivos educacionales anteriores ____/____/____</li> <li>2 <input type="checkbox"/> Comentarios del Profesor (anexo)</li> <li>3, 5 <input type="checkbox"/> Calificación de Exámenes Estandarizados (anexo)</li> </ul> | <ul style="list-style-type: none"> <li>4 <input type="checkbox"/> Tarjeta de Calificaciones recientes (anexo)</li> <li>4 <input type="checkbox"/> Reporte de Progreso Reciente (anexo)</li> <li>5 <input type="checkbox"/> Examen de Capacidad oral/auditiva de inglés (anexo)</li> <li>5 <input type="checkbox"/> Examen de Capacidad en escritura de inglés (anexo)</li> <li>5 <input type="checkbox"/> Examen de Capacidad en lectura de inglés (anexo)</li> </ul> |
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**Narrativa**

Explique como el Criterio de Consentimiento seleccionado fue utilizado para decidir la(s) recomendación(es) del Comité ELL:

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**Participantes:**

*Administrador/Designado _____	Padre/Guardián _____
*Presidente del Comité ELL _____	Intérprete _____
*Consejero Estudiantil _____	Psicólogo _____
Profesor/a _____	Otro _____

\*Firmas requeridas

Distribución: Original -- ESOL Plan ELL del Estudiante      Amarillo – Padre/Guardián      Rosado – Oficina Distrital ESOL  
La Junta Directiva Escolar del Condado de Sarasota, Florida cumple con los Estatutos Estatales sobre Preferencia de Veteranos y los Estatutos Federales sobre la no-discriminación basada en la raza, color, sexo, religión, nacionalidad de origen, edad, discapacidad, estado marital u orientación sexual.

Ret: Master, 5Y GW  
 Dupl., OSA

006-94-ESOL-INS  
 Rev. 04/29/11  
 Página 1 de 2



## REUNIÓN DEL COMITÉ ELL

El Comité ELL puede determinar que el estudiante es o no ELL al considerar por lo menos dos de los criterios a continuación, además de los resultados de los exámenes de competencia de lenguaje usados para colocar al estudiante en el programa ESOL.

### **Correlación de Decreto de Consentimiento y Criterio de Evaluación**

**(1). extensión y naturaleza de la experiencia social y educativa y la entrevista del estudiante:**

- Archivos de intervención académica
- Archivos médicos o psicológicos
- Archivos educacionales previos.

**(2). recomendaciones escritas y observaciones presentes y pasadas hechas por el personal educativo y el personal de apoyo al estudiante:**

- Comentarios del/la profesor/a

**(3). nivel de destreza de las competencias básicas o habilidades en inglés y/o en el idioma natal de acuerdo al criterio de las normas estandarizadas locales, estatales y nacionales:**

- Puntuación de los exámenes estandarizados

**(4). notas o puntuaciones del año en curso o años anteriores:**

- Calificaciones recientes
- Reporte de progreso reciente

**(5). resultados de los exámenes diferentes a los C.2.a o C.2.b:**

- Puntuación de los exámenes estandarizados
- Examen de competencia oral/auditivo de inglés (diferente al original)
- Examen de competencia escrita de inglés (diferente al original)
- Examen de competencia de lectura de inglés (diferente al original)

- Adjunte documentación de apoyo al Formulario de la Reunión del Comité ELL.**
- Se deberá aplicar al menos dos de los cinco criterios debidamente tratados y documentados para poder determinar si el estudiante es o no ELL.**

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c. ...El Comité ELL puede determinar si un estudiante es o no ELL considerando al menos dos de los siguientes criterios, además de los resultados de los exámenes a o b:

1. extensión y naturaleza de la experiencia educativa y social y la entrevista del estudiante;
2. recomendaciones escritas y observaciones presentes y pasadas hechas por el personal educativo y el personal de apoyo al estudiante;
3. nivel de destreza de las competencias básicas o habilidades en inglés y/o en el idioma natal de acuerdo al criterio de las normas estandarizadas locales, estatales y nacionales;
4. notas o puntuaciones del año en curso o años anteriores;
5. resultados de los exámenes diferentes a los C.2.a o C.2.b (Vea la nota.)

**(Tomado del Decreto de Consentimiento, Parte I, Identificación y Exámenes, C, #2, Párrafo c)**

Nota: C.2.se refiere a los exámenes de competencia orales/auditivos de inglés utilizados para ingresar al estudiante al programa. C.2.b se refiere a los exámenes de competencia en lectura y escritura utilizados para ingresar al estudiante al 3er Grado o superior.

ЦЕНТР ОБРАЗОВАНИЯ ОБЛАСТИ САРАСОТЫ, ФЛОРИДА *Russian*  
 ОТДЕЛ УЧЕБНОГО ВМЕШАТЕЛЬСТВА  
 АНГЛИЙСКИЙ ЯЗЫК ДЛЯ РАЗГОВАРИВАЮЩИХ НА ДРУГИХ ЯЗЫКАХ (ESOL)  
**СОБРАНИЕ КОМИТЕТА ELL (ELL Committee Meeting)**

Имя Ученика \_\_\_\_\_ №Ученика \_\_\_\_\_ ДР \_\_\_\_\_  
 Школа \_\_\_\_\_ Дата встречи \_\_\_\_\_ Класс \_\_\_\_\_ Статус ELL \_\_\_\_\_

**Действия и рекомендации сегодняшнего заседания Комитета ELL**

- |   |   |
|---|---|
| <input type="checkbox"/> Учебный просмотр и обсуждение Ly после одного семестра:<br><input type="checkbox"/> Прогресс в достижении компетенции по предметам<br><input type="checkbox"/> Постоянные недостатки в учебе в общем<br><input type="checkbox"/> Продолжать услуги без программной модификации<br><input type="checkbox"/> Изменить программу (уточните в изложении внизу)<br><input type="checkbox"/> Просмотр LF в связи с неудовлетворительным прогрессом<br><input type="checkbox"/> Продолжить Наблюдение LF После Выхода Из Программы<br><input type="checkbox"/> Реклассифицировать как LY ____/____/____<br><input type="checkbox"/> Инициировать, продлить или реклассифицировать LY Статус (активный)<br><input type="checkbox"/> Классифицировать компитентного ученика в классах KG-02 как LY<br>Беглость: Речь FES-Бегло Разговаривает на Английском Языке<br><input type="checkbox"/> Классифицировать компитентного ученика в классах 03-12 как LY<br>Беглость: Речь: FES, Чтение/Письмо 33% <sup>min</sup> или выше<br><input type="checkbox"/> Продлить как LY с ____/____/____ | <input type="checkbox"/> Инициировать выход или повторный выход (С LY в LF статус не активности)<br>(См. <u>последние</u> Критерии Выхода)<br><input type="checkbox"/> Выход с ____/____/____<br><input type="checkbox"/> Повторный Выход с ____/____/____<br><input type="checkbox"/> Другое<br><input type="checkbox"/> Оставить на второй год LY или LF в классе _____<br><input type="checkbox"/> Рекомендовать LY или LF в специальную программу:<br>_____<br>_____<br>_____ |
|---|---|

Укажите и приложите **только** поддерживающие документы, использованные по двум из пяти Критерий Концессионного Акта для сегодняшнего решения на собрании Комитета ELL (См. Корреляции к Критериям Концессионного Акта на следующей странице)

- |   |   |
|---|---|
| 1 <input type="checkbox"/> Записи Учебных Вмешательств ____/____/____<br>1 <input type="checkbox"/> Медицинские или психологические записи ____/____/____<br>1 <input type="checkbox"/> Предыдущие образовательные записи ____/____/____<br>2 <input type="checkbox"/> Записи Учителя (приложен)<br>3, 5 <input type="checkbox"/> Оценки по Стандартизированным тестам (приложен)<br>4 <input type="checkbox"/> Текущий Табель (приложен) | 4 <input type="checkbox"/> Текущий Учет прогресса (приложен)<br>5 <input type="checkbox"/> Тест на Мастерство Английского Языка-речь/устный (копия приложена)<br>5 <input type="checkbox"/> Тест на Мастерство Английского Языка -письмо (копия приложена)<br>5 <input type="checkbox"/> Тест на Мастерство Английского Языка- чтение (копия приложена) |
|---|---|

**Изложение**

Напишите объяснение того, как выбранные критерии из Концессионного Акта были использованны для рекомендаций(ии) Комитета ELL.

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**Присутствующие:**

*Администратор/Уполномоченный _____	Родители/Опекуны _____
*Председатель ELL _____	Переводчик _____
*Советник Учеников _____	Психолог _____
Учитель _____	Другое _____

\*Требуемые подписи

Роздана Оригинал – ELL План Ученика ESOL Желтый – Родитель/Опекун Розовый – Областной Офис ESOL

Центр Образования Области Сарасоты находится в согласии с Государственным Законом о Ветеранах и Федеральными Законами о не дискриминации на основе расы, цвета, пола, религии, этнического происхождения, возраста, недееспособности, семейного положения или сексуальной ориентации.

Ret Master, 51 GW  
 Dupl. 054

006-94-ESOL-INS  
 Rev. 4/29/11

## ЗАСЕДАНИЕ КОМИТЕТА ELL

Комитет ELL может определить является ли ученик ELL или не является учеником ELL согласно применению во внимание по крайней мере двух критерий из последующих критерий, в дополнение к результатам тестирования(ий) знания Английского языка, используемых для входа в программу ESOL.

### Коррелятивное Правомочное Постановление и Критерия Оценивания

**(1)- Причина и степень предыдущего образовательного и психологического опыта, интервью со студентом:**

- Академическая Интервенция записей
- Медицинские и психологические записи
- Предыдущие образовательные записи

**(2)- Письменные рекомендации и наблюдения текущих и предыдущих обучающихся и поддерживающих услуг;**

- Записи учителя

**(3)- Уровень мастерства в элементарной компетенции или умений английского языка/или родного языка в согласии с соответствующими местными, штатными и национальными критериями стандартов;**

- Оценки по стандартизированным тестам

**(4)- Оценки текущего или предыдущего года;**

- Прошедший табель
- Прошедшие записи прогресса

**(5)- Другие результаты теста, нежели C.2.a or C.2.b**

- Оценки стандартизированных тестов
- Тест Английского Языка- устный/слушание (не оригинал)
- Тест Английского Языка –чтение (не оригинал)
- Тест Английского Языка – письмо (не оригинал)

- ❑ Приложена поддерживающая документация к документу о собрании ELL.
- ❑ По крайней мере, две из пяти критерий должны быть адресованы и задокументированы для того, что бы определить должен ли быть студент ELL или не должен быть ELL.

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*с. ...Собрание ELL решает является ли студент ELL или не является ELL, в соответствии с по крайней мере двумя следующими критериями в дополнение к результатам тестов с a. или b.:*

- (1). Причина и степень предыдущего образовательного и психологического опыта, интервью со студентом;*
- (2). Письменные рекомендации и наблюдения текущих и предыдущих обучающихся и поддерживающих услуг;*
- (3). Уровень мастерства в элементарной компетенции или умений английского языка/или родного языка в согласии с соответствующими местными, штатными и национальными критериями стандартов;*
- (4). Оценки текущего или предыдущего года;*
- (5). Другие результаты теста, нежели C.2.a or C.2.b(Смотрите заметку) ( из Концессионного Акта, Часть I, Идентификация и Оценивание, С, #2, Параграф с)*

Заметка: C.2.a относится к оригиналу теста по слушанию/устному использующийся для правомерного вхождения студента в программу.

C.2.b относится к оригиналу теста (ов) по чтению и письму используемых для вхождения студентов 3-го класса и выше в программу.

ЦЕНТР ОСВІТИ ОБЛАСТІ САРАСОТИ, ФЛОРІДА Ukrainian  
 ВІДДІЛ УЧБОВОГО ВТРУЧАННЯ  
 АНГЛІЙСЬКА МОВА ДЛЯ ТИХ, ЩО РОЗМОВЛЯЮТЬ НА ІНШИХ МОВАХ (ESOL)  
**ЗАСІДАННЯ КОМІТЕТУ ELL (ELL Committee Meeting)**

Ім'я Учня \_\_\_\_\_ №Учня \_\_\_\_\_ ДН \_\_\_\_\_

Школа \_\_\_\_\_ Дата зустрічі \_\_\_\_\_ Клас \_\_\_\_\_ Статус ELL \_\_\_\_\_

**Дії і рекомендації сьогоднішнього засідання Комітету ELL**

- |  |   |
|--|---|
| <input type="checkbox"/> <b>Учебний перегляд і обговорення Ly після одного семестру:</b><br><input type="checkbox"/> Прогрес в досягненні компетенції по предметах<br><input type="checkbox"/> Постійні недоліки в навчанні загалом<br><input type="checkbox"/> Продовжувати послуги без програмної модифікації<br><input type="checkbox"/> Змінити програму (уточніть у викладі внизу)<br><input type="checkbox"/> Перегляд LF у зв'язку з незадовільним прогресом<br><input type="checkbox"/> Продовжити Спостереження LF Після Виходу з Програми<br><input type="checkbox"/> Рекласифіцировать як LY ____/____/____<br><input type="checkbox"/> Ініціювати, продовжити або рекласифіцировать LY Статус (активний)<br><input type="checkbox"/> Класифікувати компетентного учня у класах KG-02 як LY<br>Побіжність: Мова FES-бігло Розмовляє Англійською Мовою<br><input type="checkbox"/> Класифікувати компетентного учня у класах 03-12 як LY<br>Побіжність: Мова: FES, Читання/Письмо 33% або вище<br><input type="checkbox"/> Продовжити як LY з ____/____/____ | <input type="checkbox"/> <b>Ініціювати вихід або повторний вихід (3 LY в LF статус не активності)</b><br>(Див. <u>останні</u> Критерії Виходу)<br><input type="checkbox"/> Вихід з ____/____/____<br><input type="checkbox"/> Повторний Вихід з ____/____/____<br><input type="checkbox"/> Інше<br><input type="checkbox"/> Залишити на другий рік LY або LF в класі<br><input type="checkbox"/> Рекомендувати LY або LFв спеціальну програму:<br>_____<br>_____<br>_____ |
|--|---|

**Вкажіть і прикладить документи, що лише підтримують використання по двох з п'яти Критерій Концесійного Акту для сьогоднішнього вирішення на зборах Комітету ELL (Див. Кореляції до Критеріїв Концесійного Акту на наступній сторінці)**

- |  |   |
|--|---|
| 1 <input type="checkbox"/> Записи Учебних Втручань ____/____/____<br>1 <input type="checkbox"/> Медичні або психологічні записи ____/____/____<br>1 <input type="checkbox"/> Попередні освітні записи ____/____/____<br>2 <input type="checkbox"/> Записи Вчителя (прикладений)<br>3, 5 <input type="checkbox"/> Оцінки по Стандартизованих тестах (прикладенні) | 4 <input type="checkbox"/> Поточний Табель (прикладен)<br>4 <input type="checkbox"/> Поточний Облік прогресу (прикладен)<br>5 <input type="checkbox"/> Тест на Майстерність Англійської Мови-Розмова/усно (копія прикладена)<br>5 <input type="checkbox"/> Тест на Майстерність Англійської Мови -письмо (копія прикладена)<br>5 <input type="checkbox"/> Тест на Майстерність Англійської Мови- читання (копія прикладена) |
|--|---|

**Виклад**

Напишіть пояснення того, як вибрані критерії з Концесійного Акту були використовані для рекомендації(ій) Комітету ELL.

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**Присутні:**

*Адміністратор/Уповномірний _____	Батьки/Опекуни _____
*Голова ELL _____	Перекладач _____
*Радник Учнів _____	Психолог _____
Вчитель _____	Інші _____

\*Необхідні підписи

Роздача Оригінал – ELL План Учня ESOL Жовтий –Родитель/Опекун Рожевий – Обласний Офіс ESOL

Центр Освіти Області Сарасоти знаходиться у згоді з Державним Законом про Ветеранів і Федеральними Законами про не дискримінацію на основі раси, кольору, полу, релігії, національного походження, віку, невіддатності, сімейного стану або сексуальної орієнтації.

## ЗАСІДАННЯ КОМІТЕТУ ELL

Комітет ELL може визначити чи є учень ELL або не є учнем ELL згідно застосуванню до уваги принаймні два критерії з подальших критеріїв, на додаток до результатів тестування(нь) знання Англійської мови, використовуваних для входу у програму ESOL.

### **Корелятивна Правомочна Постанова і Критерію Оцінювання**

**(1)- Причина і міра попереднього освітнього і психологічного досвіду, інтерв'ю із студентом;**

- Академічна Інтервенція записів
- Медичні і психологічні записи
- Попередні освітні записи

**(2)- Письмові рекомендації і спостереження поточних і попередніх повчальних послуг, що підтримують;**

- Записи вчителя

**(3)- Рівень майстерності в елементарній компетенції або умінні англійської мови/або рідної мови у згоді з відповідними місцевими, штатними і національними критеріями стандартів;**

- Оцінки по стандартизованих тестах

**(4)- Оцінки поточного або попереднього року;**

- Минулий табель
- Минулі записи прогресу

**(5)- Інші результати тесту, ніж C.2.a or C.2.b**

- Оцінки стандартизованих тестів
- Тест Англійської Мови- усно/слухання (не оригінал)
- Тест Англійської Мови –читання (не оригінал)
- Тест Англійської Мови – письмо (не оригінал)

- Прикладить документацію, що підтримує документ про збори ELL.
- Принаймні, дві з п'яти критеріїв мають бути адресовані і задокументованні, для того, щоб визначити чи має бути студент ELL або не має бути ELL.

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с...Засідання ELL вирішує чи є студент ELL або студент ні є ELL, відповідно до принаймні двома наступними критеріями на додаток до результатів тестів з а. або b.:

1. Причина і міра попереднього освітнього і психологічного досвіду, інтерв'ю із студентом;
2. Письмові рекомендації і спостереження поточних і попередніх повчальних послуг, що підтримують навчання;
- 3.Рівень майстерності в елементарній компетенції або умінні англійської мови/або рідної мови у згоді з відповідними місцевими, штатними і національними критеріями стандартів;
- 4.Оцінки поточного або попереднього року;
- 5.Інші результати тесту, ніж C.2.a або C.2.b(Дивиться замітку)  
( з Концесійного Акту, Частина I, Ідентифікація і Оцінювання, С, #2, Параграф с)

Замітка: C.2.a відноситься до оригінала тесту по слуханню/усно, що використовується для правомірного входження студента в програму.

C.2.b відноситься до оригінала тесту (ів) по читанню і письму використовуваних для входження студентів 3-го класу і вище в програму.

THE SCHOOL BOARD OF SARASOTA FLORIDA  
DEPARTMENT OF ACADEMIC INTERVENTION  
ANH NGỮ CHO NHỮNG NGƯỜI NÓI CÁC THỦ TIẾNG KHÁC (ESOL)  
**BUỔI HỌP CỦA HỘI ĐỒNG ELL (ELL COMMITTEE MEETING)**

Tên Học sinh \_\_\_\_\_ Số Học sinh \_\_\_\_\_ Ngày sinh \_\_\_\_\_

Trường \_\_\_\_\_ Ngày Họp \_\_\_\_\_ Lớp \_\_\_\_\_ Tình trạng ELL \_\_\_\_\_

**Những Hành-động và Đề-nghị của Buổi họp Hội đồng ELL hôm nay:**

- |   |   |
|---|---|
| <input type="checkbox"/> Cứu xét sự giảng dạy LY sau một lục cá nguyệt để bàn thảo:<br><input type="checkbox"/> Tiến triển của việc thành đạt trong các khu vực liên hệ<br><input type="checkbox"/> Khuyết điểm liên tục trên tổng quát thành tích<br><input type="checkbox"/> Tiếp tục dịch vụ không cần thay đổi chương trình<br><input type="checkbox"/> Thay chương trình (Xác định trong tường thuật dưới đây)<br><input type="checkbox"/> Xem xét lại LF vì không thỏa mãn sự tiến triển<br><input type="checkbox"/> Tiếp tục Theo dõi Hậu-Tài phân loại như là LF<br><input type="checkbox"/> Tái phân loại như là LY vào ngày ____/____/____<br><input type="checkbox"/> Khởi sự, gia hạn, hay tái phân loại tình trạng LY (đang hiệu lực)<br><input type="checkbox"/> Xếp loại một học sinh thông thạo lớp KG-02 là LY<br>Thông thạo: Vấn đáp FES<br><input type="checkbox"/> Xếp loại một học sinh thông thạo lớp 3-12 là LY<br>Thông thạo: Vấn đáp: FES, Đọc/Wiết 33% <sup>(1)</sup> hay cao hơn<br><input type="checkbox"/> Gia hạn như là LY vào ngày ____/____/____ | <input type="checkbox"/> Ra lần đầu hay ra-lại (Từ LY đến LF tình trạng đầu tiên)<br>(Tham khảo Tiêu chuẩn Ra gần đây nhất)<br><input type="checkbox"/> Ra lần đầu ngày ____/____/____<br><input type="checkbox"/> Ra lại ngày ____/____/____<br><input type="checkbox"/> Những Đề nghị khác<br><input type="checkbox"/> Giữ lại LY hay LF lớp: _____<br><input type="checkbox"/> Đề nghị LY hay LF đến những chương trình đặc biệt:<br>_____<br>_____<br>_____ |
|---|---|

Xác nhận và chỉ đính kèm những hồ sơ hỗ trợ sử dụng hội đủ ít nhất hai trong số năm Nghị định được Ứng thuận Tiêu chuẩn cho những quyết định của Hội đồng ELL hôm nay (Xem Tương quan đến những Tiêu chuẩn Nghị định được Ứng thuận trong Trang Kế)

- |  |   |
|--|---|
| 1 <input type="checkbox"/> Hồ sơ về can thiệp học trình ____/____/____ | 4 <input type="checkbox"/> Phiếu báo cáo học vấn mới nhất (đính kèm)    |
| 1 <input type="checkbox"/> Hồ sơ về y tế hay tâm thần ____/____/____   | 4 <input type="checkbox"/> Phiếu báo cáo sự tiến bộ mới nhất (đính kèm) |
| 1 <input type="checkbox"/> Hồ sơ học vấn từ trước ____/____/____       | 5 <input type="checkbox"/> Thi khả năng Anh ngữ-nói/nghe (đính kèm)     |
| 2 <input type="checkbox"/> Lời phê của giáo viên (đính kèm)            | 5 <input type="checkbox"/> Thi khả năng Anh ngữ-viết (đính kèm)         |
| 3,5 <input type="checkbox"/> Điểm thi căn bản đạt được (đính kèm)      | 5 <input type="checkbox"/> Thi khả năng Anh ngữ-đọc (đính kèm)          |

**Tường thuật**

Ghi ra sự giải thích là những tiêu chuẩn được ứng thuận đã chọn lựa như thế nào để đạt được sự đề nghị của Hội đồng ELL.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Những người hiện diện:**

\* Giám đốc trường/Người đại diện \_\_\_\_\_  
 \* Chủ tịch ELL \_\_\_\_\_  
 \* Cố vấn hướng dẫn \_\_\_\_\_  
 Giáo viên \_\_\_\_\_

Phụ huynh \_\_\_\_\_  
 Thông dịch viên \_\_\_\_\_  
 Bác sĩ tâm lý \_\_\_\_\_  
 Other \_\_\_\_\_

\*Được đòi hỏi phải ký tên

Distribution: Original – ESOL Student ELL Plan      Yellow – Parent/Guardian      Pink – ESOL District Office  
 The School Board of Sarasota County, Florida complies with State Statutes on Veterans' Preference and Federal Statute on non-discrimination on the basis of race, color, sex, religion, national origin, age, disability, marital status or sexual orientation.

Ret: Master, 5Y GW  
 Dupl., CSA

006-94-ESOL-INS  
 Rev.4/29/11

## BUỔI HỌP CỦA HỘI ĐỒNG ELL

Hội đồng ELL có thể quyết định một học sinh là ELL hay không thuộc ELL tùy theo sự cứu xét ít nhất là hai trong năm tiêu chuẩn sau đây bên cạnh kết quả của các cuộc thi thông thạo Anh ngữ dùng cho việc gia nhập chương trình ESOL.

### **Những tương quan giữa Nghị định được Đồng ý và Tiêu chuẩn Đánh giá**

**1 - Phòng vấn về mức độ và tính chất của sự học vấn từ trước và kinh nghiệm xã hội của học sinh:**

- Hồ sơ về can thiệp học trình
- Hồ sơ về y tế hay tâm thần
- Hồ sơ học vấn từ trước

**2 - Những đề nghị và quan sát được làm bởi thành phần nhân viên giảng dạy và hỗ trợ trong hiện tại cũng như quá khứ;**

- Lời phê của giáo viên

**3 - Mức độ sự thành thạo của năng lực cơ bản hay khả năng về Anh ngữ và/hay ngôn ngữ mẹ dựa trên những tiêu chuẩn căn bản của địa phương hay tiểu bang và liên bang;**

- Điểm thi tiêu chuẩn căn bản

**4 - điểm số của niên học hiện tại hay của những năm trước;**

- Phiếu báo cáo học vấn mới nhất
- Phiếu báo vào sự tiến triển mới nhất

**5 - kết quả thi cử khác hơn là những kết quả từ C.2.a hay C.2.b**

- điểm thi tiêu chuẩn đạt được
- điểm thi khả năng Anh ngữ - nói/nghe (khác hơn là nguyên thủy)
- điểm thi khả năng Anh ngữ - đọc (khác hơn là nguyên thủy)
- điểm thi khả năng Anh ngữ - viết (khác hơn là nguyên thủy)

- ☐ Đính kèm những hồ sơ hỗ trợ vào Mẫu của Buổi họp của Hội đồng ELL.
- ☐ Phải có ít nhất là hai trong số năm tiêu chuẩn được bàn thảo và ghi chép để có thể xác định một học sinh là ELL hay không thuộc về ELL.

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c. ...Hội đồng ELL có thể xác định một học sinh là ELL hay không thuộc về ELL căn cứ vào sự cân nhắc của ít nhất là hai trong số những tiêu chuẩn sau đây cộng thêm những kết quả thi từ a. hay b.:

1. Phòng vấn về mức độ và tính chất của sự học vấn từ trước và kinh nghiệm xã hội của học sinh;
  2. Những đề nghị và quan sát được làm bởi thành phần nhân viên giảng dạy và hỗ trợ trong hiện tại cũng như quá khứ;
  3. Mức độ sự thành thạo của năng lực cơ bản hay khả năng về Anh ngữ và/hay ngôn ngữ mẹ dựa trên những tiêu chuẩn căn bản của địa phương hay tiểu bang và liên bang;
  4. điểm số của niên học hiện tại hay của những năm trước;
  5. kết quả thi cử khác hơn là những kết quả từ C.2.a hay C.2.b (xem phần ghi chú.)
- (trích từ Nghị định Ưng thuận, Phần I, Sự nhận diện và Định giá, C, #2, Paragraph c)

Ghi chú: C.2.a dựa vào kỳ thi đầu tiên về khả năng nói và nghe được dùng để thu nhận học sinh. C.2.b dựa vào kỳ thi đầu tiên về khả năng đọc và viết được dùng để thu nhận học sinh vào lớp 3 hay cao hơn.

THE SCHOOL BOARD OF SRASOTA COUNTY, FLORIDA  
 ESOL DEPARTMENT  
**PROGRAMS FOR LIMITED ENGLISH PROFICIENT (LEP) STUDENTS**  
**PROGRAMMATIC ASSESSMENT STUDENT PROFILE**

**Instructions:** INITIATE THIS DOCUMENT WITHIN 10 DAYS OF ENROLLMENT FOR ELIGIBLE LEP STUDENTS NEW TO THE DISTRICT. UPDATE THIS FORM YEARLY, AND INITIAL THE NEW ENTRIES.

Student Name \_\_\_\_\_ Number \_\_\_\_\_  
 Date of Birth \_\_\_\_\_ Place of Birth \_\_\_\_\_  
 LEP Entry Date \_\_\_\_\_ School \_\_\_\_\_

The ESOL Consent Decree requires that a programmatic assessment be conducted for any student who answered "Yes" on the Home Language Survey to ensure appropriate academic placement. Please document all steps taken to determine the academic level of the student registering, regardless of student's English proficiency. The evaluation may be conducted by the school office personnel, LEP committee chairperson, counselor, ESOL resource teacher, bilingual education paraprofessional and/or classroom teacher.

Place a check mark by the item(s) used to determine the student's appropriate academic placement.

\_\_\_\_\_ 1. Age appropriateness

\_\_\_\_\_ 2. Interviewed parents/students to determine the subject area competencies.  
 Last grade completed \_\_\_\_\_

\_\_\_\_\_ 3. Reviewed student's cumulative folder. This review included the following:

_____ Previous school records	_____ Education Career Plan
_____ Transcripts	_____ No Previous School Records Available
_____ Standardized and/or	_____ Psychological/Social Work Report
_____ Criterion referenced Tests	_____ Other _____
_____ Retention: Grade Level _____	
_____ Special Programs _____	

(Name of Program)

\_\_\_\_\_ 4. Academic Assessment

_____ Teacher Observation	_____ Writing Sample
_____ District/State Assessments	_____ Woodcock Muñoz
_____ Informal reading Inventory	_____ IPT
_____ Other _____	

(Comments)

Signatures indicate that this programming assessment was conducted by:

Name \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_  
 Name \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

Distribution: Original - Cumulative Records Folder Copy - ESOL Student LEP Plan Folder

The School Board of Sarasota County, Florida complies with State Statutes on Veterans' Preference and Federal Statutes on non-discrimination on the basis of race, color, sex, religion, national origin, age, disability, marital status or sexual orientation.



Sch. No.	School	Sheltered -English	Sheltered - Core/Basic Subject Areas	Maintream/ Inclusion - English	Maintream/ Inclusion - Core/Basic Subject Areas	Maintenance - and or Developmental Bilingual Education	Dual Language (Two-way Bilingual Education
0012	Alta Vista			X			
0301	Ashton			X			
1241	Atwater			X			
0071	Bay Haven			X			
0085	Booker H.S.	X		X			
0084	Booker M.S.	X		X			
0101	Brentwood			X			
0111	Brookside MS	X		X			
1271	Cranberry			X			
0501	Emma E.			X			
0121	Englewood			X			
0131	Fruitville			X			
0381	Garden			X			
0461	Glenallen			X			
0261	Gocio			X			
0271	Gulf Gate			X			
1261	Heron Creek M.S.	X		X			
0471	Lakeview			X			
1341	Lamarque			X			
1211	Laurel Nok.	X		X			
0141	McIntosh M.S.			X			
1251	North Port H.S.	X		X			
0293	Oak Park			X			
0451	Oak Park So.			X			
0171	Phillippi Sh.			X			
1281	Phoenix Acad.			X			
0021	Pine View			X			
0181	Riverview	X		X			
0051	Sarasota H.S.	X		X			
0031	Sarasota M.S.	X		X			
0191	Southside			X			
1391	Suncoast Poly.			X			
1282	Tatum Ridge			X			
0491	Taylor Ranch			X			
1231	Toledo Blade			X			
0201	Tuttle			X			
0211	Venice El.			X			
0221	Venice H.S.	X		X			
0451	Venice M.S.			X			
0291	Wilkinson			X			
1291	Woodland M.S.	X		X			
0090	Wv. Village S.			X			
0103	Imagine @ N.P.			X			
0106	Imagine @ P.R.			X			
0083	SS Arts & Sci.(SSAS)			X			
0100	S. Suncoast Acad.			X			
0074	S. Military Acad.			X			
0102	Student Lead.			X			
0081	Suncoast Innov.			X			
0110	Sky Academy			X			

## SCHOOL DISTRICT OF SARASOTA COUNTY

## JOB DESCRIPTION

**PARAPROFESSIONAL AIDE III - ESOL**

SALARY SCHEDULE: SSP 7

COST CENTER: DISTRICT-WIDE

**QUALIFICATIONS:**

- (1) Demonstrable ability to speak, write, and understand a foreign language used in a specific school setting.
- (2) Must be able to communicate effectively.
- (3) High school diploma or equivalent.
- (4) AA Degree or higher, or 60 semester college credits, or Passing Score on the ParaPro Assessment Test

**KNOWLEDGE, SKILLS AND ABILITIES:**

Basic knowledge and understanding of limited English proficient students. Knowledge of general computer use. Willing to learn the unique educational and/or personal needs of an individual LEP student in order to be able to assist him/her. Ability to listen and follow oral and written directions. Ability to work both independently and as a team member.

**REPORTS TO:**

Principal or Designee

**JOB GOAL**

To assist the teacher(s) in providing a well organized, smoothly functioning environment in which limited English students can take full advantage of the instructional program and available resources.

**SUPERVISES:**

N/A

**PERFORMANCE RESPONSIBILITIES:**

- \*(1) Share in all teaching responsibilities except those reserved by the law to certified teachers.
- \*(2) Assist in the supervision of students as assigned.
- \*(3) Perform clerical duties as assigned.
- \*(4) Assist in creating a safe learning environment.
- \*(5) Implement classroom activities as directed.
- \*(6) Assist staff members with behavioral management.
- \*(7) Assist with the development of instructional materials.
- \*(8) Assist with the preparation of accurate records and reports.
- \*(9) Assist with assessing student progress.
- \*(10) Communicate effectively with staff and parents.
- \*(11) Work closely with the school personnel in establishing and maintaining the Parent Leadership Council at the school site.
- \*(12) Translate and/or interpret home/school communication to parents/guardians on an as-needed basis.
- \*(13) Use specialized equipment as required.
- \*(14) Intervene, when appropriate, to situations concerning discipline of students.
- \*(15) Demonstrate initiative in the performance of assigned responsibilities.

School Board Approved – January 17, 2006

**PARAPROFESSIONAL AIDE III - ESOL(Continued)**

- \*(16) Provide for a safe and secure workplace.
- \*(17) Model and maintain high ethical standards.
- \*(18) Follow attendance, punctuality and proper dress rules.
- \*(19) Maintain confidentiality regarding school matters.
- \*(20) Maintain positive relationships with staff and vendors.
- \*(21) Participate in workshops and training sessions as required.
- \*(22) Keep supervisor informed of potential problems or unusual events.
- \*(23) Respond to inquiries and concerns in a timely manner.
- \*(24) Follow all School Board policies, rules and regulations.
- \*(25) Exhibit interpersonal skills to work as an effective team member.
- \*(26) Demonstrate support for the School District and its goals and priorities.
- (27) Perform other incidental tasks consistent with the goals and objectives of this position.

**PHYSICAL REQUIREMENTS:**

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

**TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the District.

**EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

**Job Description Supplement No. 03**

\*Essential Performance Responsibilities



## **APPENDIX J**

### **Sarasota County Schools Student & Family Handbook, Section 3**

# 3: Behavior

## 300.0 — CODE OF STUDENT CONDUCT

### 300.1 - Dress Code

The Sarasota County School District has established procedural guidelines for student dress, in accordance with School Board Policy 5.37. The principal's decision on the appropriateness of dress will be final. Refusal to comply with the school's dress code policy is an infraction under this code.

#### Students have a **RIGHT** to:

- Wear **appropriate** clothes or the school uniform, as long as those clothes or the way the clothes are worn are appropriate for the school, adhere to the school dress code, are not dangerous to health or safety, and do not disrupt the learning environment.
- Learn without being offended or distracted by the way other students are dressed.

#### Students have a **RESPONSIBILITY** to:

- Comply with the school dress code.
- Come to school fully clothed and wear clothes which are not dangerous to health or safety, do not disrupt the learning process, and stay within the school dress code.
- Dress in a way not offensive to others at school or at school-sponsored events, including, but not limited to:
  - no exposed underwear
  - no saggy/baggy/ripped pants
  - no pajamas or slippers
  - no clothing of an ethnic or racially offensive nature
- Not wear items or markings which are offensive, suggestive, indecent or associated with gangs; as identified by the Florida Gang Intent Act of 1990.
- Not wear items which encourage the use of drugs, tobacco, alcohol, violence, or weapons, or support discrimination on the basis of color, disability, national origin, marital status, race, religion, gender or sexual orientation.

### 300.2 — Electronic Devices

- A student may possess an electronic device at school such as a cell phone, smart phone, laptop or other device that receives, sends or stores digital data, provided that the electronic device remains powered off and concealed from view during the school day.
- Students may not use electronic devices on school property or at a school-sponsored activity to access and/or view websites that are otherwise blocked to students at school. In special circumstances with permission from a supervising school district employee, a student may use an electronic device for communication.
- The requirement that electronic devices must be turned off will not apply when the device is being used for an educational or instructional purpose with a teacher's

permission and supervision.

- Students may not possess any electronic device during testing even if the device is turned off or the student does not use it. Violation of this rule will result in the student's test being invalidated.
- If an electronic device disrupts a class by ringing or vibrating, the student possessing the device will be subject to disciplinary action. Any student who uses an electronic device to threaten or intimidate another student or district staff member through email, social network posting or other electronic message also will be subject to disciplinary action as determined by school administration.
- Electronic devices used in violation of school rules will be confiscated and returned to the student's parent or guardian.

### 300.3 — Technology Use

Technology is an integral part of a student's educational experience and must be used in a way that is consistent with the goals of Sarasota County Schools. Technology includes, but is not limited to, computers, smart phone, other electronic devices, software, e-mail, the Internet, other network resources, cell phones and cameras. Student use of technology is a privilege; students are responsible for using technology appropriately. This includes the use of school district equipment away from school grounds.

#### The following are inappropriate and/or illegal uses of technology:

- Photographing or using photographs of individuals without their knowledge or consent
- Accessing or distributing offensive, inflammatory, pornographic or obscene images, language or materials, including screen savers, backdrops, and/or pictures on school district-owned technology or on any other electronic device brought to school
- Transmission of any material in violation of federal, state, or local law, or School Board policy, regulation, or Code of Student Conduct. This includes, but is not limited to copyrighted material; threatening, obscene, or pornographic material; vandalizing data, test questions and/or answers; student work products; trade secrets; and computer viruses, "worms" or "trojans"
- Utilizing technology for commercial activities unless explicitly permitted by the School Board
- Downloading and/or printing music, games, videos or inappropriate files during school hours
- Modifying the school district's original pre-set software or hardware, including, but not limited to: loading software applications not authorized by the school district; changing the computer name; changing or removing operating system and extensions; altering security/filtering software; altering

- the pre-loaded operating system or application; or taking apart the computer for access to internal parts, accessing or altering password
- Using e-mail, instant messaging, web pages, or other technology operations to threaten, disrupt, or interfere with the safety and welfare of the school community
  - Gaining or attempting to gain unauthorized access to the district's network, computer servers, or data files
  - Gaining or attempting to gain unauthorized access to non-district networks, computer servers, or data files utilizing district equipment
  - Using profanity, obscenity, other language which may be offensive to another user, or reposting and copying personal communications without the author's prior consent, when using computer network access
  - Attempting to log on to the district's network using another person's identity
  - Bypassing or attempting to bypass the district's filtering software
  - Using computers, networks, and online telecommunication systems unrelated to students' educational systems. This includes the prohibition of plagiarism, reproduction of state- or teacher-made tests, textbooks, teaching materials, non-authored text, cheating and theft of ideas
  - Accessing or distributing offensive, obscene, inflammatory, or pornographic material
  - Using network access to destroy information that belongs to others
  - Copying personal communication to others without the original author's permission
  - Copying software or other copyright-protected materials in violation of copyright laws
  - Using the network for any illegal activity or private business purposes or accessing inappropriate Internet sites
  - "Hacking" into the school's computer systems or unauthorized modification of computer settings. These acts will be considered vandalism and disruption of a school function and will be treated as such
  - Using technology to threaten, harass or bully other students or staff
  - Using a computer, video, camera or program in any manner other than for appropriate educational purposes

**Violations will result in serious disciplinary actions, which may include an arrest if any criminal law is broken. Examples of such violations would be computer hacking or trespass, harassment, or threats via computer or computer fraud.**

**300.4 — Student Search and Seizure: F.S. §1006.09 (9)**  
**School personnel may search** students reasonably suspected of being in possession of contraband or other prohibited items while on school district property or wherever students are under the official supervision of district employees, such as on field trips, at extracurricular activities, or while being transported to and from such places either by school bus, by approved drivers, or by other means of conveyance.

- **School personnel may conduct** a search of a student, a student's possessions, a student's locker, or any other storage area on school property without a warrant when school personnel have reasonable suspicion that illegal, prohibited or harmful items or substances, or stolen property, may be concealed on a student's person or in a storage area.
- **School personnel are encouraged** to attempt to obtain consent from a student to search for illegal, prohibited, harmful items or substances, or stolen property, but may proceed with a search without a student's consent, upon reasonable suspicion of a prohibited or illegally-possessioned substance or object.
- **School personnel have the authority** to search a student's backpack, purse, or wallet, upon reasonable suspicion, if the student refuses to reveal the contents inside.
- **School lockers are the property** of the district and are subject to periodic searches without prior notice and without reasonable suspicion of a violation of the law.
- **Parking a vehicle on school district property** is a privilege which may be extended to students. All students desiring to park a vehicle on school district property shall be required to sign a consent form allowing the vehicle, upon reasonable suspicion, to be searched by the principal or his or her designee. Refusal of a student to cooperate in the request to search his or her vehicle shall result in the revocation of the student's parking permit for two (2) years from the date of refusal.

### **300.5 — Pledge of Allegiance**

Florida Statute §1003.44 requires that the Pledge of Allegiance to the flag be recited at the beginning of the day in every Florida public elementary, middle and high school. Each student has the right not to participate in reciting or standing for the pledge. If the student does not stand or recite the pledge without the school's receipt in writing of a parental opt-out request, the educator should counsel with the student privately and not single the student out in front of the class to verify a First Amendment basis for the student's position (such as religious or political).

If the student is not being materially disruptive during the recitation, the student will be allowed to quietly remain seated or decline to recite the pledge. However, if the student is being materially disruptive, discipline can be enforced for this disruptive behavior; but it should be made clear that the discipline is based on the materially disruptive actions and not for refusal to stand for the pledge.

### **300.6 — Bullying**

It is the policy of the Sarasota County School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. The district will not tolerate bullying and harassment of any type. Bullying means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an



intimidating, hostile, or of fensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to teasing; social exclusion; threat; intimidation; stalking; physical violence; theft; sexual, religious, or racial harassment; public humiliation; or destruction of property. Harassment means any threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property; has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or has the effect of substantially disrupting the orderly operation of a school.

Bullying and harassment also encompass retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by incitement or coercion; accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system; or acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

Cyberstalking as defined in Florida Statute §784.048(1)(d), means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

Conduct that constitutes bullying and harassment, as defined herein, is prohibited. The District upholds that bullying or harassment of any student or school employee is prohibited as follows:

- during any education program or activity conducted by a public K-12 educational institution;
- during any school-related or school-sponsored program or activity;
- on a school bus of a public K-12 educational institution; or
- through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K-12 education institution.

Incidents of bullying or harassment shall be reported to the school's administration. The principal or designee will investigate all reports of bullying that have been deemed a violation of the policy pursuant to the steps outlined in School Board Policy 5.323.

A-maximum of ten (10) school days shall be the limit for the

initial filing of incidents and completion of the investigative procedural steps. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment and the investigative procedures that follow. Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the *Code of Student Conduct*. The Sarasota School District Bullying and Harassment Policy 5.323 will be publicized at the beginning of each school year for staff, parents and students.

### **300.7 — Gangs**

It is essential that schools be safe and orderly to provide environments that foster learning and high academic achievement. In order to promote an orderly learning environment in our schools while preparing students for later success in the world of work, the School Board of Sarasota County has taken a proactive approach and has established procedural guidelines concerning youth gang activity. These guidelines are to address problems associated with youth gangs through proactive education and disciplinary action, when necessary. Sarasota County Schools' policy 5.0921 addresses the definition of gang members as well as these disciplinary actions. Any student who is associated with a gang and/or participates in gang activity as outlined by this policy is subject to immediate disciplinary action. This includes, but is not limited to, gang dress, gang symbols/signs and gang tattoos. If a parent is concerned about a student's possible involvement in gang activity he or she should contact a school counselor, school administrator or School Resource Officer or Deputy.

### **300.8 — Discrimination**

#### **Students have a RIGHT to:**

- Attend school in an environment where all students and adults are treated equally, without regard to race, color, religion, sex, national origin, age, disability, marital status or sexual orientation.
- Attend school in an environment free from discrimination, bullying and/or sexual harassment.

#### **Students have a RESPONSIBILITY to:**

- Treat others fairly and with respect.
- Conduct themselves and their activities in such a manner that they treat others equally with regard to race, color, religion, sex, national origin, age, disability, marital status or sexual orientation.
- Report occurrences of discrimination, as described above, to appropriate school personnel.

### **300.9 - Discipline Policies and Procedures**

Violations of the Code of Student Conduct occur in varying degrees of severity. These behaviors are aligned with the district's discipline policy, from least severe (Level 1) to most severe (Level 4). The range of consequences for offenses appears in the chart following this section.



**LEVEL ONE**

**Attendance Incidents**

- Tardiness, habitual
- Truancy/unexplained absence
- Out of assigned area
- Leaving school grounds without permission

**Rules Violations Incidents**

- Dress code violation
- Public display of affection
- Cheating
- Failure to comply with class/school rules
- Disobeying rules on the school bus

**Disruptive Incidents**

- Disruptive play
- Disruptive behavior
- Disrespectful language
- Bullying/harassment
- Confrontation
- Lying/misrepresentation
- Articles disruptive to school
- Prohibited items, non-criminal, and unauthorized use of medication
- Unauthorized sale/distribution of materials
- Inappropriate activity

**LEVEL TWO**

**Disruptive/Physical/Verbal Incidents**

- Bus disruption
- Disobedience/insubordination
- Profane/obscene language
- Non-criminal threat
- Physical aggression (not involving law enforcement)
- Repetitive disruptive behaviors
- Repetitive disobedience/open defiance
- Insubordination
- Repetitive bullying, harassing, intimidating
- Threatening behaviors
- Hazing

**Property Incidents**

- Abuse of school property/minor vandalism
- Petty theft (under \$300)

**Rules Violations and Other Serious Incidents**

- Unserved detention (regular)
- Unserved detention (extended/multiple)
- Unserved detention (Saturday)
- Firecracker/poppers
- Forgery of a document or signature
- Gambling
- Sexual Harassment
- Severe/repetitive inappropriate activity
- Menacing statements, non-criminal
- Public nudity

**Local law enforcement authorities shall be notified when any crime or delinquent act is committed on school property or school-sponsored transportation, or during a school-sponsored activity.**

**LEVEL THREE**

All Level Three offenses will result in out-of-school suspension and possible recommendation for expulsion.

**Attendance Incidents**

- Fighting
- Verbal assault on a student/person
- Verbal assault on school district employee

- Physical battery on a student/person (non-school district employee)
- Attempting criminal act against a person
- Extortion/blackmail/coercion
- Robbery
- Physical aggression (involving law enforcement)
- Intentional false accusations against staff members

**Property Incidents**

- Stealing more than \$300
- Vandalism more than \$1,000 (includes materials/labor)
- Breaking and entering/burglary
- Computer misuse
- Reckless vehicle use
- Motor vehicle theft
- Counterfeit/misrepresented documents

**Drug Incidents**

- Possession/use of tobacco products/electronic cigarettes
- Unauthorized possession or use of prescription medications
- Use of intoxicants
- Possession, use, storage of drugs or imitation drugs represented as drugs

**Disorderly Conduct/Weapons Incidents**

- Disruption of a school/disorderly conduct
- Trespassing
- False fire alarm/911 call
- Bomb threat
- Inappropriate, lewd, or obscene act
- Sex misconduct
- Sex offenses
- Possession of a knife
- Possession of a ~~other~~ potentially dangerous item
- Felony suspension act

**LEVEL FOUR**

**Minimum mandatory punishment for Level Four offenses: out-of-school suspension and recommendation for expulsion**

**Criminal incidents**

- Making a threat by conveying, depicting or symbolizing an act of violence via a verbal, written or drawn message, or by electronic transmission
- Making a threat or false report involving a school or a school's personal property or school transportation, involving a school-sponsored activity
- Possession, use, or sale of any firearm, weapon or other prohibited articles
- Possession, use, sale, storage or distribution of an explosive device
- Possession, use, sale, intent to sell, or distribution of drugs, imitation drugs represented as drugs, or prescription medications
- Possession, use, manufacture, sale, storage, or distribution of alcohol or intoxicating beverages
- Aggravated battery
- Arson
- Armed robbery
- Battery or aggravated battery on a school district employee
- Kidnapping or abduction
- Homicide

**There is a mandatory minimum punishment of one (1) full year (365 days) of a disciplinary consequence for zero-tolerance offenses.**

# BEHAVIORS AND CONSEQUENCES CHART

	Parent Conference	Privileges Revoked	Work Detail Community Service	Detention Saturday School	In-School Restriction	1-5 day Out-of School Suspension	6-10 day Out-of- School Suspension	Report to Law Enforcement	Alternative Placement	Expulsion: 1. Remainder of School Year 2. Remainder of School Year/ Summer School 3. Remainder of School Year/ Summer School/ Next School Year 4. Placement by Settlement Agreement
Aggravated Assault										
Aggravated Battery							*			Minimum of 365 days
Alcohol Possession										
-under Influence										
Armed Robbery							*			Minimum of 365 days
Arson							*			Minimum of 365 days
Battery Student										
Battery Staff							*			Minimum of 365 days
Bullying/Threat										
Breaking/Entering										
Bus Misconduct										
Cheating										
Discrimination										
Disobedient/ Insubordinate										
Disorderly Conduct										
Disruptive										
Drug Sale/Purchase							*			Minimum of 365 days
Drug Distribution							*			Minimum of 365 days
Drug Possession							*			Minimum of 365 days
-under Influence							*			Minimum of 365 days
Fighting										
Fire Alarm										
Gambling										
Gang/Secret Society										
Hate Crime										
Homicide							*			Minimum of 365 days
Kidnapping							*			Minimum of 365 days
Left Class without Permission										
Motor Vehicle Theft										
Non-Controlled Substance										
Parking Violation										
Profanity										
Robbery										
Sex Offenses										
Sexual Battery							*			Minimum of 365 days
Sexual Harassment										
Theft										
Tobacco/Smoking/ Electronic cigarette										
Trespassing										
Truancy /Tardiness										
Vandalism										
Weapon Possession							*			Minimum of 365 days
-Gun, knife							*			Minimum of 365 days
False report							*			Minimum of 365 days
-Explosive Device							*			Minimum of 365 days

**Shaded areas represent levels of possible consequences for each behavior. Consequences are at the discretion of the school administrators.**

**\*10 Day Suspension Pending Expulsion**

**300.10 — Zero Tolerance**

Florida Statute §1006.13 mandates that “Each school district shall adopt a policy of zero tolerance that defines criteria for reporting to a law enforcement agency any act that occurs whenever or wherever students are within the jurisdiction of the district school board; defines acts that pose a serious threat to school safety; defines petty acts of misconduct; minimizes the victimization of students, staff, or volunteers, including taking all steps necessary to protect the victim of any violent crime from further victimization; establishes a procedure that provides each student with the opportunity for a review of the disciplinary action imposed pursuant to s. 1006.07.”

In complying with the law, the School Board of Sarasota County has enacted School Board Policy 5.32. Please review this policy carefully for a list of offenses that, in the absence of mitigating circumstances, will cause the student to be brought before the Board for expulsion.

**All students are expected to follow the rules of this Handbook and Code of Student Conduct on their way to and from school. The principal or designee may take administrative action if students’ misconduct en route to or from school has a harmful effect on the health, safety or welfare of themselves, other students and/or the school.**

**300.11 — Behaviors and Consequences Chart**

All possible behaviors/actions have not been included on this chart, and the omission of any behavior or action from this chart does not preclude the school administration from taking appropriate action to resolve any situation. A school administrator may develop additional consequences for a particular behavior as long as these consequences do not violate school board policies or state statutes. See Behavior and Consequences Chart on previous page.

**300.12 — Prohibition of Weapons**

No student, while on school property, school transportation, or in attendance at a school-sponsored function, shall be in the possession of any article prohibited by law or rules of the district/school, or any article which could reasonably be considered as a weapon. Any student who brings a weapon will be expelled from the regular school for not less than one year and referred to law enforcement for criminal prosecution.

Violations include any weapon as defined by Florida State Statutes, the possession, sale, distribution, display, transfer or use of any firearm or explosive device, whether operable or inoperable, loaded or unloaded. Examples include, but are not limited to, the following: guns, BB pistols, firecrackers, bullets, facsimile guns, smoke bombs or shock devices.

Violations also include the possession of any object or material deliberately used to damage property, intended for use or that may be used to inflict harm or intimidate any person. This includes the possession of a knife of any size or length, a box cutter or any other sharp object, mace, pepper spray or any aerosol chemical propellant.

**300.13 — Prohibition of Drugs**

No student, while on school property or school transportation, or in attendance at a school-sponsored function, shall possess, use, store, sell, distribute or be under the influence of any substance defined as a controlled substance under Florida Statutes. These include, but are not limited to, marijuana, hallucinogens, inhalants, or any substance which requires a physician’s prescription, **or any substance, synthetic or otherwise, designed to create a sense of euphoria or intoxication**, or any substance represented by an illegal substance, such as “designer drugs.” No student, while on school property, school transportation, or in attendance at a school-sponsored function, shall possess, use, store, sell or distribute any equipment or device for the purpose of preparing or using drugs. These include, but are not limited to, items listed in Florida Statutes, and items which may be determined to be drug paraphernalia or electronic cigarettes under the criteria set out in Florida Statutes and/or school/school board policies.

**300.14 — Disciplinary Actions**

In order to maintain safe and effective learning conditions, it may be necessary to impose disciplinary consequences for behaviors which disrupt the learning environment or pose a danger to students or school personnel. The following briefly describes the disciplinary actions recognized by the school district and the school board.

**300.15 — Student Detention, Search, and Seizure**

A school staff member is authorized to temporarily detain a student when there is reasonable suspicion that the student has violated a school board policy. This authority permits appropriate search procedures by administrative staff or designees, including searches of vehicles parked on school campuses, and supervised canine searches of student lockers, vehicles, purses, shoes, socks, pockets, backpacks, or other storage areas, the use of metal detectors and the seizure of suspect items [Florida Statute §1006.09(9)].

**300.16 — Removal from Class**

If a student causes a disruption to the educational environment, the student may be removed from the classroom.

**300.17 — In-School Restriction**

This program provides for on-campus restriction in lieu of out-of-school suspension at the discretion of the administrator. However, due to problems of supervision or lack of facilities at some schools, in-school restriction may not be offered at all schools. Appropriate behavior and attention to schoolwork are essential for this option to be available.

**300.18 — Restriction of Privileges**

Any student involved in a violation of the Code of Student Conduct may have his or her privileges restricted. The student may be denied participation in extracurricular activities. The student may be assigned to report frequently to a specified staff member who will assist in monitoring the adjustment to specific situations pertaining to the school and the student

during this probationary period.

**300.19 — School Bus Suspension**

The privilege of riding the bus may be denied. In such cases, transportation shall be provided by the parent or guardian.

**300.20 — Due Process for Suspension and Expulsion**

When disciplinary actions reach the level of suspension or expulsion of a student, the following procedural steps are implemented to protect the interests of the student. The principal or designee will use and follow the steps in the Due Process Checklist, including identifying whether a student is receiving Exceptional Student Education, 504, or English for Speakers of Other Languages (ESOL) services. Prior to suspension, recommendation for expulsion or administrative assignment to an alternative school program, the student shall be provided due process and have the right to:

- Be advised of the charges/accusations.
- Be provided an opportunity to respond to the charges.
- Be provided an opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident.
- Be advised why they are being suspended or recommended for expulsion.

*300.20a — Suspension*

When suspension from school is being considered for a student, certain procedures are required by law. A school principal or designee may suspend a student from school for up to 10 (ten) school days per incident for persistent disobedience and/or gross misconduct. The principal or designee takes this action when he or she has exhausted other disciplinary strategies or when alternatives have at least been considered, but have been rejected as inappropriate in a given situation. Conferences to resolve the problem are scheduled with the parent/guardian, student and appropriate administrator.

When a suspension is implemented, the parent/guardian will be informed, through written notification, that he or she has a right to a hearing with the principal. The principal's decision to suspend a student is final. Any student may appeal an alleged failure to provide due process to the superintendent or designee. Students will be remanded to the custody of their parent/guardian with specific coursework assignments to be completed. This disciplinary action excludes a student from entering or remaining on any school campus for any purpose, and he or she is restricted from participation in school-related functions. This includes all athletic and extracurricular activities on any Sarasota County school campus.

For students with a 504 plan/IEP, federal law requires that Individual Education Plan (IEP)/504 plan teams conduct a Manifestation Determination Review (MDR) when a student's accumulated suspensions reach 10 (ten) days within a school year. At the MDR, the IEP/504 plan team must determine whether the student's misconduct was

caused by his or her disabilities.

*300.20b — Expulsion*

A school principal may request that the superintendent recommend to the school board that a student be expelled. This is the most serious disciplinary step available. It denies the student attendance in any and all programs of Sarasota County Schools. An expulsion may be recommended for the remainder of the academic year, the summer session and one additional academic year.

For students with a 504 plan/IEP, federal law requires that Individual Education Plan (IEP)/504 plan teams conduct a Manifestation Determination Review for all students who have committed expellable offenses. At the MDR, the IEP/504 plan team must determine whether the student's misconduct was caused by his or her disabilities. If it is determined that the misconduct was caused by the student's disabilities, the student would return to his or her current placement.

For ESE students only, an IEP/Re-evaluation Review Team would convene to determine any possible changes for the student, including a possible placement change. If it is determined that the conduct was not caused by the student's disabilities, the student could be considered for a recommendation for expulsion.

If grounds for expulsion exist, the superintendent or designee will notify the student and parents in writing of the charges against the student in a language the student and parents can understand. The notification will include the following information:

1. Notice of the extended suspension period
2. Notice of the student's right to a hearing pursuant to Florida Statutes §120.569 and §120.57(2).
3. A brief statement of the accusation against the student
4. Grounds for the expulsion
5. The student's and parent's/legal guardian's procedural rights in connection with the hearing, including the right to counsel or other representation should they request a hearing
6. Period of expulsion
7. Notice of the consequences of failure to request or attend the hearing, which constitutes a waiver of further rights in the matter

The notification may also include a proposed settlement agreement.

*300.20c — Settlement and Deferred Expulsion Agreement*

The principal or designee should offer to meet with the student's parent(s) or legal guardian(s) to discuss a possible deferred expulsion agreement or settlement agreement prior to proceeding through the formal hearing.



A Deferred Expulsion is an agreement that may be offered to students who have committed an expellable offense pursuant to the Code of Student Conduct (School Board Policy 5.34). The Deferred Expulsion allows the student to remain on the regular school campus with specific requirements that must be completed. Administrators may consider one or more of the following factors in granting a Deferred Expulsion:

1. The act committed was not premeditated nor was there malicious intent
2. The student has no previous similar referrals
3. The student does not have a significant history of insubordination/misbehavior
4. Academically the student has a 2.0 grade point average or better
5. The student has good attendance; no more than three unexcused absences

A Settlement Agreement is an agreement that may be offered to students who have committed an expellable offense pursuant to the Code of Student Conduct (School Board Policy 5.34). The Settlement Agreement allows the student to attend an alternative school to continue their education in lieu of being expelled from the Sarasota County School District upon the student's agreement to comply with strict behavioral, attendance, and other conditions enumerated in the Settlement Agreement.

#### *300.20d — Formal Expulsion Hearing*

The hearing will be held before a hearing officer appointed by the district. The hearing will be held as soon as possible after written notification of charges to the parent. The parent/legal guardian and principal will be notified of the time and date of the hearing.

1. Expulsion hearings are governed by Florida Statute §120.569. Although the school district is exempt from Florida Statute §286.011, which requires reasonable notice of a hearing, the student's parent(s) or legal guardian(s) must be given notice of the provisions of Florida Statute §286.011 and may elect to have the hearing held in compliance with that statute. Testimony will be presented under oath. Hearsay is admissible, although it may not be the sole basis for the recommendation.
2. The student may be represented by counsel and will be afforded the opportunity to cross-examine witnesses supporting the charge, to call witnesses on the student's behalf and to introduce evidence.
3. A sufficient record of the proceedings will be kept so a transcript can be prepared in the event either party requests one.
4. The hearing officer will issue a recommended order within seven (7) days following the hearing. The Sarasota County School Board will consider the recommendation and exemptions, if any, at its next regularly scheduled meeting and will approve or disapprove of the recommendation.

5. The hearing officer will make factual findings about the allegations of misconduct against the student. If the findings are substantiated, the hearing officer may recommend an additional year of expulsion. A hearing officer does not decide whether a student is entitled to attend an alternative school.
6. The district must provide educational services to ESE students during the period of expulsion. Expulsion of students with disabilities is defined as removal from one program to another, not exclusion from public education. The program may be an alternative to a regular school assignment.

#### **300.21 — Disruptive Students – Staff Intervention**

The use of physical force must be consistent with federal, state and laws, school district rules and school board policy. A teacher shall have the authority, while on duty, to come into physical contact with a student or students to the degree necessary for the purpose of establishing or maintaining control of students, including to reasonably protect himself/herself, other people or property. Such physical contact shall not be construed to be corporal punishment.

#### **300.22 — Reporting of Crimes and/or Disruptive Behavior**

It is important that all students and parents/guardians understand that certain criminal and/or disruptive behavior must, by school board policy, be reported to appropriate law enforcement authorities. The following types of incidents will be reported: alcohol use, arson, battery, bullying, breaking/entering, drugs, kidnapping, larceny/theft, possession or use of weapons or explosive devices, property damage, vandalism, robbery, sex offenses, sexual battery, sexual harassment or any other serious incident or disruption of school operation.

Any student formally charged with a felony by the proper prosecuting authority shall be subject to suspension in accordance with Florida Statutes for a period of time which may exceed 10 (ten) days, as determined by the superintendent. If the student is adjudicated delinquent or guilty of a felony, the school board has the authority to expel the student.

#### **300.23 — Procedures for Off-Campus Felony Cases**

Florida Statutes §1006.09(2) allows the superintendent to suspend a student from school for a period longer than 10 (ten) days, when a student has been formally charged with a felony committed on property other than public school property. In order for districts to utilize this section of the statutes, a student must have been formally charged by a prosecuting attorney, and in an administrative hearing, the school/district must show that the incident will have an adverse effect on the educational program, discipline or welfare of the school in which the student is enrolled. If the student is adjudicated guilty or delinquent, the school board may expel the student.

**APPENDIX K**

**SKY Family YMCA, Inc.  
Certificate of Status and Articles of Incorporation**

IRC! Department of the Treasury  
Internal Revenue Service  
P.O. Box 2508  
Cincinnati OH 45201

In reply refer to: 0248167571  
Nov. 09, 2012 LTR 4168C E0  
59-1629660 000000 00  
00022008

SOUTH COUNTY FAMILY YMCA INC  
701 CENTER RD  
VENICE FL 34285-480

Employer Identification Number: 59-1629660  
Person to Contact: MS. LEE  
Toll Free Telephone Number: 1-877-829-5500

Dear TAXPAYER:

This is in response to your Oct. 31, 2012, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in SEPTEMBER 1976.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section 509(0)(2).


Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website [www.irs.gov/leo](http://www.irs.gov/leo) for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,  
Richard McKee, Department Manager  
Accounts Management Operations

# State of Florida



Department of State

I certify the attached is a true and correct copy of the Amended and Restated Articles of Incorporation, filed on April 2, 2014, for SOUTH COUNTY FAMILY YMCA, INC. which changed its name to THE SKY FAMILY YMCA INC., a Florida corporation, as shown by the records of this office.

I further certify the document was electronically received under FAX audit number H14000075037. This certificate is issued in accordance with section 15.16, Florida Statutes, and authenticated by the code noted below.

The document number of this corporation is 733686.

Authentication Code: 914A00007123-040314-733686

-1/1

Given under my hand and the  
Great Seal of the State of Florida,  
at Tallahassee, the Capital, this the  
Third day of April, 2014



*Ken Detzner*  
Ken Detzner  
Secretary of State





April 3, 2014

FLORIDA DEPARTMENT OF STATE  
Division of Corporations

THE SKY FAMILY YMCA INC.  
701 CENTER ROAD  
ATTN: LORI JAMES  
VENICE, FL 34285US

Re: Document Number 733686

The Amended and Restated Articles of Incorporation for SOUTH COUNTY FAMILY YMCA, INC. which changed its name to THE SKY FAMILY YMCA INC., a Florida corporation, were filed on April 2, 2014.

The certification you requested is enclosed. To be official, the certificate for a certified copy must be attached to the original document that was electronically submitted under FAX audit number H14000075037.

Should you have any questions concerning this matter, please telephone (850) 245-6050, the Amendment Filing Section.

Tracy L Lemieux  
Regulatory Specialist II  
Division of Corporations

Letter Number: 914A00007123

P.O BOX 6327 - Tallahassee, Florida 32314

**AMENDED AND RESTATED**  
**ARTICLES OF INCORPORATION**  
**OF**  
**SOUTH COUNTY FAMILY YMCA, INC.**  
**(A Corporation Not for Profit)**

Pursuant to Section 617.1007 of the Florida Not For Profit Corporation Act (the "**Act**"), the Board of Directors of The SKY Family YMCA Inc., a Florida not for profit Corporation (the "**Corporation**"), by its undersigned Chief Executive Officer, has adopted the following Amended and Restated Articles of Incorporation:

**ARTICLE 1 – NAME OF CORPORATION**

The name of this Corporation shall be:

The SKY Family YMCA Inc.

**Article 2 – Principal Address**

The principal address and the mailing address of the Corporation shall be: 701 Center Road, Venice, Florida 34285.

**ARTICLE 3 – PURPOSE OF CORPORATION**

The purposes for which the Corporation is organized are exclusively for charitable, religious, educational, or scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

The general nature, objects and purposes of the Corporation shall be to operate without profit and to accept and receive property of whatever kind, and wherever situate, received by it by gift, grant, purchase, devise, bequest, or in any lawful manner and to administer and distribute such property exclusively for health, welfare, scientific, educational, environmental, cultural or other charitable purposes, including:

1. To distribute property in accordance with the terms of gifts, bequests, or devises made to the Corporation which are consistent with its purposes; or
2. To modify any restriction or condition on the administration and distribution of funds for any specified purpose consistent herewith if in the sole judgment of the Board of Directors of the Corporation ("**Board of Directors**"), such restriction or condition becomes, in effect, unnecessary, incapable of fulfillment, or inconsistent with the designated purposes of the Corporation.

No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its members, trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

Notwithstanding any other provisions of this document, the Corporation shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

The purposes for which the Corporation is organized shall be to help develop and improve the physical, mental, social, moral and religious conditions of the persons of Sarasota, Charlotte, Lee and Collier Counties, Florida.

#### **ARTICLE 4 – BOARD OF DIRECTORS**

The affairs of the Corporation shall be managed by a Board of Directors consisting of no less than three (3) and not more than twenty-five (25) persons. The Board of Directors shall be elected as provided in the Corporation's Bylaws. The Board of Directors shall be the governing body of the Corporation and shall have all the requisite power and authority over the business and affairs of the Corporation.

#### **ARTICLE 5 – CORPORATE EXISTENCE**

The existence of this Corporation shall be perpetual, unless dissolved according to law.

#### **ARTICLE 6 - BYLAWS**

The Board of Directors of the Corporation shall adopt Bylaws consistent with these Articles of Incorporation. Thereafter, the Bylaws may be altered, amended, or rescinded by the Board of Directors in the manner provided by such Bylaws.

#### **Article 7 – Registered Office**

The street address of the registered office of the Corporation is 701 Center Road, Venice, Florida 34285 and the name of the registered agent of this Corporation at that address is Kenneth Modzelewski.

#### **ARTICLE 8 – DISTRIBUTION UPON DISSOLUTION**

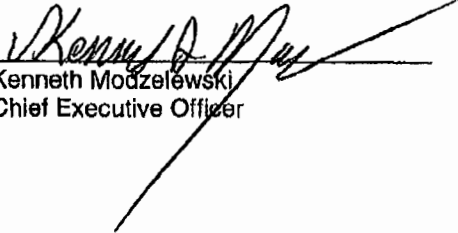
Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation exclusively for the purposes for which this Corporation was organized to such organization or organizations organized and operated exclusively for charitable purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law) or an organization or organizations, contributions to which are deductible under Section 170(c)(1) or (2) of the Internal Revenue Law.

#### **Article 9 - Amendment**

This Corporation reserves the right to amend, alter, change or repeal any provisions contained in these Articles of Incorporation, or any amendment hereto, in the manner now or hereafter prescribed by law.

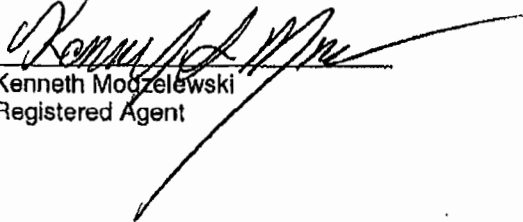
This amendment was adopted by the Board of Directors on 2/27, 2014, and the number of votes cast for the amendment was sufficient for approval.

**IN WITNESS WHEREOF**, the President has executed these Amended and Restated Articles of Incorporation this 14<sup>th</sup> day of MARCH 2014.

  
Kenneth Modzelewski  
Chief Executive Officer

**ACCEPTANCE OF APPOINTMENT BY REGISTERED AGENT**

The undersigned, hereby consents to the appointment as Registered Agent of The SKY Family YMCA Inc., to accept service of process upon said Corporation in this state. The undersigned is familiar with, and accepts, the obligations of this position.

  
Kenneth Modzelewski  
Registered Agent

## **APPENDIX L**

### **Bylaws of the SKY Family YMCA, Inc.**

**BYLAWS**  
**OF**  
**THE SKY FAMILY YMCA INC.**

**A FLORIDA NOT FOR PROFIT CORPORATION**

**ADOPTED EFFECTIVE \_\_\_\_MARCH ,27, 2014**

**Table of Contents**

ARTICLE 1: NAME.....	1
ARTICLE 2: PURPOSE .....	1
ARTICLE 3: OFFICES .....	2
3.1 Principal Office .....	2
3.2 Other Offices .....	2
ARTICLE 4: DIRECTORS.....	2
4.1 General Powers .....	2
4.2 Number, Election, Classes, Tenure and Term Limits .....	2
4.3 Resignation .....	3
4.4 Removal of Directors .....	3
4.5 Vacancy .....	3
4.6 Director Meetings .....	4
4.7 Manner of Acting .....	4
4.8 Presumption of Asset .....	5
4.9 Action Without a Meeting .....	5
4.10 Informal Action by Directors .....	5
4.11 Compensation .....	5
ARTICLE 5: BOARD OFFICERS .....	5
5.1 Number .....	5
5.2 Election and Term .....	5
5.3 Removal .....	6
5.4 Vacancies.....	6
5.5 Compensation .....	6
5.6 Chair of the Board .....	6
5.7 Vice Chairs of the Board .....	6
5.8 Recording Secretary .....	6
5.9 Treasurer.....	6
ARTICLE 6: COMMITTEES .....	6
6.1 Committees .....	6
6.2 Committee Chair .....	7
6.3 Term of Office .....	7
6.4 Vacancies.....	7
6.5 Meetings; Minutes .....	7
6.6 Notice of Meetings .....	7
6.7 Waiver of Notice.....	7
6.8 Quorum .....	7
6.9 Manner of Acting .....	7
6.10 Participation by Telephone or Similar Means .....	7
6.11 Expenditures .....	8
6.12 Compensation .....	8
ARTICLE 7: MEMBERS .....	8
ARTICLE 8: EMPLOYMENT .....	8
8.1 Chief Executive Officer .....	8
8.2 Duties of the Chief Executive Officer .....	8
8.3 Review .....	8
ARTICLE 9: FINANCIAL MATTERS .....	8
9.1 Fiscal Year .....	8
9.2 Accounting and Audit .....	8
9.3 Bank Accounts and Checks .....	8
9.4 Contracts .....	9
9.5 Loans .....	9
9.6 Securities .....	9
ARTICLE 10: INDEMNIFICATION .....	9
10.1 No Liability.....	9

10.2	Indemnification .....	9
10.3	Determination of Entitlement to Indemnification .....	9
10.4	Payment of Expenses in Advance .....	10
10.5	Continuation .....	10
10.6	Appeal or Modification .....	10
10.7	Insurance .....	10
ARTICLE 11:	GENERAL PROVISIONS .....	10
11.1	Notices .....	10
11.2	Books and Records.....	10
11.3	Amendments .....	10
11.4	Emergency Bylaws .....	10
ARTICLE 12:	DISSOLUTION.....	11



**BYLAWS**  
**OF**  
**THE SKY FAMILY YMCA INC.**  
**A FLORIDA NOT FOR PROFIT CORPORATION**

**Adopted Effective    March 27, 2014**

**ARTICLE 1: NAME**

The name of this corporation shall be "The SKY Family YMCA Inc." (the "**Corporation**").

**ARTICLE 2: PURPOSE**

The purposes for which the Corporation is organized are exclusively for charitable, religious, educational, or scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

The general nature, objects and purposes of the Corporation shall be to operate without profit and to accept and receive property of whatever kind, and wherever situate, received by it by gift, grant, purchase, devise, bequest, or in any lawful manner and to administer and distribute such property exclusively for health, welfare, scientific, educational, environmental, cultural or other charitable purposes, including:

(a) To distribute property in accordance with the terms of gifts, bequests, or devises made to the Corporation which are consistent with its purposes; or

(b) To modify any restriction or condition on the administration and distribution of funds for any specified purpose consistent herewith if in the sole judgment of the Board of Directors of the Corporation ("**Board of Directors**" or "**Board**"), such restriction or condition becomes, in effect, unnecessary, incapable of fulfillment, or inconsistent with the designated purposes of the Corporation.

No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its members, trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provisions of this document, the Corporation shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

The specific nature, objects and purposes of the Association shall be to render facilities, programs and services that bring into harmony our community's physical, mental, spiritual, social and moral condition with the spirit of Christ.

### ARTICLE 3: OFFICES

3.1 Principal Office. The principal office of the Corporation shall be located at 701 Center Road, Venice, Florida 34285, or at such other place as the Board of Directors may determine.

3.2 Other Offices. The Corporation may have offices at such other places, either within or without the State of Florida, as the Board of Directors may from time to time establish.

### ARTICLE 4: DIRECTORS

4.1 General Powers. The Board of Directors shall be the governing body of the Corporation. All corporate powers will be exercised by, or under the authority of, the Board of Directors, and the business and affairs of the Corporation will be managed under the direction of the Board of Directors. Without limiting the generality of the foregoing, the Board of Directors will have the power and authority to do all of the following:

(a) No contract, debt or obligation will be binding on the corporation unless contracted under the authority of the Board of Directors.

(b) The Board of Directors will have the power to enter into cooperative relationships with other agencies or organizations when in their judgment such a relationship is desirable toward achieving the Corporation's objectives in the area concerned, in which case they shall have the power on behalf of the Corporation to execute articles of agreement, setting forth the rules of government of the cooperative operations which articles shall contain provisions for severing relationships at any time when, in the judgment of the Board of Directors, it is in the best interests of the Corporation to do so.

(c) The Corporation, through its Board of Directors, may hold or dispose of such property, real or personal, as may be given, devised or bequeathed to it or entrusted to its care and keeping, and may purchase, acquire and dispose of such property as may be necessary to carry out the purpose of the Corporation.

(d) The Board of Directors shall have the control and management of the property of the Corporation, and shall have the power to borrow money for corporate purposes.

#### 4.2 Number, Election, Classes, Tenure and Term Limits.

(a) Number and Election of Directors. The number of Directors will be no fewer than 10 and no more than 25. All Directors are required to be dues paying members of The SKY Family YMCA Inc., a Florida non-profit corporation. At each annual meeting of the Board of Directors following the adoption of these Bylaws, a nominating committee of the Board of Directors will submit the names of individuals to be voted upon by the Board of Directors in the class or classes of Directors that are then up for election, and in accordance with these Bylaws.

(b) Classes of Directors. The individuals who are being elected to the Board of Directors will be divided into the following classes (with the number of Directors in classes A, B and C being equal or as nearly equal in number as practicable):

(i) Class A. The term of individuals being Class A Directors will be 1 year. After such initial term, the term of individuals being elected as Class A Directors will be 3 years.

(ii) Class B. The term of individuals being Class B Directors will be 2 years. After such initial term, the term of individuals being elected as Class B Directors will be 3 years.

(iii) Class C. The term of individuals being Class C Directors will be 3 years. After such initial term, the term of individuals being elected as Class C Directors will be 3 years.

(iv) Class D. Class D Directors shall consist only of one or more individuals, if any, as to whom the Board of Directors has waived term limits under Section 4.2(d). Each individual elected as a Class D Director will have a term of one year unless the Board of Directors, pursuant to Section 4.2(d), elects such individual to one or more additional one-year terms as a Class D Director.

(v) Chief Executive Officer. The Chief Executive Officer of the Corporation will be a Director for as long as such person is the Chief Executive Officer of the Corporation or unless such person is removed as a Director pursuant to Section 4.4.

(c) Tenure. Each Director will hold office for the term for which such Director has been elected until such Director's successor shall have been elected and qualified or until such Director's earlier resignation, removal from office or death.

(d) Term Limits. Except as provided in this Section 4.2(d), no individual may be elected to more than three consecutive three-year terms on the Board of Directors without having a period of at least one year when such individual is not a member of the Board of Directors ("**Director Term Limit**"). The Board of Directors, in its sole and absolute discretion, may waive the term limits in this Section 4.2(d) as to any individual on a case-by-case basis by electing such individual to one or more one-year terms as a Class D Director under Section 4.2(b)(iv).

(e) Director Emeritus. The Board may honor one or more members of its membership for long and faithful service by electing him or her a Director emeritus. A Director emeritus may attend all Board meetings and participate in the discussions of the Board but shall not vote or hold a Board office, and his or her presence or absence will not count in the definition of a quorum.

4.3 Resignation. Any Director may resign his or her office at any time. Such resignation must be made in writing and submitted to the Secretary of the Corporation (or to the Treasurer of the Corporation if the Secretary is the Director that is resigning), and will take effect immediately without acceptance.

4.4 Removal of Directors. Any Director may be removed at any time and for any reason or no reason by the vote of a majority of the members of the full Board of Directors at any meeting, provided, however, that there are more than 3 Directors in office at the time of the vote to remove a Director. If there are only 3 Directors at the time of a vote to remove a Director, a new Director shall be elected and installed prior to the effective date of the removal of a Director so that there shall always be at least 3 Directors. Any Director who is the subject of a proposed removal action shall be given (a) at least 30 days advance notice of the Board meeting at which consideration of the removal action will occur together with a statement for such action, and (b) an opportunity to be heard at such Board meeting and ask questions; provided, however, that if the Director fails to utilize his or her opportunity to be heard (whether by failing to attend such Board meeting, failing to make a presentation and/or failing to respond to questions or comments), then the Board may proceed with taking final action on whether or not to remove the Director.

4.5 Vacancy. Any vacancy occurring among the Directors, including any vacancy created by an increase in the number of Directors, may be filled by a vote of a majority of the remaining Directors, and when filling vacancies created by an increase in the number of Directors, such vacancies may be filled by the vote of a majority of the remaining directors even if such remaining directors constitute less than a quorum of the Board of Directors. Any Director thus elected will hold office until the end of the unexpired term of his or her predecessor in office and until such Director's successor shall have been elected and qualified or until such Director's earlier resignation, removal from office or death. A Director that holds office for the unexpired term will be deemed to have served a full term for purposes of the Director Term Limit.

#### 4.6 Director Meetings.

(a) Annual Meetings. An annual meeting of the Board of Directors shall be held each year during the month of June, or during another month selected by the Board of Directors.

(b) Regular Meetings. In addition to the annual meeting, the Directors may hold regular meetings at such time, place and date and prescribed by the Board of Directors; provided, however, that the Board will hold, at a minimum, the annual meeting and at least 3 regular meetings per year. The annual meetings and the regular meetings of the Board of Directors shall be for the purpose of the transaction of such business as may be properly brought before any such meeting. Directors are expected to attend all regular meetings of the Board of Directors with no more than 2 unexcused absences.

(c) Special Meetings. Special meetings of the Board of Directors may be called for any purpose, by or at the request of the Chair of the Board or by or at the request of any two Directors.

(d) Place of Meeting. The Board of Directors may designate any time and place, either within or without the State of Florida, as the place of meeting for any meeting of the Board of Directors; provided, however, that if the Chair of the Board calls a special meeting of the Board of Directors, then the Chair may designate the time and place of the meeting. If no designation is made, the place of meeting shall be the principal office of the Corporation, as provided in Section 3.1 of these Bylaws.

(e) Notice of Meetings. Notice of annual and regular meetings of the Board of Directors shall be delivered by or at the direction of the Chair of the Board of Directors to each Director not less than 7 days before the meeting. Notice of a special meeting of the Board of Directors shall be delivered by the person or persons calling such special meeting not less than 24 hours before the meeting. All meeting notices are subject to Section 11.1 of these Bylaws.

(f) Waiver of Notice. Any Director may waive notice of any meeting of the Board of Directors held without proper call or notice, either before or after the meeting is held. Attendance by a Director at a meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the purpose of objection to the transaction of any business because the meeting was not lawfully called or noticed. Failure of a Director who did not attend a meeting held without proper call or notice to file with the Secretary of the Corporation his or her written objection to the holding of the meeting within 7 days after having knowledge of the meeting and of the insufficiency of notice shall constitute waiver of notice of such meeting but shall not constitute ratification of the action taken at the meeting.

(g) Quorum. A majority of the Directors in office immediately before the meeting begins shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. If there is no quorum at the opening of a meeting of the Board of Directors, such meeting may be adjourned from time to time by a vote of the majority of the votes voting on the motion to adjourn, without notice other than announcement at the meeting, until the requisite amount of Directors entitled to vote shall be present. At any such adjourned meeting at which a quorum is present, any business may be transacted which might have been transacted at the original meeting.

(h) Participation by Telephone or Similar Means. Any or all members of the Board of Directors or any committee of the Board of Directors may participate in any meeting of such Board of Directors (whether an annual, regular or special) or committee by, or conduct the meeting through the use of, a conference telephone or similar means of communication by which all persons participating in the meeting may hear each other simultaneously during the meeting. A Director or committee member participating in a meeting by such means will be deemed to be present in person at such meeting.

4.7 Manner of Acting. Every Director of the Corporation shall have the right and shall be entitled to one vote upon any matter that shall come before the Board of Directors for a vote. Unless the

Florida Not For Profit Corporation Act, Chapter 617, Florida Statutes (the “**Act**”), the Articles of Incorporation of the Corporation or these Bylaws require the vote of a greater number of Directors, the affirmative vote of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. Notwithstanding anything to the contrary in these Bylaws or the Act, the affirmative vote of  $\frac{2}{3}$  of the full Board of Directors shall be required to authorize either: (a) the sale of all or substantially all of the assets of the Corporation or (b) a merger involving the Corporation. Whenever the Corporation is a member, within the meaning of the Act, of another not for profit Corporation, the Corporation may take action in its role as a member if the action is approved by the affirmative vote of a majority of the Directors present at a meeting at which a quorum is present; provided, however, that any amendment, revision or restatement of the Distribution Policy of the The SKY Family YMCA Foundation Inc., a Florida not for profit corporation, will require the affirmative vote of two-thirds of all of the Directors of the Corporation.

4.8 Presumption of Asset. A Director who is present at a meeting of the Board of Directors at which action on any corporate matter is taken will be presumed to have assented to the action taken, unless the Directors votes against such action or abstains from voting on such matter because of an asserted conflict of interest.

4.9 Action Without a Meeting. Any action required by law to be taken at any meeting of the Board of Directors or any action which may be taken at a meeting of the Board of Directors or a committee thereof, may be taken without a meeting if all of the Directors or all of the members of the committee, as the case may be, consent thereto. The action taken must be evidenced by one or more written consents describing the action taken and signed by all of the members of the Board of Directors or all of the members of the committee, as the case may be. For purposes of this Section, the word “**signed**” means any manual, facsimile or electronic signature adopted by a Director or member of a committee, as the case may be, with the intent to authenticate the written consent. Action so taken shall be effective when the last Director or member of the committee signs such written consent, unless such consent or consents specify a different effective date. A consent so signed has the effect of a meeting vote and may be described as such in any document. Each written consent shall be filed in the minutes of the proceedings of the Board of Directors or of the committee, as the case may be, and such consent shall have the same effect as a unanimous vote.

4.10 Informal Action by Directors. Action taken by a majority of the Directors without a quorum present or without a meeting is nevertheless an action of the Board of Directors if written consent to the action in question is signed by all of the Directors and filed with the minutes of the proceedings of the Board of Directors, whether done before or after the action so taken.

4.11 Compensation. No compensation shall be paid to the Directors, as such, for their services. Upon disclosure to the Board of Directors and approval by a majority of the disinterested Directors holding office, a Director or any affiliate of a Director may deal with the Corporation, directly or indirectly, as vendor, employee, agent or otherwise for compensation that is reasonable and fair with respect to the Corporation.

## ARTICLE 5: BOARD OFFICERS

5.1 Number. The officers of the Board of Directors of the Corporation shall consist of a Chair of the Board of Directors, Immediate Past Chair, Recording Secretary, Treasurer and such Vice Chairs and other officers as the Board of Directors may from time to time elect (the “**Board Officers**”).

5.2 Election and Term. The Board Officers of the Corporation shall be elected by the Board of Directors from their members. Such election shall be held at the annual meeting of the Board of Directors immediately after the election of Directors at such meeting. Each Board Officer shall hold office for a term of one year or until his or her successor is elected and qualified or until such Officer’s earlier resignation, removal from office or death.

5.3 Removal. Any Board Officer may be removed, with or without cause, at any time by a majority vote of the full Board of Directors.

5.4 Vacancies. A vacancy, however occurring, in any office may be filled by a majority of the Board of Directors. The individual elected or appointed to fill the vacancy shall be elected for the unexpired term of his or her predecessor in office and until such individual's successor shall have been elected and qualified or until such individual's earlier resignation, removal from office or death.

5.5 Compensation. No compensation shall be paid to the Board Officers, as such, for their services. Upon disclosure to the Board of Directors and approval by a majority of the disinterested Directors holding office, a Board Officer or any affiliate of a Board Officer may deal with the Corporation, directly or indirectly, as vendor, purchaser, employee, agent or otherwise for compensation that is reasonable and fair with respect to the Corporation.

5.6 Chair of the Board. The Chair of the Board shall be the principal Board Officer and chief volunteer of the Corporation. The Chair of the Board shall, when present, preside at all meetings of the Board of Directors. The Chair of the Board may sign (together with any other officer that may be designated by the Board of Directors in any instance), any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed. The Chair of the Board shall in general perform all duties as from time to time may be assigned to the Chair of the Board by the Board of Directors.

5.7 Vice Chairs of the Board. In the absence of the Chair of the Board or in the event of the Chair's death or inability or refusal to act, the Vice Chair shall have the duties of the Chair of the Board, and when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chair. Each Vice Chair shall perform such other duties as from time to time may be assigned to such Vice Chair by the Chair of the Board or the Board of Directors.

5.8 Recording Secretary. The Recording Secretary shall: (a) keep the minutes of all the meetings of the Board of Directors in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the Corporation (which shall be circular in form and shall have inscribed thereon the name of the Corporation, the state of incorporation, and the words, "Not for Profit"); (d) keep a register of the mailing or other address of each Director which shall be furnished to the Recording Secretary by such Director; and (e) in general perform all duties incident to the office of Recording Secretary and such other duties as from time to time may be assigned to the Recording Secretary by the Chair of the Board or by the Board of Directors.

5.9 Treasurer. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the Corporation, receive and give receipts for monies due and payable to the Corporation from any source whatsoever, and deposit all such monies in the name of the Corporation in such banks, trust companies, or other depositories as shall be selected in accordance with these Bylaws; and (b) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to the Treasurer by the Chair of the Board or by the Board of Directors. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of the Treasurer's duties in such sum and with such surety or sureties as the Board of Directors shall determine.

## **ARTICLE 6: COMMITTEES**

6.1 Committees. Except as limited by the Act, the Board of Directors may, by resolution, create one or more standing or special committees for any purpose and delegate to such committees any of the powers and authorities of the Board of Directors. The Chair of the Board of Directors shall make

recommendations to the Board of Directors for appointments to standing or special committees. Such committees shall at all times be subject to the control of the Board of Directors.

6.2 Committee Chair. Each committee shall have a committee chair appointed by the Chair of the Board of Directors which shall exercise all of the powers and perform all of the duties usual to such office and shall perform such other duties as may be assigned by the Board of Directors. Each chair of any standing or special committee shall report regularly to the Board of Directors.

6.3 Term of Office. Chairs and members of standing committees shall serve until a successor is appointed or until such committee is sooner terminated, or until such person is removed, resigns, or otherwise ceases to qualify as a chair or a member, as the case may be, of the committee. Chairs and members of special committees shall serve for the life of the committee unless they are sooner removed, resign, or cease to qualify as a chair or member, as the case may be, of such committee.

6.4 Vacancies. Vacancies on any committee may be filled for the unexpired portion of the term by the majority of the Board of Directors.

6.5 Meetings; Minutes. Each committee shall meet as often as necessary to perform its duties at such times and places as directed by its chair or by the Board of Directors. The chair of each committee shall designate a Secretary who shall keep accurate minutes of the committee's meetings and shall make periodic reports and recommendations to the Board of Directors.

6.6 Notice of Meetings. Notice of committee meetings shall be delivered by or at the direction of the committee chair to each committee member not less than 30 and not more than 60 days before such committee meeting.

6.7 Waiver of Notice. Any committee member may waive notice of any committee meeting held without proper call or notice, either before or after the meeting is held. Attendance by a committee member at a committee meeting shall constitute a waiver of notice of such meeting, except where a committee member attends a meeting for the purpose of objection to the transaction of any business because the meeting was not lawfully called or noticed. Failure of a committee member who did not attend a meeting held without proper call or notice to file with the Secretary of the Corporation his or her written objection to the holding of the meeting within seven days after having knowledge of the meeting and of the insufficiency of notice shall constitute waiver of notice of such meeting but shall not constitute ratification of the action taken at the meeting.

6.8 Quorum. A majority of the members of the committee shall constitute a quorum of such committee. If there is no quorum at the opening of a committee meeting, such meeting may be adjourned from time to time by a vote of the majority of the votes voting on the motion to adjourn, without notice other than announcement at the meeting, until the requisite amount of committee members entitled to vote shall be present. At any such adjourned meeting at which a quorum is present, any business may be transacted which might have been transacted at the original committee meeting. The act of a majority of the members present at a committee meeting at which a quorum is present shall be the act of the committee.

6.9 Manner of Acting. Every committee member shall have the right and shall be entitled to one vote upon any matter that shall come before the committee for a vote; provided, however, that the Committee shall have no power to act for, or bind the Corporation, except as expressly permitted by the Board of Directors.

6.10 Participation by Telephone or Similar Means. Committee Members may participate in any meetings of the Committee (whether an annual, regular or special) by conducting the meeting through the use of, a conference telephone or similar means of communication by which all persons participating in the meeting may hear each other simultaneously during the meeting. A committee

member participating in a meeting by such means will be deemed to be present in person at such meeting.

6.11 Expenditures. Any expenditures of the Corporation's funds by a committee shall require prior approval of a majority of the Board of Directors.

6.12 Compensation. No compensation shall be paid to the chair of any committee or to a member of any committee, as such, for their services.

## **ARTICLE 7: MEMBERS**

The Corporation shall not have any members as that term is used in the Act. However, as determined by the Board of Directors, the Corporation may have members that pay a fee for the privilege of participating in the Corporation's programs, if any.

## **ARTICLE 8: EMPLOYMENT**

8.1 Chief Executive Officer. A Chief Executive officer will be hired by the Board of Directors on behalf of the Corporation. The Chief Executive officer shall be the principal executive of the Corporation and, subject to the control of the Board of Directors, shall supervise and control the management of the Corporation according to these Bylaws. The Chief Executive Officer may have his or her employment by the Corporation as Chief Executive Officer terminated upon the vote of  $\frac{2}{3}$  or more of the full Board of Directors. The Chief Executive officer will serve as a Director with the right to vote on all matters, except those pertaining to the employment or compensation of the Chief Executive officer, but the Chief Executive officer may not serve on any executive committee of a similar committee of the Board.

8.2 Duties of the Chief Executive Officer. The Chief Executive officer shall carry out the plans and policies authorized by the Board of Directors. The Chief Executive officer shall not be a Director of the Corporation but shall, at the pleasure of the Board of Directors, attend all meetings of the Board of Directors except when the Board of Directors is in executive session. The Chief Executive officer shall be responsible for executing contracts, agreements and checks on behalf of the Corporation and for the employment, supervision and termination of all employees of the Corporation. The Chief Executive officer shall prepare financial and other reports for presentation to the Board of Directors at its meetings and as directed by the Board of Directors or the Chair of the Board of Directors.

8.3 Review. At least annually, the Chief Executive officer shall receive a written performance review conducted by the Board of Directors. The review and any written response from the Chief Executive officer will become part of the Chief Executive officer's employment file.

## **ARTICLE 9: FINANCIAL MATTERS**

9.1 Fiscal Year. Unless a majority of the Board of Directors votes otherwise, the fiscal year of the Corporation shall begin on January 1 of each year and end on December 31 of each year.

9.2 Accounting and Audit. The Corporation shall maintain its accounts in accordance with generally accepted accounting principles. The accounts of the Corporation may be reviewed annually as of the close of business on the last day of each fiscal year of the Corporation by an independent certified public accountant or such other method as the Board of Directors approves.

9.3 Bank Accounts and Checks. The Corporation shall maintain bank accounts in such chartered bank, trust company, or other firm or corporation carrying on a banking business as the Board of Directors may determine from time to time. Checks on the bank accounts, drafts, promissory notes and other instruments of a like nature of the Corporation may be made, signed, drawn, accepted or endorsed in the manner as determined by the Board of Directors. Checks and other negotiable paper



may be endorsed for deposit to the credit of the Corporation's bank account by the Executive Director or as otherwise determined by the Board of Directors of the Corporation.

9.4 Contracts. The Board of Directors may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, unless otherwise restricted by law. Such authority may be general or confined to specific instances.

9.5 Loans. No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

9.6 Securities. The Board of Directors may from time to time provide for the deposit and custody of all stock or share certificates, bonds, debenture stock, certificates, notes or other obligations or securities ("**Securities**") owned by the Corporation. In the event that the Corporation has the power to vote with respect to any Securities that it owns, the Board of Directors of the Corporation shall determine how such vote shall be cast. The Board of Directors shall have the power from time to time by resolution to sell, assign, transfer, exchange, convert or convey any and all Securities owned by the Corporation or registered in the name of the Corporation and to sign and execute all assignments, transfers, conveyances, powers of attorney and other instruments that may be necessary for the purpose of selling, assigning, transferring, exchanging, converting or conveying any such Securities.

#### **ARTICLE 10: INDEMNIFICATION**

10.1 No Liability. No Director or Officer of the Corporation shall be personally liable to the Corporation for monetary damages to the Corporation or any other person or entity for any statement, vote, decision or failure to act, regarding corporate management or policy, as a Director or Officer, except to the extent that such exemption from liability or limitation thereof is not permitted under the Act. If the Act is amended after the adoption of these Bylaws to authorize corporate action further eliminating or limiting the personal liability of Directors or Officers, then the liability of a Director or Officer of the Corporation shall be eliminated or limited to the fullest extent permitted by the Act as so amended.

10.2 Indemnification. The Corporation shall indemnify to the full extent permitted by law any person who is made, or is threatened to be made, a party to any action, suit or proceeding (whether civil, criminal, administrative or investigative) by reason of the fact that he or she is or was a Director or Officer of the Corporation or is or was serving at the request of the Corporation as a director, officer, employee, committee member, partner, member, manager or agent of another corporation, partnership, joint venture, limited liability company, trust or other enterprise. Such indemnification shall be authorized if such person acted in good faith and in a manner he or she reasonably believed to be in, or not opposed to, the best interests of the Corporation, except that no indemnification shall be made under this subsection in respect of any claim, issue, or matter as to which such person shall have been adjudged to be liable unless, and only to the extent that, the court in which such proceeding was brought, or any other court of competent jurisdiction, shall determine upon application that, despite the adjudication of liability but in view of all circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which such court shall deem proper.

10.3 Determination of Entitlement to Indemnification. Any indemnification under Section 10.2 of these Bylaws, unless pursuant to a determination by a court of competent jurisdiction, shall be made by the Corporation only upon a determination that indemnification is proper in the specific circumstances because the applicable standard of conduct and other requirements of Section 10.2 of these Bylaws are satisfied. This determination shall be made by (a) a majority vote of the Directors holding office that were not parties to the Claim; (b) a majority vote of a committee, the membership of which consists solely of Directors that are not parties to the Claim, duly designated by the Board of Directors with the authority to make such determination or (c) by written opinion of independent legal counsel of the Corporation selected by a majority of the Directors holding office that were not parties to the Claim.

10.4 Payment of Expenses in Advance. Expenses incurred by a Director or Officer in defending a civil or criminal proceeding may be paid by the Corporation in advance of the final disposition of such proceeding upon receipt of an undertaking by or on behalf of such Director or Officer to repay such amount if he or she is ultimately found not to be entitled to indemnification by the Corporation pursuant to this Article 10.

10.5 Continuation. Indemnification and advancement of expenses as provided in this Article 10 shall continue as, unless otherwise provided when authorized or ratified, to a person who has ceased to be a Director, officer, employee, or agent and shall inure to the benefit of the heirs, executors, and administrators of such a person, unless otherwise provided when authorized or ratified.

10.6 Appeal or Modification. Any repeal or modification of this Article 10 by the Board of Directors of the Corporation shall not adversely affect any right or protection of a Director or Officer of the Corporation existing at the time of such repeal or modification.

10.7 Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, Officer, employee or agent of the Corporation, or who is or was serving at the request of the Corporation as a Director, Officer, partner, member, manager, employee or agent of another corporation, partnership, joint venture, limited liability company, trust or other enterprise, against any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him or her against such liability under the provisions of this Article 10.

#### **ARTICLE 11: GENERAL PROVISIONS**

11.1 Notices. Any and all notices, designations and other communications required by these Bylaws shall be given in writing. Such communications shall be sufficient in all respects if: (a) personally delivered; (b) sent by telecopier, facsimile transmission or other electronic means of transmitting written documents, such as e-mail; or (c) sent by U.S. mail or by private overnight mail courier service. If personally delivered, such communications shall be deemed delivered upon actual receipt; if electronically transmitted pursuant to this section, such communications shall be deemed delivered the next business day after transmission (and sender shall bear the burden of proof of delivery); if sent by overnight courier, such communications shall be deemed delivered upon receipt; and if sent by U.S. mail, such communications shall be deemed delivered when properly addressed to the recipient and deposited in the U.S. mail with postage thereon prepaid.

11.2 Books and Records. The Corporation shall keep correct and complete books and records of accounts, and other records of the activities of the Corporation as may be appropriate or required by law, and shall also keep minutes of the proceedings of the Board of Directors and committees having authority from the Board of Directors.

11.3 Amendments. These Bylaws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of  $\frac{2}{3}$  of the Board of Directors, provided that prior notice of the proposed changes shall have been given in writing to each Board member at least 15 days prior to the meeting of the Board of Directors. Any amendments, alterations, changes, additions or deletions from these Bylaws shall be consistent with the laws of the State of Florida and in compliance with section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, which limits, defines or regulates the powers of this Corporation or the Directors of the Corporation.

11.4 Emergency Bylaws. In the event that a quorum of the Board of Directors cannot readily be assembled because of a catastrophic event, as described in the Act, the following emergency bylaws are in effect until termination of the emergency:

(a) Notice. Notice of a meeting of the Board of Directors need only be given to those Directors whom it is practicable to reach and may be given in any practicable manner, including by publication or radio.

(b) Quorum. The Directors in attendance at such a meeting shall constitute a quorum.

(c) Actions by the Board of Directors During an Emergency. To the extent consistent with these emergency Bylaws, the Corporation's Bylaws shall remain in effect during an emergency. During an emergency as set forth herein, the Board of Directors may: (i) modify lines of succession to accommodate the incapacity of any Director, Officer, employee, or agent; and (ii) relocate the principal office or designate alternative principal or area offices or authorize the Officers to do so.

(d) After the Emergency. These emergency bylaws are not effective after the emergency ends.

## **ARTICLE 12: DISSOLUTION**

The Corporation may be dissolved upon the affirmative vote of two-thirds of all of the Directors of the Corporation at a meeting duly called for that purpose. Upon the dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by the Circuit Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

## **APPENDIX M**

### **The SKY Academy Employee Handbook**

# The SKY Family YMCA Employee Handbook



**FOR YOUTH DEVELOPMENT  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY**

## **VISION**

*The SKY Family YMCA envisions our organization, in partnership with others, as an intergenerational community hub with programs, services, and resources available to all persons, regardless of status or ability to pay, that will enable them to improve their quality of life.*

## **MISSION**

*The YMCA promotes Judeo-Christian principles through programs that build healthy mind, body, and spirit for all.*

## **CORE VALUES**

*Caring, Honesty, Responsibility, Respect*

<p><b>Michael &amp; Georgia Miller YMCA</b> 701 Center Road Venice, FL 34285 Phone: 941-492-9622 Fax: 941-496-8028</p>	<p><b>Warren Loranger Family YMCA</b> 701 Medical Blvd, Englewood, FL 34223 Phone: 941-475-9622 Fax: 941-474-2866</p>	<p><b>SKY Academy</b> 701 Center Road Venice, FL 34285 Phone: 941-244-2626 Fax: 941-493-9659</p>
<p><b>Fort Myers YMCA</b> 1360 Royal Palm Sq Blvd Fort Myers, FL 33919 Phone: 239-275-9622 Fax: 239-275-4196</p>		<p><b>Bonita Springs YMCA</b> 27200 Kent Road Bonita Springs, FL 34135 Phone: 239-221-7560 Fax: 239-221-7573</p>

[www.southcountyfamilyymca.org](http://www.southcountyfamilyymca.org)  
[www.skyatthey.com](http://www.skyatthey.com)

<i>Welcome from CEO</i> .....	6
<i>About This Handbook</i> .....	7
<b>100. INTRODUCTION</b> .....	<b>8</b>
At-Will Language.....	8
Coverage .....	8
Diversity and Inclusion .....	8
History.....	8
Global Reach.....	9
Mission, Values and Cause .....	9
About the SKY Family YMCA.....	10
<b>200. EMPLOYMENT PRACTICES</b> .....	<b>11</b>
Equal Employment Opportunity .....	11
Americans with Disabilities Act (ADA).....	11
Open Door Policy .....	11
Working Conditions .....	11
Introductory Period.....	12
Discipline .....	12
Employment of Relatives .....	12
Ending Employment .....	12
Expense Reimbursement.....	13
Recruitment and Placement .....	13
Remaining Union-Free/Interacting Directly with Employees.....	13
Salary Administration .....	13
Methods of Communication .....	14
<b>300. CLASSIFICATION, WORKING HOURS, PAY AND RECORDS</b> .....	<b>15</b>
Employee Classification.....	15
Changes in Personal Information .....	16
Direct Deposit.....	16
Hours of Work and Work Week .....	16
Overtime .....	16
Pay Practices.....	16
Mandatory Deductions from Your Paycheck .....	16
Error in Pay.....	17

Time Cards/ Records .....	17
Wage Confidentiality .....	17
Payment during Severe Weather or Disasters .....	18
Personnel Records .....	18
Breaks for Nursing Mothers.....	18
Verification of Employment.....	19
References.....	19
<b>400. CODE OF CONDUCT .....</b>	<b>20</b>
Attendance and Tardiness .....	20
Your Responsibilities.....	20
Leaving Work Early .....	20
Reporting Absences .....	20
Visitors in the Workplace .....	20
Confidentiality .....	21
Confidentiality of Medical Information .....	21
Conflict of Interest .....	21
Dress Code and Uniforms .....	22
Gifts or Gratuities .....	22
Harassment Prevention.....	22
Misconduct.....	23
Political Activity .....	24
Solicitation and Distribution.....	25
Personal Phone Calls and Mail.....	25
Property .....	25
Housekeeping.....	25
<b>500. EMPLOYEE SAFETY .....</b>	<b>26</b>
Access to Y Property .....	26
Alcohol and Drugs Prohibited .....	26
Background Checks .....	26
Blood borne Pathogens.....	26
Building Security .....	27
Chemical Hazard Communication .....	27
Child Abuse Prevention .....	27

STAFF CODE OF CONDUCT/JOB EXPECTATIONS.....	28
Employee Safety .....	29
Operation of Vehicles.....	30
Workplace Searches.....	30
Workplace Violence .....	30
Drug and Substance Free Workplace .....	31
Tobacco Product-Free Environment.....	31
OSHA Programs .....	31
<b>600. EMPLOYEE COMMUNICATION.....</b>	<b>32</b>
Cell Phone Assignment.....	32
Electronic Communication Systems .....	32
Electronic Communication with Youth Participants.....	32
Employee Complaints .....	33
Media Relations.....	33
Personal Phone Calls.....	34
Social Media .....	34
Whistleblower .....	35
<b>700. TRAINING AND DEVELOPMENT .....</b>	<b>36</b>
Performance Appraisals .....	36
Individual Training Development.....	36
The Y's Leadership Competency Model.....	36
Required Training and Certifications.....	37
<b>800. EMPLOYEE BENEFITS .....</b>	<b>38</b>
Benefits Eligibility .....	38
Holidays .....	38
Vacation .....	38
Full Time (Non Exempt) Employees.....	39
Sick Leave.....	39
Employee Child Care Assistance Plan .....	40
Membership and Program Benefits .....	40
Retirement Benefits .....	41
Retirement Plan.....	41
Tax-Deferred Savings Plan.....	41



Health Insurance.....	42
Flexible Spending Accounts for Health Care and Child Care .....	42
Employee Assistance Program (EAP).....	42
Life Insurance .....	42
Long-Term Disability (LTD) and Short-Term (STD) Insurance .....	42
COBRA - Continuation of Health Care Benefits .....	42
Social Security and Medicare.....	43
Unemployment.....	43
Workers Compensation.....	43
<b>900. EMPLOYEE LEAVE BENEFITS.....</b>	<b>45</b>
Family and Medical Leave Act .....	45
Jury Duty .....	46
Medical Leave.....	46
Other Leave .....	46
Bereavement Leave .....	47
Employee Handbook Acknowledgement Form.....	48

## Welcome from CEO

*Welcome to the YMCA!*

*We are glad you are here to be a part of this great Movement. Everyone touched by the Y is considered a valuable member of our family. This includes the people in our many programs, the volunteers who donate their time and talents, those who support the Y throughout the community and, of course, each person on our team. Whatever your responsibilities are within the Y, your job is important as we work together to strengthen our community. You are joining a Movement with a long history of caring about people. Our goal is to consistently attract, develop, motivate and retain the most talented and committed team members. We are looking to you to practice, instill and model—in spirit, mind and body—the Y's core values of caring, honesty, respect and responsibility.*

*Please read About This Handbook to understand the purpose and uses of this guide. If you have questions about the information in this handbook, please ask for clarification. Your supervisor can answer most questions, or you can contact the HR department at 941-492-9622 ext. 126.*

*Again, welcome. We wish you the best in the YMCA.*

*Ken*

Ken Modzelewski  
CEO/President

## About This Handbook

Greetings!

This Employee Handbook is designed to answer some of the questions employees may have concerning this Y and its policies. It is for informational purposes only. The contents of the SKY Family YMCA Employee Handbook are not an employment contract or agreement; rather, they represent a general outline or guideline of the human resources policies, benefits and expectations and are subject to modification, revocation, suspension, termination or change, in whole or in part, with or without notice, at the sole discretion of the Y.

Nothing contained in this handbook, or any other handbooks, employment applications, memoranda and other materials given to employees in connection with their employment, whether singly or combined, shall create an express or implied contract concerning any terms or conditions of employment, shall create a guarantee of assurance of employment or shall create any right to an employment-related benefit or procedure.

Employment at the YMCA is "at will," which means that either the employee or the Y may terminate the employment relationship at any time, for any or no reason. No one except the President/CEO of the Y is authorized to make binding employment contracts, and such contracts will be recognized only if they are in writing and signed by both the employee and the President/CEO.

This handbook supersedes and replaces all previously existing personnel policies, handbooks, manuals, guidelines, correspondence, rules and oral or written representations previously given or advised by the YMCA. Employees are required, as a condition of their employment, to read this Employee Handbook and sign the Acknowledgement Form provided to them. Y management will interpret and amend these guidelines as necessary and communicate changes accordingly.

If you have any questions regarding your employment, please discuss them with your supervisor or the Human Resources Department.

Again, welcome to the Y. We're glad you're here!

*Stephanie*

Stephanie Deiter, SPHR  
Director of Human Resources  
SKY Family YMCA  
(941) 492-9622 x126  
[sdeiter@veniceymca.org](mailto:sdeiter@veniceymca.org)

## **100. INTRODUCTION**

### **At-Will Language**

Your employment with the YMCA is voluntary and you are free to resign at any time. Similarly, the YMCA is free to end the employment relationship at any time, with or without cause, and with or without prior notice. While we hope our relationship will be long and mutually beneficial, recognize that neither you nor the YMCA has entered into any contract of employment for any specific period of time.

No representative of the YMCA has the authority to make any representations inconsistent with this policy. The at-will nature of your employment may be changed only by a written agreement signed by you and the CEO of the YMCA.

### **Coverage**

All staff members, regardless of classification are covered by these policies. Failure to adhere to these policies may result in disciplinary action up to and including discharge.

### **Diversity and Inclusion**

#### *Strengthening Our Work Through the Diversity of Our People*

The Y is made up of people of all ages and from every walk of life working side by side to strengthen communities. Together, we work to ensure that every individual—of any gender, income, faith, race, sexual orientation or cultural background—has the opportunity to live life to the fullest. We share the values of caring, honesty, respect and responsibility—everything we do stems from these.

We know that the key to effectively nurturing the potential of children, improving the nation's health and well-being and supporting our neighbors is a passionate, experienced and diverse array of staff, volunteers and members who value what everyone brings to the table. Working in 10,000 U.S. communities and more than 120 countries worldwide makes strong diversity and inclusion practices paramount for the Y.

Believing we all benefit from the unique talents of our diverse staff, we encourage all Y employees to form and participate in active groups with other employees who share similar interests or backgrounds. YMCA Affinity Groups give our employees opportunities to contribute, learn, network and share experiences as they progress in their careers. YMCA Affinity Groups provide invaluable input and insight to address challenges in our communities.

Diversity and inclusion practices at the Y foster a high-performing learning environment where staff and volunteers are engaged and valued and where they are encouraged to collaborate, generate ideas and contribute at the highest level.

We are passionate about our cause and know that our ability to achieve it begins with reflecting and partnering with all people and communities.

### **History**

#### *How We Started and Where We're Headed-From Small Beginnings to a Major Force*

The Y was founded in London, England, in 1844 as the Young Men's Christian Association to help young men develop character and avoid the unhealthy social conditions of the times. The Y Movement reached the United States by 1851. By the early 1900s, the Y began serving boys and older men in addition to young men. After World War I, women and

girls became an active part of the Y Movement, and in the 1960s and 1970s, families became a major focus. Today, more than half of all YMCA members and staff are women and girls. Today, the Y engages more than 10,000 neighborhoods across the U.S. As the nation's leading nonprofit committed to helping people and communities learn, grow and thrive, our contributions are both far-reaching and intimate—from influencing our nation's culture during times of profound social change to the individual support we provide an adult learning to read.

By nurturing the potential of every child and teen, improving the nation's health and well-being and supporting and serving our neighbors, the Y ensures that everyone has the opportunity to become healthier and more confident, connected and secure.

## **Global Reach**

Since its founding, the Y has grown into one of the largest volunteer organizations in the world, serving more than 45 million people in 120 countries. Ys in the U.S. have played a key role in the growth and strength of our global organization and continue to partner with Ys around the world to address critical social issues.

Collectively, we use the knowledge and resources of our global network to help people reach their potential. From welcoming newcomers in the U.S. to working to prevent the spread of HIV/AIDS in Ethiopia, Ys have the expertise and commitment to strengthen communities and bring about positive change.

## **Mission, Values and Cause**

### *What Drives Us-Our Cause Defines Us*

We know that lasting personal and social change comes about when we all work together. That's why, at the Y, strengthening community is our cause. Every day, we work side by side with our neighbors to make sure that people of every age, income level and background have the opportunity to learn, grow and thrive.

At the Y, we strive to put the following values into practice in everything we do: caring, honesty, respect and responsibility.

### *Our Impact Is Felt Every Day*

Driven by our mission—to put Christian principles into practice through programs that build healthy spirit, mind and body for all—our impact is felt when an individual makes a healthy choice, when a mentor inspires a child and when a community comes together for the common good.

### *Our Commitment Is to Social Good*

SKY Family YMCA is an independent 501(c)(3) tax-exempt organization under the IRS code, which means that donations to the Y are tax deductible. It is the goal of the Y to provide programs and services regardless of an individual's or family's financial ability to pay for participation. Every day, the Y brings together people of all ages and from all walks of life with a shared commitment to ensuring that everyone has the opportunity to live life to its fullest

## About the SKY Family YMCA

### Timeline

**1967**--Founded under the Venice Avenue Bridge, the Venice Family YMCA was a place for the children to play sports and the community to gather for positive involvement.

**1975**--The property on Center Road was acquired under the direction of Jeannette Hanchey and construction followed soon after. The construction of the two main buildings (now the offices and Wellness Center) and the pool began in September of this year.

**1976**--On June 5th the official ribbon cutting ceremony for the new Y was held, with the pool officially opening on September 1, 1976. Later, a warehouse marina was donated and construction began on the gymnasium, which would eventually house a Gymnastics Complex as well.

**1981**--The dirt parking lot became a thing of the past as the Y moved ahead with an asphalt parking lot.

**1988**--The preschool center was constructed, opening yet another opportunity for service for the YMCA. The first preschool class began in the fall of 1988. As our after school programs grew, which were first offered in 1984 inside our gymnasium, our need for space grew once more.

**1994**--The Englewood branch was founded as the need for a community center in the southernmost portion of the county was recognized. During this time, programs were operated out a building on Placida Road in Englewood.

**1996**--The Catlin Youth Center building was constructed on the Venice campus and we were once again able to increase our service to the community. The Englewood Branch occupied a storefront in Englewood and the first wellness equipment was added.

As we continued to move forward with our mission, our opportunities to serve the community have expanded and so have we.

**2002**--The Venice Branch Wellness Center was enlarged by 2,500 feet and added state of the art exercise equipment. We air-conditioned the gym and Gymnastics complex, and refinished the pool surface and pool deck. We have refurbished our playgrounds in both the preschool and after school sections and added a second preschool.

**2005**--The YMCA unveiled its new 45,000 square foot facility in Englewood in July, thanks to the generosity of the community and Mr. Warren Loranger. With the opening of this facility came increased opportunities and service to the families in this area.

**2006**-- Englewood Community Hospital opened a rehabilitation center at the Englewood site. In addition, a third preschool was added on the Island in Venice, allowing us to provide childcare to more than 100 children.

**2007**--The Michael and Georgia Miller Branch of the SKY Family YMCA was added to our Venice Campus. This 65,000 square foot facility offers state of the art equipment as well as meeting space for our members and other organizations within our community. With the opening of the new building, came the opportunity to maximize the usage of the former wellness center. It has been renovated into a school age center, offering before and after school care, game room, homework area and more.

**2008**--The Women's Wellness center and American Cancer Society installed offices at our Venice location, thus creating an even stronger alliance with other agencies in our community.

**2009**--The grand opening of an Outdoor Recreation Center on the campus of our Englewood Branch occurred, featuring an Alpine climbing tower and campground

**2011**--The Fort Myers YMCA joins the SKY Family YMCA and affords us the opportunity to serve even more families on the south west coast of Florida

**2011**--SKY Academy opens in August, the first ever Charter School of its kind in our area, providing Strength and Knowledge to middle-school children in our community.

**2012**--The Bonita Springs YMCA becomes the fourth branch of our SKY YMCA.

## **200. EMPLOYMENT PRACTICES**

### **Equal Employment Opportunity**

The SKY Family YMCA provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, gender, national origin, age, disability, genetic information, in accordance with applicable federal, state and local laws.

The SKY Family YMCA complies with applicable federal, state, and local laws governing nondiscrimination in employment, including all terms and conditions of employment as well as recruitment, hiring, compensation, promotion, job assignments, transfers, demotions, training, leaves of absence, layoff, benefits, termination, and employer-sponsored activities, including social and recreational programs.

The Y additionally complies with regulations related to affirmative action when required by applicable laws. If you need workplace accommodations for your religious beliefs or for your disability, please speak with your supervisor or HR representative at 941-492-9622 ext. 126.

The Y strives to create a respectful workplace and engaging in any act which illegally discriminates against another employee will not be tolerated. If you have related questions, complaints, or comments, you should contact the Human Resources Director.

### **Americans with Disabilities Act (ADA)**

The SKY Family YMCA complies with the relevant and applicable employment provisions of the Americans with Disabilities Act (ADA). We will not discriminate against any qualified employee or job applicant with respect to any terms, privileges, or conditions of employment because of a person's physical or mental disability.

If you think you will need a reasonable accommodation in order to perform essential job functions, you should inform SKY Family YMCA that you need an accommodation.

Employers are required to provide reasonable accommodation only for the physical or mental limitations of a qualified individual with a disability of which they are aware. It is your responsibility to inform SKY Family YMCA that an accommodation is needed. Report any perceived ADA problems or concerns in accordance with the Open Door Policy in this Handbook.

### **Open Door Policy**

Whenever you have a problem or complaint, we expect you to speak up and communicate directly with SKY Family YMCA. First, talk to your immediate Manager. Your Manager is most familiar with you and your job and is, therefore, in the best position to assist you. If, however, you are not comfortable talking with your Manager about your concerns, you may contact the Human Resources Department directly.

If you find you have a work-related problem or concern, you are encouraged to talk it over with your Manager, another member of management, or a SKY Family YMCA representative. Even if it seems minor to you, we want you to voice your concern in hopes that it can be resolved before escalating further.

### **Working Conditions**

SKY Family YMCA's goal is to provide you with a safe, clean and well-equipped place to work. SKY Family YMCA is always looking for possible improvements and welcomes your suggestions.

## **Introductory Period**

If you are a newly hired employee, you will be subject to an introductory period of up to 90 days. This time is designed to allow you to determine whether you are satisfied with your job and with SKY Family YMCA and to allow them to periodically evaluate how well you are performing on the job.

## **Discipline**

The Y strives to use constructive discipline processes that build and reinforce positive working relationships. This discipline process serves only as a guideline and the Y reserves the right to skip any or all steps in the process at the sole discretion of management.

Disciplinary action may include the following:

- Verbal counseling
- Written counseling
- Suspension with or without pay
- Immediate termination

Nothing in this policy is intended to alter the rights of the YMCA to terminate an employee at will, for any or no reason, and at any time.

## **Employment of Relatives**

Employing relatives has the potential to create real or perceived conflicts of interest. It may also result in favoritism or partiality toward an employee, whether real or perceived.

Relatives of employees are not to be employed in a position that entails direct supervision where one relative reports to the other. Relatives may also not be employed to occupy a position in the same line of authority (i.e., chain of command) where a relative can initiate or directly participate in an employment action. Relatives are defined as follows: parents, children, spouse, siblings, family members living in the same house, domestic partners, and others who may not be related but who occupy equivalent roles.

Any exception to this policy must be approved by the CEO or other designated member of management, who will determine whether the working relationship would create a conflict of interest or the appearance of favoritism.

If two employees become involved in a relationship after employment occurs, they must report it to the supervisor. Management reserves the right to transfer or ask for a resignation from either party.

## **Ending Employment**

All employees of SKY Family YMCA are employed "at will." In part, this means you may end your employment whenever you wish, although the Y requests that you provide a two-week notice to assist with scheduling and planning (a four-week notice is requested of exempt staff). Similarly, the Y may terminate the employment of any employee at will; that is, at any time, with or without cause or notice, at its discretion. Should you choose to resign, give your resignation notice in writing to your supervisor, including your reason for leaving and a current address so that your year-end tax information (Form W-2) and other correspondence can be sent to you. Return all Y-owned property, including keys, no later than your last day of work. If you wish, you may request an exit interview with your supervisor. If you have questions about benefits or other matters, contact HR at 941-492-9622 ext. 126.

If you have health insurance with the Y, you have the option of continuing these benefits under the Consolidated Omnibus Budget Reconciliation Act (COBRA). Refer to the COBRA policy in the benefits section of this handbook.



Final paychecks for departing employees will be available, in accordance with state law, at the front desk of the employee's home Branch on the pay date corresponding to the final pay period in which the individual has worked.

### **Expense Reimbursement**

The Y will reimburse reasonable expenses incurred by employees who travel on business or to Y sponsored and approved events provided such expenses are accounted for in a timely fashion within business office deadlines on a designated expense report. Employees must provide a written receipt for all expenses and reimbursement must be approved by his/her supervisor prior to submission. Whenever possible, expense reimbursements will be processed through payroll and reimbursed on the employee's paycheck corresponding to the pay period in which the paperwork has been submitted.

### **Recruitment and Placement**

The Y selects employees who

- meet high standards of character, education, and qualifications;
- will effectively advance the cause, mission, and objectives of the Y; and
- demonstrate the capacity for personal and professional growth.

In recognition of the mission and charitable purpose of the Y, employees are expected to possess a collaborative, cooperative spirit and uphold the good will of the organization.

The Y supports and participates in an open application process and usually advertises vacancies. The Y strives to select the most qualified person for the job. Employees are encouraged to apply for open positions. All individuals seeking employment will complete the appropriate employment application and consent forms and must consent to a criminal background check, a reference check, and all other requirements.

### **Remaining Union-Free/Interacting Directly with Employees**

As each employee is aware, the purpose of the Y is to address the critical needs of our community, particularly families, youth, and children. We believe that employees who work in a positive atmosphere will embrace this mission more fully, provide better service to our members, and help build an organization beneficial for the community and employees alike. It is our desire to build supportive and healthy relationships among all employees, from the CEO to the most recently hired part-time worker. We believe in speaking openly with each other and working directly with one another to address conflicts and opportunities. This approach is consistent with our core values of caring, honesty, respect, and responsibility. These core values apply not only to service to our community, but to one another as fellow employees. It is our belief that the involvement of an outside organization, such as a labor union, would not enhance the accomplishment of our mission. Should you have any questions about our philosophy or have any suggestions on how we can better improve our employee relations, you are encouraged to contact the CEO or other appropriate manager to discuss these issues more fully.

### **Salary Administration**

The Y maintains a wage and salary administration plan to ensure all employees are paid in relation to their responsibilities and their contribution to the Y's success. Within its capability to do so, the Y also pays its employees at a level that compares favorably with salaries of similar organizations. Wage and salary adjustments are made at the sole discretion of management, which may consider factors such as performance, position in salary range, promotion and budget guidelines and constraints. There is no guarantee of a salary increase.

## **Methods of Communication**

Successful working conditions and relationships depend upon successful communication. Not only do you need to stay aware of changes in procedures, policies, and general information, you also need to communicate your ideas, suggestions, personal goals, or problems as they affect your work.

In addition to the exchanges of information and expressions of ideas and attitudes which occur daily, make certain you are aware of and utilize all methods of communication, including this Handbook, discussions with your Manager, memoranda, staff meetings, newsletters, training sessions, and bulletin boards.

Bulletins and bulletin boards, including electronic bulletin boards or other designated "communication centers" within each department are official ways of keeping everyone informed about new policies, changes in procedures, and special events. Information of general interest is posted regularly in the "communication center". Your manager will inform you of the method used within your department. Please form the habit of referring to this information regularly so that you will be familiar with the information posted on it. Only authorized personnel are permitted to post, remove, or alter any notice. If you want to have notices posted, see your Manager for instructions. In an effort to minimize paper, the SKY Family YMCA utilizes electronic mail to communicate with employees whenever possible.

You may receive other information booklets, such as your insurance booklets, from time to time. These booklets are yours to keep and take home so that your family may know more about your job and your benefits. In addition, you may receive letters or email from SKY Family YMCA. There is no regular schedule for distribution of this information.

## **300. CLASSIFICATION, WORKING HOURS, PAY AND RECORDS**

### **Employee Classification**

It is the intent of management to clarify the definitions of employment classifications so that employees understand their employment status and benefit eligibility. These classifications do not guarantee employment for any specified period of time. Accordingly, the right to terminate the employment relationship at will at any time is retained by both the employee and management.

Each employee is designated as either NON-EXEMPT or EXEMPT from federal and state wage and hour laws. NON-EXEMPT employees are entitled to overtime pay under specific provisions of federal and state laws. In addition to the above categories, each employee will belong to one other employment category:

**REGULAR FULL-TIME** employees are those who are not in a temporary or introductory status and who are regularly scheduled to work the organization's full-time schedule. Generally, they are eligible to participate in the Worksite Employer's benefit package, subject to the terms, conditions and limitations of each benefit program.

**PART TIME** The work schedules of regular part-time employees will vary according to their department's needs and can be adjusted based upon the discretion of the department head. Part-time employee's hours should not exceed 30 hours per week unless prior approval has been obtained. Exceptions can be granted on a temporary basis only.

**INTRODUCTORY** employees are those whose performance is being evaluated to determine whether further employment in a specific position or with the organization is appropriate.

**TEMPORARY** employees are those who are hired as interim replacements to temporarily supplement the work force or to assist in a completion of a specific project. Employment assignments in this category are of a limited duration. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain that status unless and until notified of a change. While temporary employees receive all legally mandated benefits, such as Workers' Compensation, they are ineligible for all of the Worksite Employers other benefit programs.

**SEASONAL**-Seasonal positions are based upon work that is for short periods of time regardless of the number of hours worked in a week. Seasonal staff members are not eligible for full-time or part-time benefits.

**GOVERNMENT AND/OR SPECIAL FUNDED PROJECTS** – The Association from time to time operates a variety of programs which are contracted for a specific period of time, staffing pattern and budget. In such projects/programs the employee may be listed on the payroll and may receive benefits as prescribed in the Personnel Policy except as expressly limited or prohibited by the contract. Termination notice will follow contractual agreements unless funding sources prematurely terminates contract, then the YMCA holds the right to terminate all/any employees in this category without notice.

**CONTRACT LABOR**- Contracts, with established fees and contract expenses, may be entered into for services provided by persons who are engaged as independent contractors (or third party contractors) for specified services. Such persons are not YMCA employees and are not covered by the provisions of this Personnel Policy.

## **Changes in Personal Information**

You are responsible for notifying your supervisor or HR department immediately of changes to your name, address, phone numbers, email address, marital status, dependents, emergency contact information, and/or beneficiary designation.

## **Direct Deposit**

Direct deposit or PayCard of your pay is required for all employees. With direct deposit, many banks offer waivers/reductions on account fees and other bank services. If you do not have a bank account and wish to obtain information on opening a pay card account, please contact the HR department at 941-492-9622 ext.126.

## **Hours of Work and Work Week**

Supervisors generally prepare and communicate work schedules to their staff in advance of the work week. Requests for schedule modifications must be made to the supervisor as early as possible. The YMCA workweek begins on Saturday and ends two weeks later on Friday. Unpaid meal breaks and paid rest breaks are provided in accordance with state laws.

## **Overtime**

If you are in a nonexempt position, you will be paid at a rate of 1½ times your regular hourly wage for any hours worked in excess of 40 per week. Hours paid out of benefit time (sick, vacation, bereavement, holiday, etc.) do not count as hours worked in determining overtime pay. You will be paid for all hours worked. You must obtain approval from your supervisor prior to working overtime hours. Working overtime hours without first getting supervisor approval may lead to disciplinary action.

## **Pay Practices**

The YMCA pays bi-weekly for time worked for two weeks beginning Saturday through the Friday before pay day. It is your responsibility to accurately record your hours worked. Most staff will record hours using the electronic time clock or online timecard. It is your responsibility to ensure your supervisor has a complete record of your time by the payroll deadline. Your paystub will be available online using the YMCA's online payroll website on paydays. Payroll and time records for all employees will be maintained to meet federal and state regulations and Y policies. Nonexempt employees are required to record time completely and correctly on a daily basis. You are responsible for preparing accurate, timely records of your working hours so that accurate payment can be made to you. Exempt employees report exceptions on a bi-weekly basis consistent with the pay period. Employees are responsible for ensuring accurate payment is made by reviewing each paycheck and notifying their supervisors of any concerns in a timely manner. Please see your supervisor for a schedule of paydays. Failure to properly record time worked and absences may be considered misconduct, which could lead to disciplinary action up to and including termination of employment.

## **Mandatory Deductions from Your Paycheck**

The SKY Family YMCA is required by law to make certain deductions from your paycheck. Among these are your federal, state, and local income taxes, if any as well as your contribution to Social Security and Medicare. These deductions will be itemized on your check stub. Other possible payroll deductions could include savings plan contributions,

insurance coverage payment, United Way, etc. The W-2 Form you receive each year will reflect the dollar amounts that were deducted for these purposes.

The amount of these deductions will typically depend on your earnings and on the information you furnish on your Federal W-4 Form regarding the number of dependents or exemptions you claim. Any change in name, address, marital status, or number of exemptions must be reported to the SKY Family YMCA immediately to assure proper credit for tax purposes.

Any other mandatory deductions to be taken from your paycheck, such as court-ordered attachments, will be explained whenever the SKY Family YMCA is ordered to make such deductions.

### **Error in Pay**

If you believe an error has been made in your paycheck, tell your Manager immediately. He or she will research the problem and report any necessary corrections to the YMCA Payroll Department. Generally, the SKY Family YMCA will make needed corrections to your pay for the next payroll period.

### **Time Cards/ Records**

By law, the SKY Family YMCA is obligated to keep accurate records of time worked by employees in "non-exempt" positions. Either time clock cards, or other written, or electronic documentation can provide these records. Your time card is the way the SKY Family YMCA determines the number of hours you have worked. Your time card indicates when you arrived at work and when you departed. You are to record time off for unpaid meal breaks and for absences. All employees are required to keep their Manager advised of their activities and of their departures from and returns to the premises during the workday.

You are responsible for your time card. Remember to record your time. If you make an error on your card or forget to punch in, your Manager must make the correction and you and your Manager must initial the correction.

No one may record hours worked on another employee's time card. Tampering with another employee's time card is cause for disciplinary action, including termination of employment, of both employees. Do not alter another employee's time card or influence anyone else to alter your time card or sheet for you, as this could cause your termination and that of the other employee.

### **Wage Confidentiality**

The SKY Family YMCA strongly recommends that employees not discuss personal salary or wages with other employees. All employees are to be equitably compensated with reference to the level of skill, effort, responsibility and training required for a particular job.

SKY Family YMCA believes that the work conditions, wages, and benefits it offers to its employees are competitive with those offered by other employers in the area and in this industry. If employees have concerns about work conditions or compensation, they are encouraged to voice these concerns openly and directly to their managers.

## **Payment during Severe Weather or Disasters**

The Y will make every effort to maintain normal operations during periods of severe weather or natural or human-made disasters. When the Y delays opening, or closes its operations, the following pay practices will be followed:

- Exempt employees will be paid for the day;
- Non-exempt employees will be paid only for time actually worked on that day.

In the event a Y location remains closed for more than one day, employees may use paid time off (PTO) or vacation. Exempt employees may not be docked pay when their work location is closed; however, they may be required to work at another location or work from home.

Employees who miss work when their work location is open will not be paid for missed work time unless they utilize their accrued paid time off.

Exempt employees must use whole days of paid time off. If none are available, their salary will be docked for the whole day if no work was performed.

Any alteration in the Y's regular schedule will be decided by the CEO or COO, and will be communicated using electronic mail or at a central recorded messaging center.

***In the event of extreme conditions, we encourage you to call the number below for more information regarding the status of your YMCA:***

**1-877-248-5863 YMCA extension: 2530**

## **Personnel Records**

The SKY Family YMCA understands that there may be times when you want to review the contents of your Personnel File. SKY Family YMCA respects your right of confidentiality regarding all records in your Personnel File and will always employ operating procedures designed to ensure that these records are maintained accordingly. The employee's supervisor and other members of management with a business-related "need to know" also have access to personnel records.

Our policy for access to your file is as follows:

Current Employee - Upon request and with a 24-hour advanced notice, you may review the contents of your worksite Personnel File with a member of management present. You may photocopy any documents in your file that contains your signature.

Former Employee - Former employees are not allowed access to their file unless required by state law, court order, or subpoena.

## **Breaks for Nursing Mothers**

The Y complies with applicable federal and state laws regarding breaks for nursing mothers. Generally, unless otherwise provided by law, the Y will provide nursing mothers unpaid reasonable break time to express breast milk for a nursing child for one year after the child's birth and each time the employee needs to express milk. The nursing mother will be provided a place, other than a bathroom, that may be used to express breast milk and that is shielded from view and free from intrusion by coworkers and the public.

**Verification of Employment**

For some purposes, especially where a third party is seeking employment or payroll verification from you, you should list the SKY Family YMCA as your employer. For example, if you apply for a home, car, or other loan, you should list SKY Family YMCA as your employer on your application. The request must be made in writing on the letterhead of the company making the request and must be accompanied by your signed authorization to release information. Requests for verification may be faxed to 941-496-8028.

**References**

Reference requests must be in writing and on the company letterhead of the company requesting the reference and must include a release of liability form signed by you. SKY Family YMCA is responsible for confirming your dates of employment and pay rates.

## **400. CODE OF CONDUCT**

### **Attendance and Tardiness**

At the Y, regular attendance is required of all employees and is an important part of your job performance. You are expected to be at your work site and ready to work at the start of your assigned hours, and to remain at your job until the end of your assigned work hours, except for approved breaks and lunch. Attendance will be monitored on an ongoing basis and will be included as part of an employee's performance review.

Failure to observe scheduled working hours disrupts Y operations and places an unfair burden on fellow staff members. Unexcused, repeated tardiness or absences and/or failure to personally notify your supervisor of an absence can result in disciplinary action up to and including termination.

### **Your Responsibilities**

You are vitally important to the operation of SKY Family YMCA. Consequently, in return for pay and other benefits you are asked to:

- Exercise safe work practices.
- Make the fullest use of your skills.
- Make the most of your time, materials and efforts.
- Always be on the job promptly and regularly.
- Make sure that your day's work meets work standards to the very best of your ability.
- Exercise care in maintaining and improving the quality of your work.

### **Leaving Work Early**

You are required to work your entire schedule. If it is necessary for you to leave before the end of your shift, you must notify your Manager and receive permission before leaving SKY Family YMCA's premises.

### **Reporting Absences**

SKY Family YMCA is aware that from time to time you may be absent because of illness or some other legitimate reason. Since SKY Family YMCA's business operations depend on your being on the job, these rules should be followed if you must be absent from work:

- If you know you will be absent from work, notify your Manager as far in advance as possible and, in any case, prior to the beginning of your scheduled shift.
- After you have been absent, report to your Manager upon returning to work.
- In some cases, you may be asked to provide a doctor's release to return to work in order to protect yourself from further illness or injury (i.e., absences resulting from a serious injury or accident)
- Excessive absenteeism will result in disciplinary action up to and including termination.
- Voicemail messages, electronic messages and calls placed to your Manager by someone other than yourself are not accepted and may result in disciplinary action.

### **Visitors in the Workplace**

To provide for the safety and security of employees and the facilities at the YMCA, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.



All visitors should enter the YMCA at the lobby. Authorized visitors will receive directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors. If an unauthorized individual is observed on the YMCA's premises, employees should immediately notify their Manager or, if necessary, direct the individual to the lobby. Please see your Manager if restrictions apply to your work area.

### **Confidentiality**

In the course of their job duties with the Y, many employees have access to confidential information and records, including registration, membership, medical, personnel, fundraising, planning, financial, and business records. Y staff members have a duty to keep information confidential. The misuse, unauthorized access to, or mishandling of confidential information will result in disciplinary action, up to and including termination of employment.

### **Confidentiality of Medical Information**

All medical information is sensitive. Employees are expected to treat medical information as confidential, whether it is related to employees, members, youth, volunteers, or donors, and should not disclose it to others. If you are unsure whether someone needs to know, you should check with your supervisor before disclosing. Furthermore, medical information regarding Y participants may be subject to certain federal privacy rules. The Y and its employees will respect and protect the privacy of medical information, medical records, and related information about participants who request or receive direct services from the Y. The Y safeguards all confidential information about participants consistent with federal and state laws and regulations and Y policies. Questions about compliance should be directed to your supervisor.

### **Conflict of Interest**

Employees should avoid any situation that involves or may involve a conflict between their personal interest and the interests of the Y. As in all other duties, employees dealing with members, vendors, contractors, competitors, or any person doing or seeking to do business with the Y are to act in the best interest of the Y. Employees are not to receive personal gain or incur obligation to others at the expense of the Y. Employees should make prompt and full disclosure in writing to CEO or CFO of any potential situation which may involve a conflict of interest.

Examples of such conflicts include, but are not limited to, the following:

- Ownership by employee or by a member of their family with a significant interest in any outside enterprise which does or seeks to do business with the Y
- Staff employed with an outside enterprise that does or is seeking to do business with or is a competitor of the Y
- Personal benefit from any Y transaction including sale, purchase, rent, lease of property, services, or supplies
- Any other arrangements or circumstances, including family or other personal relationships, which might dissuade the employee from acting in the best interest of the Y
- Unauthorized use of materials, equipment, facilities, or other YMCA assets for personal purposes

In connection with any actual or possible conflict of interest, an employee must disclose the existence of the financial interest to the CEO or another senior management person. (If the conflict involves the CEO, the CEO must disclose such to the board chair.) The CEO or CFO

will determine the existence and nature of the conflict of interest and determine the appropriate course of action.

### **Dress Code and Uniforms**

By dressing appropriately for our work and our positions and by modeling good personal hygiene, our employees help create a welcoming environment and favorable professional image of themselves and the Y. Our grooming and dress standards include the following:

- All employees are expected to meet generally accepted standards of cleanliness and hygiene.
- When attending business meetings with community members, business attire is advised.
- All staff members must meet uniform and/or dress codes that may be required for their particular jobs.
- All clothing should be neat, clean, and in good repair at all times. Clothing should not be distracting to others, expose undergarments, or present a safety hazard.
- Appropriate dress at the Y does not expose one's midriff, bare shoulders, or chest.
- Facial hair must be neatly trimmed and clean at all times.
- Hats or caps are not appropriate for indoors.

An hourly employee reporting to work in violation of these standards will be sent home without pay until dressed in accordance with the standards. Supervisors can answer any questions about what is considered proper attire. Employees whose religious beliefs and practices require a change or modification (an accommodation) to these standards may submit a request to their supervisor.

All team members at Y facilities, program sites, and other locations, with the exception of aquatic team members in swimsuits, must wear Y identification badges. Badges must be worn above the waist and be visible at all times.

### **Gifts or Gratuities**

Employees have an obligation to act solely in the Y's best interest; therefore employees should not accept any gifts, favors, or entertainment valued at more than \$25.00 from any member, vendor, potential vendor, or other outside party.

An exception may be made for infrequent gifts (or other items) which are less than \$50 in value. Tips or other gratuities may not be accepted in any amount.

Employees may accept meals, refreshments, or entertainment of a nominal value less than \$50 in connection with business discussions; for instance, occasional luncheons or dinner meetings, held to conserve time and build relationships. All employees have a personal responsibility to ensure that their acceptance of such gifts, meals, refreshments, or entertainment is proper and not reasonably construed as an attempt by others to secure favorable treatment.

### **Harassment Prevention**

The Y takes all reasonable steps to prevent harassment from occurring. In addition to prohibiting other forms of discrimination, the Y prohibits harassment because of gender, genetic characteristic or information, race, color, national origin, religion, disability, age, and any other basis protected by applicable federal, state, or local law. All such harassment is prohibited.

The Y protects employees from harassment by other employees, including supervisors, as well as volunteers, members/parents, vendors, or others doing business with the Y.

Harassment refers to actions that create an intimidating, offensive, or hostile working environment, and other acts that have the purpose or effect of unreasonably interfering with an individual's work performance, when harassing acts are based on a protected characteristic such as, but not limited to, race, color, sex, age, disability, religion, national origin, or genetic characteristics.

Sexual harassment includes, but is not limited to, unwelcome sexual advances; requests for sexual favors and/or other verbal or physical conduct of a sexual nature where submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or any such conduct that has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating or hostile environment. Specific examples of sexual harassment include, but are not limited to, vulgar remarks, pinching, jokes, teasing, and uninvited touching.

If you believe you have been harassed in violation of this policy, you should promptly report your concerns to your supervisor or the Director of Human Resources. Your complaint will be investigated promptly and confidentiality will be maintained to the greatest degree possible. It is the intention of the Y that any reporting employee or employee participating in the investigation of a harassment complaint will not be retaliated against in any way. If you feel that you have been retaliated against for reporting a claim, you should contact the Director of Human Resources or Chief Operations Officer.

If a harassment complaint is found to be valid, immediate and appropriate corrective action will be taken. An employee who has violated this policy will be subject to disciplinary action, up to and including termination. Any conduct prohibited by this policy is unacceptable in the workplace, and at any work-related setting outside the workplace, including business travel, business meetings, and Y-related social events. Off-duty conduct that violates this policy and affects the work environment is also prohibited.

## **Misconduct**

In order to provide a productive, caring work environment consistent with Y values, the Y does not tolerate misconduct. Some examples of misconduct include the following:

- Any act of dishonesty, including, but not limited to, falsification or misrepresentation on your application for employment or other work records, lying about sick or personal leave, giving false reasons for a leave of absence, or alteration of company records or other company documents;
- Failure to keep proper time records or alteration of your own timecard, records, or attendance documents
- Willful violation of any company rules or deliberate action that is extreme in nature and is obviously detrimental to SKY Family YMCA's efforts to operate continuously and profitably
- Failure to provide excellent customer service towards or mistreating our members and guests
- Any act of illegal harassment, whether sexual, racial, or other; Discrimination in violation of our equal opportunity policy
- Child abuse, molestation, or indecent exposure; having unapproved off-hours contact with children in Y programs or other violations of its child abuse prevention policies
- Conviction of a crime, if job related; failure to notify the Y of a conviction or an arrest if required to do so; engaging in criminal conduct or acts of violence

- Theft or willful damage to Y property or to the property of others; the removal of property without permission from Y management; use of Y equipment or facilities for personal gain
- Carrying or concealing weapons, devices, or objects that may be used as weapons
- Reporting to work or being under the influence of drugs or alcohol during work time or on Y premises or at Y program locations; possessing, distributing or manufacturing controlled substances
- Inefficient or substandard performance of an assigned duty or responsibility
- Absenteeism or tardiness in reporting to work or returning from breaks; absence without proper notification to supervisor; or unexcused absence; excessive absenteeism or lateness
- Leaving your work during work hours without the permission of your Manager
- Insubordination or refusing to obey instructions issued by your Manager pertaining to your work
- Horseplay, unsafe or dangerous behavior, or unauthorized sleeping on the job
- Making threats of violence toward anyone on company premises or when representing the company off the company's premises;
- Willful or negligent action at work that endangers the life or safety of another person
- Conduct that does not support the purpose and values of the Y
- Willful violation of security or safety rules or failure to observe safety rules or safety practices.
- Excessive use of SKY Family YMCA's telephone for personal calls;
- Inappropriate use of cell phones during scheduled work hours
- Failure to immediately report damage to, or an accident involving, company equipment
- Failure to maintain a neat and clean appearance or any departure from accepted conventional modes of dress or personal grooming
- Interfering with the work of another employee on the job
- Malicious gossip, spreading rumors, or engaging in behavior, which could create discord and lack of harmony
- Use of obscene or abusive language
- Smoking in restricted areas or at non-designated times;
- Speeding or careless driving of any SKY Family YMCA vehicle
- Violation of the policy against solicitation and distribution

By accepting employment you have a responsibility to adhere to certain standards of conduct. The purpose of these standards is not to restrict your rights, but rather to be certain that you understand what conduct is expected and necessary. When each employee is aware that he or she can fully depend upon fellow workers to follow expected standards of conduct, then the organization becomes a better place to work for everyone. If you have a question regarding any work or safety standard, please see your Manager for an explanation.

The occurrence of any of the following activities, as well as violations of any of SKY Family YMCA's rules or policies listed in this Handbook or elsewhere, may subject you to disciplinary action, including termination of employment. These lists are not all-inclusive. They merely provide guidelines.

### **Political Activity**

Encouraging participation in the political process in general, such as voting, is congruent with strengthening communities and promoting social responsibility. While the Y recognizes

the importance and responsibility of staff to participate in the political process, in accordance with Section 501(c)(3) of the Internal Revenue Code, Ys are prohibited from directly or indirectly participating in or intervening in any political campaign on behalf of or in opposition to any candidate for public office or political cause.

No employee shall be compensated or reimbursed for personal political contribution; and efforts devoted to political activities must be outside of working hours. No employee may solicit for any campaign or cause during working hours or while on YMCA time, nor use Y resources to do so. Employees may not wear or post campaign/political paraphernalia on Y premises or during working hours. It must also be made clear that any statements regarding public issues, candidates, or office holders are the opinion of the individual, not the Y.

### **Solicitation and Distribution**

Solicitation and distribution of literature by non-employees (including by members or volunteers) on Y property is prohibited.

Solicitation by employees on Y property is prohibited when the person soliciting or the person being solicited is on working time.

Working time is the time employees are expected to be working and does not include rest, meal, or other authorized breaks.

Distribution of literature by employees on Y property is allowed only in nonworking areas and then only during nonworking time.

The above restrictions apply to solicitations on behalf of organizations, including charitable organizations, with the limited exception of campaigns in support of the Y or the United Way.

### **Personal Phone Calls and Mail**

Generally, employees are not permitted to use personal cell phones or pagers during working time. You must also keep personal phone calls to a minimum. They must not interfere with your work. You are permitted to make limited local area calls on SKY Family YMCA's phone or designated telephones for essential personal business, but are encouraged to do so during meal breaks or rest periods only. Emergency calls regarding illness or injury to family members, or calls for similar reasons may be made at any time. Incoming urgent calls will be directed to you. No unauthorized personal outgoing long distance calls are allowed.

Do not use SKY Family YMCA for your personal mailing address, and do not place personal mail in the stacks that are to be run through the postage meter. Although the amount may seem small, it is still considered theft.

### **Property**

Employees are responsible for all property, materials, or written information issued to them or in their possession or control. Employees must return all the YMCA property immediately upon request or upon termination of employment. The YMCA may deduct from the employee's check or final paycheck the cost of any items that are not returned when required in accordance with applicable wage and hour laws.

Any personal items brought in for use at the YMCA for any length of time should be documented in the employee's personnel file.

### **Housekeeping**

You are expected to keep your work area clean, neat and orderly at all times. Please report anything that needs repairing or replacing to your Manager immediately.

## **500. EMPLOYEE SAFETY**

### **Access to Y Property**

Non-employees should not be present on Y property unless as a member or as a visitor authorized by an appropriate Y manager. Employees should be present in work areas of the facility only when reporting to work, while working, or during the process of leaving upon the completion of the shift. This means that employees should not be in work areas of the facility before or after work or on their scheduled days off, except as an authorized member or guest of the Y. Employees visiting the Y as a guest (during non-working hours) are expected to abide by the same rules and policies as Y members and guests.

### **Alcohol and Drugs Prohibited**

To protect youth, families, members, and staff, the use, sale, manufacture, or possession of alcohol or non-prescribed drugs is prohibited in any Y workplace including, but not limited to:

- Any Y facility,
- Property owned by the Y or used to run Y programs,
- YMCA rented, leased, or owned vehicles, or
- While conducting Y business.

An employee may not report to work under the influence of alcohol or non-prescribed drugs. Treatment programs may be available through the medical insurance plans offered by the Y. Treatment programs may help individuals deal with an alcohol and/or drug problem before the problem affects performance and becomes a disciplinary issue. Employees with concerns regarding their own or another person's use of drugs or alcohol are encouraged to seek and obtain assistance from a supervisor or the Human Resource Department].

All bus drivers and others with commercial drivers licenses ("CDLs") are enrolled in a federally mandated drug and alcohol testing program, which includes random testing. Employees who test positive for the presence of alcohol or drugs are subject to disciplinary action, up to and including termination of employment.

### **Background Checks**

All individuals seeking employment must consent to a criminal background check. Employment is contingent on the results. Since the Y places a high priority on offering a safe environment, an individual who has been convicted of, or pled guilty to, a crime involving or against a minor, no matter when the offense occurred, is unfit to work for the Y. Serious convictions involving the safety and well-being of others will also prevent someone from working for the Y. Other convictions will be evaluated on a case-by-case basis. Applicants who fail to fully disclose their criminal convictions as required will not be hired or will be terminated if hired.

### **Blood borne Pathogens**

The Y seeks to minimize the risk of exposure to blood-borne pathogens by periodically training employees who may encounter blood-borne pathogens in the course of their work. The Y subscribes to the concept of "universal precautions," which means that all employees are required to treat all human blood or other body fluids as if the substance were contagious (i.e., were contaminated by blood-borne pathogens). Universal precautions mean that you are expected to exercise work-practice controls and to use personal protective equipment, such as gloves for example, when necessary.

The Y has procedures for confidential medical evaluation and follow-up in the event an employee reports exposure to blood-borne pathogens. Should an exposure incident occur, immediately inform your supervisor. Each exposure must be documented on an incident report and submitted to your supervisor.

### **Building Security**

Because security and safety are always a priority for the Y, employees are expected to follow all procedures for ensuring the security of our facility, including the grounds. Effective security requires proper identification of everyone present at the Y.

Program staff members are required to wear staff shirts, name tags, identification badges while on duty. In addition, members are expected to bring their membership cards, and guests are required to provide picture identification.

After hours, no visitors or unauthorized persons are allowed in the building under any circumstances.

### **Chemical Hazard Communication**

The Y is committed to offering a safe and healthy workplace. Employees are trained in hazard awareness to ensure they are fully informed and aware of any chemical hazards in the workplace.

In your work at the Y, you may come in contact with hazardous material that you need to know how to handle. The Y makes available MSDS (Material Safety Data Sheets) for all products used at the facility. Your supervisor or business office can tell you the location of the MSDS sheets. The directions of the MSDS must be followed regarding the material.

Protective equipment (gloves, masks, aprons, protective eyewear, etc) must be used as directed on the MSDS sheets. Please ask your supervisor where this equipment is stored, and how to use it, if you have not already been trained.

Any accidents pertaining to chemicals or hazardous materials should be reported immediately to your supervisor.

### **Child Abuse Prevention**

A foundational commitment of the Y is to provide a healthy atmosphere for the growth and development of children. Thus, child abuse, and the resulting severe effects, are of primary concern to the Y. Child abuse is the mistreatment or neglect of a child, by parent(s) or others, resulting in injury or harm. Because of our concern for the welfare of children, the Y has developed standards, guidelines, and training to aid in the detection and prevention of child abuse. In addition, employees are screened; background checks are conducted upon hiring, and staff members who have contact with children receive training in recognizing, reporting, and preventing child abuse.

## **STAFF CODE OF CONDUCT/JOB EXPECTATIONS**

- 1.** At no time during a Y program may a staff person be alone with a single child where he or she cannot be observed by others. Staff members should position themselves in such a way that other staff can see them.
- 2.** A child may not be left unsupervised.
- 3.** Staff shall not abuse or mistreat children in any way, including
  - A. physical abuse—striking, spanking, shaking, slapping, and so on;
  - B. verbal abuse—humiliating, degrading, threatening, and so on;
  - C. sexual abuse—touching or speaking inappropriately;
  - D. mental abuse—shaming, withholding kindness, being cruel, and so on; and
  - E. neglect—withholding food, water, or basic care.No type of child abuse will be tolerated. Any abuse by a staff member will result in disciplinary action, up to and including termination of employment.
- 4.** Staff members may not transport children in their own vehicles.
- 5.** Profanity, inappropriate jokes, displays of intimate affection, sharing intimate details of one's personal life, and any kind of harassment in the presence of children, parents, volunteers, or other staff is prohibited.
- 6.** Outside of the Y, staff members may not be alone with children whom they meet in Y programs. This includes babysitting, sleepovers, driving or riding in cars, and inviting children to their homes.
- 7.** Staff members may not single out children for favored attention and may not give gifts to youth or their parents.
- 8.** Program rules and boundaries must be followed, including appropriate touch guidelines. Children may be informed, in an age-appropriate manner, of their right to set their own "touching" limits for personal safety.
- 9.** Children may not be disciplined by use of physical punishment or by failing to provide the necessities of care.
- 10.** Staff members may not date program participants who are under the age of 18.
- 11.** Under no circumstances should staff members release children to anyone other than the authorized parent, guardian, or other adult authorized by the parent or guardian (authorization on file with the Y).
- 12.** Staff members are to report to their supervisor or next level of supervision anyone who violates any of these child abuse rules to their supervisor or next level of supervision.
- 13.** Staff members are required to read and sign all policies related to identifying, documenting, and reporting child abuse and to attend trainings on the subject, as instructed by management.
- 14.** Staff members are required to fully cooperate with any investigation by the Y, any law enforcement agency or any other authorized outside agency. Failure to do so is considered misconduct and will result in termination.
- 15.** Staff members are to make sure the rest room is not occupied by suspicious or unknown individuals before allowing children to use the facilities. Staff members will stand in the doorway of the rest room while children are using the rest room. This policy allows privacy for the children and protection for the staff members (i.e., not being alone with a child). If staff members are assisting younger children, doors to the facility must remain open. No child, regardless of age, should be allowed to enter a bathroom alone on a field trip or at other off-site locations. Always send children in threes (known as the rule of three) and, whenever possible, with staff.



## Employee Safety

Employees are required to exercise the necessary precautions in the course of their work to prevent injuries to themselves or others and to prevent loss or damage to property. The following standards are expected of each employee:

- Inspect the work area daily
- Immediately report any potentially unsafe condition, damaged or defective equipment or hazard to your supervisor.
- Maintain a clean and orderly work area at all times.
- Immediately report to your supervisor all accidents, incidents, or injuries regardless of how insignificant the injury or situation may seem.
- Avoid engaging in any horseplay or distracting others.
- Adhere to all safety rules and work instructions.
- Only operate vehicles, machines, or equipment that you are authorized and trained to use.
- Wear required protective equipment when working in hazardous areas or conditions and when working with chemicals or potentially harmful substances.
- Know the location of fire and safety exits, fire extinguishers, and emergency alarm pulls; know proper evacuation procedures.
- Follow proper lifting procedures at all times.

Safety is one of our Y's fundamental responsibilities. For this reason, it is our goal to maintain a standard of excellence that ensures continual improvement in health and safety performance. All activities will meet or exceed the requirements of applicable health and safety laws and regulations and other requirements defined by the Y's standards and procedures.

You are one of our most important assets here at the YMCA. Staff health and safety is the responsibility of the employee and the supervisor. It is our basic responsibility to make the safety of all employees a top priority. In that respect, we are asking that you follow a number of critical rules as you go about your daily duties. These rules are for your benefit, they will be strictly enforced and violations will not be tolerated.

- Do not lift children for any reason other than in emergencies or children pre-school or younger
- Do not lift boxes or equipment over 15 pounds unless otherwise specified in job description
- Do not lift or move tables by yourself (always requires 2 people)
- Do not lift or move stacks of chairs (except folding type - maximum 2 at a time)
- Do not stand on boxes, equipment, chairs, or furniture to reach an object (use a step stool)
- Do not sit on the arms or backs of chairs or of stacked chairs
- Do not sit on furniture that is not made specifically to sit upon
- Do not use a chair to stand on
- Do not participate in running games where a collision is possible
- Watch for blind side collisions during activities and games

## **Operation of Vehicles**

Vehicles owned, operated, or under the control of the Y are to be used only for Y business purposes. No personal use is allowed.

You may drive a Y vehicle only if you are properly trained, licensed, and authorized to do so. While driving, you are required to adhere to state laws. When driving or riding in any Y vehicle or when driving your own vehicle on Y business, you are required to use seat belts. You may not use mobile communication devices (e.g., mobile phones) while driving a vehicle for the Y. If you need to contact someone, you are expected to safely park before doing so. This applies to making or receiving calls, texting, emailing, etc.

All persons operating a Y vehicle or driving for the Y are required to submit to an MVR (Motor Vehicle Record) check twice per year to ensure a safe driving record in accordance with the YMCA Driver Standards.

## **Workplace Searches**

The Y provides its employees with the use of various properties and facilities for their convenience and which are necessary in the performance of their work. The Y owns and at all times retains full title and control, including the right of inspection, over such properties, vehicles, or facilities. To the extent allowed by law, the Y reserves the right to inspect all Y furniture and furnishings such as desks, filing cabinets, lockers, and drawers. Whenever necessary, the Y will conduct the inspection in the presence of the employee working at that particular location. However, in emergencies or other circumstances determined by management, the Y reserves the right to conduct an inspection without the presence of the employee involved. A refusal to permit a search requested by Y management may result in disciplinary action, up to and including termination of employment.

## **Workplace Violence**

The Y seeks to provide a safe, secure and violence-free environment for all. This applies to Y facilities and all other places where the Y provides programs and activities. The threat or occurrence of violence in the Y is in direct conflict with the Y's mission and values and will not be tolerated.

Examples of unacceptable behavior include the following:

- Acts of physical violence such as hitting, slapping, kicking or punching
- Acts that threaten physical violence
- Acts of intimidation, stalking, horseplay, verbal abuse or harassment
- Behavior indicating potential for violence, including throwing objects, brandishing weapons, or using any tool, supply, product or other item in a manner that implies it is a weapon
- Acts that endanger the safety of others
- Acts of destruction of property or any substantial threat to destroy property

If an employee is harmed or in fear of imminent harm, he or she should immediately contact law enforcement.

All employees are responsible for helping to maintain a violence-free environment and, therefore, are required to promptly and accurately report concerns, threats and incidents of violence, whether or not physical injury has occurred. Reports should be made to his/her supervisor or Director of Human Resources.

As a part of its investigation and corrective measures, the Y may need to coordinate its efforts with law enforcement agencies. Reports of incidents of violence, threatened violence or violations of this policy will be promptly investigated and, following that investigation, appropriate corrective measures will be taken. Depending on the circumstances, interim

corrective measures may be taken before the investigation is completed. Reasonable measures will be taken to preserve the confidentiality of persons reporting possible violations of this policy. The Y prohibits retaliation against anyone who makes a report.

### **Drug and Substance Free Workplace**

The YMCA's goal is to promote the health, safety and productivity of its staff members, to protect the YMCA's integrity and to safeguard the public interest. The SKY Family YMCA also recognizes the widespread use of drugs and alcohol in society and the need to maintain a substance-free workplace.

Staff members and volunteers are expected to report to work mentally and physically fit for duty. This requires staff members to abstain from using alcoholic beverages and mood altering drugs prior to the start of their workday, during the work period, during lunch and other work breaks.

Staff members will not manufacture, sell, dispense, purchase, possess or use alcohol or unauthorized controlled substances on YMCA premises, on YMCA time or while conducting YMCA business off YMCA premises. Controlled substances include, but are not limited to, narcotics, depressants, amphetamines, hallucinogens and marijuana.

Staff members will report to their Managers the use of physician-prescribed or over-the-counter medications that might affect performance or safety. Managers may temporarily restrict or modify work assignments accordingly.

Violation of any rule set forth above will subject the staff member to disciplinary action up to and including discharge.

### **Tobacco Product-Free Environment**

The YMCA has designated its offices, facilities, grounds and vehicles smoke free because of its:

- Goal "to improve the physical, mental and spiritual well-being of persons."
- Dedication to providing a healthy and comfortable environment for its staff members, program participants and volunteers.

Thus, tobacco products are prohibited in the offices, facilities, grounds or the vehicles of the YMCA. In addition, staff members may not smoke while performing their job responsibilities off of YMCA property.

### **OSHA Programs**

SKY Family YMCA may have established OSHA programs to minimize safety hazards in the workplace. You are responsible for reading and abiding by any such programs. Please speak with your Manager if you have any questions about OSHA programs.

## **600. EMPLOYEE COMMUNICATION**

### **Cell Phone Assignment**

The Y will consider assigning a Y-owned cell phone when your job requires you to be accessible outside of scheduled or normal working hours. Y-provided cell phones are intended for official YMCA business and, therefore, the Y expects you to exercise prudent judgment in keeping personal calls to a minimum. When an employee leaves employment or changes positions, the Y cell phone is to be returned to the Y immediately.

### **Electronic Communication Systems**

The Y provides a variety of electronic communication systems for use in carrying out its business, including telephones, cellular phones, voicemail, e-mail, computer stations, networks, and other devices. The purpose of these systems is to facilitate operations and business communication. All information and communications transmitted by, received from, or stored in these systems are the property of the Y and the Y reserves the right to access all of these systems at any time without advance notice. An employee's improper use of Y electronic communication systems can waste time and resources, cause embarrassment for both the Y and its employees, and create potential legal liability.

Employees should have no expectation of privacy or confidentiality with respect to use of the Y's electronic communication systems. Employees may not use the Y's systems to conduct personal business or non-work-related tasks, and employees should not maintain personal files on the Y's electronic communication systems. The Y maintains the right to monitor and access its electronic communications systems including, but not limited to, all messages and communications sent or received on the systems, and all files or documents on the systems, at any time without notice to employees.

Employees who use Y computers to perform their job functions may not install software or additional hardware onto such computers or the Y network without first receiving the express written authorization to do so from the CFO.

The electronic communication systems may not be used to create any offensive, profane, threatening, discriminatory, or disruptive messages, communications, or materials. This includes, for example, messages, communications, or materials that are sexually oriented, racially derogatory, those that depict pornography or nudity, or any other content that could reasonably be construed as offensive to other employees.

The electronic communication systems may not be used to send or receive copyrighted materials, trade secrets, proprietary information, financial information, or similar materials without prior authorization from a member of management. Employees may not use a code, access a file, or retrieve any stored information, unless authorized to do so. Employees should not attempt to gain access to another employee's messages, files, or other electronic information without the employee's permission or permission from a supervisor.

### **Electronic Communication with Youth Participants**

The Y takes very seriously its obligation to protect children. Y staff should not have contact or communication with minors (under age 18) who participate in Y programs outside of Y work time. With today's electronic communication options (e-mail, text messages, blogging, and social networking sites) it is more important than ever that all employees understand the Y's policy on such contact or communication in order to protect youth and staff. For

purposes of this policy, a “youth” is anyone under eighteen (18) years of age who participates in Y programs or whom a Y employee has met through Y programs.

- Employees should not initiate personal phone calls with or receive personal phone calls from youth. A call is considered “personal” if it does not involve both a Y phone and Y-specific subject matter. When employees receive calls from youth on non-Y phones and/or regarding a non-Y subject, this must be immediately reported to a supervisor.
- Text messaging with youth is not permitted. If an employee receives a text message from a youth, a supervisor must immediately be made aware.
- Employees must not share any personal e-mail addresses or instant message names or nicknames with youth. Employees should not initiate or respond to e-mail or instant messages from youth while using any personal (non-Y) connection to the Internet.
- Use of social networking sites to communicate with youth is only permitted if done through a Y-sponsored or approved site. No personal blog or social networking site should be used. Any website or blog maintained by an employee should not have pictures of or make reference to any youth, and employees should not request or accept to be linked as “friends” or connections with youth via social networking sites.
- Communication between employees and youth should only be through Y e-mail accounts and phones, and any such communication with youth should be immediately reported to the employee’s supervisor.

Employees violating this policy or using electronic communication systems improperly are subject to disciplinary action, up to and including termination of employment. Employees using Y electronic communication systems for defamatory, illegal, or fraudulent purposes also are subject to potential civil liability and/or criminal prosecution.

### **Employee Complaints**

The Y has an open communications policy and welcomes any suggestions, questions, or concerns about your job, your working conditions, or the treatment you are receiving as an employee. Your suggestions for improving the Y are always welcome. Your questions and concerns are also of interest to management.

To utilize the open communication policy regarding concerns, problems, or complaints, we ask that you communicate first to your supervisor, following the steps below. Note that your confidentiality will be maintained to the extent possible.

1. Bring your concern to the attention of your immediate supervisor, who will investigate and provide a solution or explanation. If the problem is not, or you believe cannot be, resolved with your supervisor, you may ask the next level of supervision to review the problem with all appropriate parties. It is preferable to put your concerns in writing.
2. If the problem is still not resolved, you may refer it to the next level of supervision or the Human Resource Department.
3. If a complaint is not resolved through the previous steps, you may take it to the Chief Operations Officer who will work to resolve the matter. The decision of this individual regarding the resolution of the complaint is final and cannot be appealed.

### **Media Relations**

Communication with members of the media is managed through the CEO, (941-492-9622 x149). He is the sole individual who manages contacts with all media, including television, radio, newspapers, and other publications. In an emergency communications situation, or any time when a media representative requests information directly from you, you are expected to refer all inquiries to him.

## **Personal Phone Calls**

### Personal Phone Calls and Texting

If your position involves providing direct service to members and/or participants, you are not permitted to use your personal mobile communication device(s) while working. If you have an emergency situation that requires you to use your mobile device, you must notify your supervisor before taking or making the call or text so that you can be relieved from your duties to attend to the situation. Phones are to be silenced or on vibrate while working. You may not use mobile communication devices (e.g., cell phones) while driving a vehicle for the Y. If you need to contact someone, you are expected to safely park before doing so. This applies to making or receiving calls, texting, emailing, etc.

## **Social Media**

The Y recognizes the value of social media and other online communication tools for business purposes, such as connecting with members, staff, donors, and volunteers. In order to protect the Y, all employees are expected to behave in a manner consistent with the Y's values of caring, honesty, respect, and responsibility and to abide by this policy when using social media or other online communication tools for work or personal purposes. Many Y employees maintain individual pages on social media sites and/or use other online communication tools to connect and communicate for personal purposes. While the Y does not mean to interfere with anyone's private life, the Y also realizes that publicly observable communications, actions, or words are not private. Individuals' online activities are accessible to the community at large; therefore, all of a Y employee's online activities must be consistent with the YMCA's mission and values.

Accordingly, the following guidelines must be followed by all employees when using social media or other online communication tools:

- The use of photos, video, or images of the Y or its programs, members, or participants is prohibited. Use of the Y logo is prohibited. If an employee uses the Y name (including names of camps or other programs) in any such communication, they should be especially careful to support the Y's image and mission while making it clear that they are speaking for themselves and not on behalf of the Y. Employees must also keep in mind that they may not post an endorsement of Y programs without disclosing their employment relationship with the Y.
- Staff should recognize that they are personally responsible for the content they publish on social media sites. Employees may be subject to discipline for online commentary, content, or images that are defamatory, pornographic, harassing, or otherwise inappropriate. Examples of inappropriate content include, but are not limited to, references to or photos of alcohol or illegal substance use; disclosure of confidential information about other people; and posting false, disparaging, or inappropriate information about other people.
- When using social media, employees should keep in mind that other policies apply to its use, including, for example, the Y's policies on confidentiality, preventing child abuse, and use of electronic communications systems. Employees who violate Y policies are subject to disciplinary action, up to and including termination of employment.
- Accessing any social media site or online communication tool for personal purposes while at work is strictly prohibited. This includes accessing pages via office computer, laptop, mobile phone, or in any other way.

## **Whistleblower**

The Y is committed to the highest ethical standards and to providing the best possible working conditions. Y employees are encouraged to report orally or in writing to their immediate supervisor (or an alternate line of authority as described below) any evidence of activity by a Y department, employee, member, or board member that may constitute

- Instances of fraud,
- Unethical business conduct,
- Violations of state or federal law, or
- Substantial and specific danger to an employee's or the public's health and safety.

Any Y employee, who in "good faith" reports such incidents as described above, will be protected from threats of retaliation, discharge, or other types of discrimination including, but not limited to, loss of compensation or terms and conditions of employment that are directly related to the disclosure of such reports. In addition, no employee may be adversely affected because s/he refused to carry out a directive that, in fact, constitutes fraud or is a violation of state or federal law.

Any employee who wants to report evidence of alleged improper activity, as described above, should contact his/her supervisor or the supervisor's manager. If the employee is not satisfied with the supervisor's or manager's response, or is uncomfortable for any reason addressing such concerns to their supervisor or their supervisor's manager, the employee is encouraged to mail their report to a member of the Y's executive management team (i.e., CEO, CFO, human resources officer, etc.). Employees are encouraged to provide as much specific information as possible, including names, dates, places, events that took place, and the employee's perception of why the incident(s) may be a violation. Violations or suspected violations may be submitted on a confidential basis by the employee or may be submitted anonymously. The employee submitting the report is encouraged to include an address and telephone number where s/he may be contacted. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation. The employee will receive a reply in compliance with the law.

Employees with concerns that are unrelated to fraud, unethical business conduct, or possible legal violations or that do not pose substantial and specific danger to anyone should use regular channels for making a complaint, as described on page 33.

## 700. TRAINING AND DEVELOPMENT

### Performance Appraisals

Performance appraisals are a key part of the YMCA's performance management process and are usually conducted once a year. This process generally includes informal and formal feedback sessions during the year to foster dialogue, shared understanding, and increased effectiveness.

Performance appraisals are used to ensure performance is based on job function and mutually agreed upon goals. Appraisals also indicate areas of strength and areas for improved performance and personal growth.

### Individual Training Development

The Y strongly encourages all employees to seek out and engage in activities that help them grow in their YMCA careers. As an expression of our mission, the Y supports the professional development of staff in a variety of ways.

Individual career development is provided through:

- On-the-job training and experiences such as committee work, stretch assignments and networking activities
- Supervisory coaching, mentoring and other guidance
- Opportunities to participate in Y and non-Y conferences and training events

Each employee is encouraged to work with his or her supervisor to create an individual training and development plan. This should be a written plan that serves as a general guide for participation in training and development activities, subject to budgetary and other considerations.

### The Y's Leadership Competency Model

To help develop cause-driven leadership at all staff levels across the Y, YMCA of the USA has created a Leadership Competency Model that we use to guide our efforts. The model comprises the knowledge, skills and behaviors required for success in the Y. It is organized by the four disciplines of cause-driven leadership:

- Mission Advancement
- Collaboration
- Operational Effectiveness
- Personal Growth

The Leadership Competency Model is also organized into four leadership levels:

- **Leader:** Any staff member without supervisory responsibility performing a direct service to members; an individual contributor.
- **Team Leader:** Any staff member performing supervisory duties with direct reports; or who regularly leads teams of staff or volunteers; or who regularly leads a process, project or function with significant scope and potential impact.
- **Multi-Team or Branch Leader:** Any staff member managing multiple team leaders and/or supervisors representing multiple departments; or who regularly leads multiple teams of staff or volunteers; or who provides tactical and operational leadership to multiple teams within a Y branch or association office; or who regularly leads multiple processes, projects or functions with significant scope and potential impact.



- **Organizational Leader:** Any staff member who provides strategic and visionary leadership to the organization.

For more information about the Y's Leadership Competency Model, please speak with your supervisor or visit the Staff & Volunteer Development section of [www.ymcaexchange.org](http://www.ymcaexchange.org) .

### **Required Training and Certifications**

Safety training and job-related certifications may be required for individuals in certain positions.

Required training and certifications may include CPR, first aid, driver training, and other topics. When you are required to hold certifications for your job, you are responsible for ensuring that your required certifications are current at all times and for providing a copy to your supervisor. If your required certifications expire, you may not be allowed to work until you recertify. You may also be subject to disciplinary action, including termination of your employment.

## **800. EMPLOYEE BENEFITS**

### **Benefits Eligibility**

On the first of the month following 60 days of employment, full-time employees are eligible to participate in the benefit plan offered to employees of the Y. Information detailing these benefits is available in Human Resources. Eligibility and enrollment are subject to the terms, conditions, restrictions, and other requirements set out in the plan documents available from the HR department. If you have questions about current eligibility requirements or other provisions of the plan, please contact the HR department. In certain circumstances, such as changing to part-time employment or leaving employment, health benefits may be continued on a self-pay basis, through the COBRA provisions.

### **Holidays**

The Y provides eligible full-time employees the following paid holidays each year, subject to the guidelines described below. Unless otherwise designated, when the holiday falls on a Saturday, it will generally be observed on the preceding Friday. When the holiday falls on a Sunday, it will generally be observed on the following Monday.

The following holidays are observed by the Y:

- New Year's Day
- Good Friday
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Christmas Day

In order to be eligible for holiday pay, employees must work their scheduled shift prior to and following the holiday, unless they are on scheduled vacation or other approved absence. Employees on an unpaid leave of absence are not eligible for holiday pay. Eligible nonexempt employees may, from time to time, be required to work on a scheduled holiday. Those employees will be paid at their regular rate and will receive rescheduled holiday leave to be taken within 30 days of the holiday worked.

The Y will reasonably accommodate employees to observe religious holidays through the use of accrued vacation time, floating holidays, or unpaid time off from work.

SKY Academy Personnel holiday schedule may include additional days off according to the County School District calendar. Please see your supervisor or Human Resources for details.

### **Vacation**

The Y provides vacation leave because it is an essential contributor to both personal well-being and productivity on the job. Eligible employees may use accrued vacation for paid time away from work. All eligible employees are expected to use their vacation benefits each year. The following applies to paid vacation time:

- You must be a regular full-time employee to receive vacation benefits.
- Eligible employees begin accruing vacation leave after 90 days of employment.
- The period of service in the table listed below is based on all periods of employment of 40 hours per week with the YMCA.

- Vacation is paid based on the employee’s current hourly rate of pay, excluding overtime and other compensation. Vacation pay will not be granted in increments of less than four (4) hours.
- If you have reached your accrued vacation limit, you will cease accruing vacation.
- You must have accrued the number of vacation hours you wish to take (no borrowing)
- Any available paid time off must be used before a request for unpaid time off will be considered.

The amount of vacation for eligible employees for each hour worked up to 40hours per week is as follows:

**Full Time (Non Exempt) Employees**

The amount of paid vacation time employees accrue each year increases with the length of their employment as shown in the following schedule.

Years of Eligible Service	ACCRUAL SCHEDULE	
	Days off Accrued Monthly	Maximum Days Accrued for Year
After 1 year	.417 days per month	5 days
After 2 years	.833 days per month	10 days
After 5 years	1.250 days per month	15 days
After 7 years	1.417 days per month	17 days
After 8 years	1.583 days per month	19 days
After 9 years	1.667 days per month	20 days

The length of eligible service is calculated on the basis of a “benefit year”. This is the 12-month period that begins when the employee starts to earn vacation. All vacation must be used by your anniversary date of the next year or it will be forfeited. No vacation time is carried over to the following year.

**Sick Leave**

In an effort to minimize the economic hardship that may result from an illness or injury or from time away for medical appointments, full-time employees accrue sick leave. Once the maximum sick-leave accrual is reached, additional time is not accrued.

Sick time accrual as follows: 5 days per year or .42 days per month for every full month of service in first year. After first year a maximum of 5 full days per year is allowed.

- Employees do not accrue sick-leave benefits during any leave of absence.
- No payment for sick leave will be granted in the first three months of employment.
- The Y may require you to provide a statement from your health care provider any time you are absent due to illness.
- If you have a medical problem that could limit your work duties or hours, you must provide a statement from your medical provider detailing the restrictions. The note should also include the length of time the restrictions are to remain in place.

Sick-leave benefits are designed to be used for absences due to your own illness or injury. In some cases, you may be eligible for disability benefits through worker’s compensation or a voluntary plan administered by the Y.

## **Employee Child Care Assistance Plan**

Full-time employees may pay a reduced rate for Y child care programs. Programs include school-age child care, afterschool care, extended child care, and summer camp. More details and a child care benefit election form are available from Human Resources. Employees also have to complete program enrollment procedures and adhere to enrollment and participation rules. Employees should be aware that the IRS sets a maximum dependent care benefit value that may be excluded from their income.

## **Membership and Program Benefits**

You are encouraged to fully participate in Y programs, classes, and activities; however, all employees are expected to defer to members during peak hours for classes and equipment use.

If you are a full-time employee, you and your immediate family receive a Y membership for as long as you remain a full-time employee. For the purposes of this benefit, "immediate family" is considered to be a second adult and your dependent children living in the same household with you.

If you are a part-time (or seasonal/temporary) employee, you are eligible to receive an individual adult membership. You may upgrade to a family membership and you will be charged the difference between the individual and family membership rates.

Employees classified as on-call/substitute are not eligible for the membership benefit.

In all other circumstances, when employees leave the employment of the Y, they begin paying regular rates for membership and programs. Please see discount rates below:

### **Full Time Employees**

- \* 50% off Member Rate of Regular Non-Contractual Programs (Youth Sports, Gymnastics Classes, etc...)  
This does not include registration fees.  
**Child Care discount is subject to availability.**
- \* FREE SKY Family YMCA Family Membership

### **Part Time/ Seasonal Employees**

*20 hours per week (average)*

- 25% off Regular Non-Contractual Programs after six months of service.
- 50% off Regular Non-Contractual Programs after one year of service.  
(Youth Sports, Gymnastics Classes, etc...) This does not include registration fees.  
**Child Care discount is subject to availability.**
- FREE SKY Family YMCA Adult Membership

*10 hours per week (average)*

- 25 % off Regular Non-Contractual Programs after six months of service.
- FREE SKY Family YMCA Adult Membership

The Y reserves the right to restrict discount availability on programs with or without notice.

## **Retirement Benefits**

The YMCA Retirement Fund was incorporated in New York in 1921 and is a 501(c) (3) not-for-profit corporation, organized and operated for the purpose of providing retirement and other benefits for employees of participating Ys throughout the United States.

The Fund sponsors the Retirement Plan, which is a defined contribution, money purchase; church pension plan intended to satisfy the qualification requirements of Section 401(a) of the Internal Revenue Code. The Fund also sponsors the Tax-Deferred Savings Plan, which is a church retirement income account plan as defined in Code Section 403(b)(9).

For the most up-to-date information about the plans sponsored by the Fund, visit their website at [www.yretirement.org](http://www.yretirement.org) . You will find the latest Fund news, frequently asked questions, quarterly investment and performance results, forms, and publications.

Contact the Fund's Customer Service Department at (800) RET YMCA (800 738-9622), or via email at [info@ymcaret.org](mailto:info@ymcaret.org).

## **Retirement Plan**

As a condition of employment, all SKY Family YMCA employees who meet eligibility requirements are enrolled in the Retirement Plan. Interpretations, definitions, and requirements related to this Plan are determined by the YMCA Retirement Fund's board of trustees, and each participating Y administers the Plan locally.

In order to be eligible, employees must be 21 years of age or older and complete two 12-month periods of Y service, working at least 1,000 hours in each, beginning with the date of hire. The two years do not have to be consecutive. All hours of Y service count toward eligibility, even in cases where the employee is under age 21 or works at multiple participating Ys. Employees meeting these qualifications are automatically enrolled and immediately vested. If an employee was previously enrolled by the SKY Family YMCA or another Y that participates in the YMCA Retirement Fund, he/she is immediately eligible for enrollment in the Plan.

The Y reserves the right to amend its participation in the Plan at any time within the terms and conditions set by the Y, the Plan, and the YMCA Retirement Fund. The Fund may amend the Plan at any time, and it may also be amended at any time to conform to applicable federal law.

## **Tax-Deferred Savings Plan**

Employees not yet eligible for the Retirement Plan are encouraged to save 15% on their own each year while they await eligibility. Opening a 403(b) Smart Account in the Tax-Deferred Savings Plan allows employees to save these additional pre-tax amounts through payroll deduction. This account is available to all employees of SKY Family YMCA, regardless of age, service, or number of hours worked. Contributions are subject

to certain limitations under federal law. Employees can also roll over money from eligible employer plans or IRAs into a Rollover Account in the Tax-Deferred Savings Plan.

Any employee interested in opening a 403(b) Smart Account, or rolling in eligible amounts to the Tax-Deferred Savings Plan, should contact the SKY Family YMCA HR department at 941-492-9622 x126.

If any inconsistencies arise between this material and the Retirement Fund Plan Documents, the language in the official Plan Documents will govern.

## **Health Insurance**

The Y provides medical and dental insurance plans for eligible employees and their eligible dependents. The Y and its employees share the cost of the insurance. Insurance coverage is effective the first of the month following 90 days of continuous employment. Written material related to benefits is provided to benefits-eligible employees in the month prior to his/her eligibility date. Terms of coverage under each benefit plan are defined by the governing plan document.

## **Flexible Spending Accounts for Health Care and Child Care**

The Y offers a health care reimbursement account (HCRA) and a dependent care reimbursement account (DCRA) on a pretax basis to full-time eligible employees for expenses not covered or reimbursed by other insurance. These expenses include medical, dental, vision, child care, and elder care.

## **Employee Assistance Program (EAP)**

EAP is a service provided for full-time, benefit eligible employees that help you deal with challenges in any of your roles: employee, parent, spouse, child, friend, and even consumer. The EAP provides confidential counseling, 24-hour crisis help, and other services. Because the Y pays the full cost, the EAP benefit is offered at no cost to you and your dependents. For more information about the EAP, please contact the HR department.

## **Life Insurance**

Full-time employees will be covered on the Y's group life insurance policy on the first day of the month following 90 days of employment. The Y pays 100% of the premium for life insurance for one times the employee's annual salary. Additional group term life insurance is available for purchase at the employee's expense.

## **Long-Term Disability (LTD) and Short-Term (STD) Insurance**

Because of its commitment to providing financial security to employees, the Y will enroll full-time employees in the Y's long-term and short-term disability policy on the first day of the month following 90 days of employment. The Y pays 100% of the premium for this benefit. Disability insurance pays a percentage of your salary in the event that you become disabled. For details, contact the HR department.

## **COBRA - Continuation of Health Care Benefits**

Federal law provides for continuation of benefits for employees or dependents that lose their health coverage. This temporary extension provides eligible employees/dependents continuation of benefits on a private-pay basis (group rate plus a 2% administrative fee) for up to 18 months. In some circumstances, this benefit can be continued for 26 weeks. Qualifying events include, but are not limited to, employees who leave the Y or are terminated (except for gross misconduct), employees who lose coverage due to reduction of hours, or circumstances in which covered dependents lose coverage. The Y will provide the necessary paperwork that fully explains rights and requirements. There is a 60-day period in which the employee/dependents must make a decision. If an employee elects not to continue coverage or fails to make an election within the 60-day period, insurance will end the last day of the month in which the qualifying event occurs. Once someone qualifies for another insurance plan, this benefit will end.

## **Social Security and Medicare**

All employees of the Y participate in the Federal Income Contributions Act (FICA) for social security income benefits. The Y and the employee finance the cost of this benefit equally through payroll tax deductions.

## **Unemployment**

The Y complies with state laws governing unemployment benefits. Unemployment is designed to provide security for those persons unemployed through no fault of their own. Information regarding claims procedures is available through the state's website at [www.myflorida.com](http://www.myflorida.com).

## **Workers Compensation**

Workers' compensation coverage is a no-fault insurance plan, which is supervised by the state and is paid by your employer. It is designed to provide you with benefits for injuries that you may suffer in connection with your employment. If you are injured while at work, and such injury is compensable under the applicable law, you will receive benefits in accordance with state law requirements.

### *WHO IS COVERED?*

Every SKY Family YMCA employee is covered by workers' compensation insurance policy unless waiver of coverage is permissible under state law and you execute a waiver of coverage prior to being injured.

### *WHAT IS COVERED?*

Generally, any injury or work-related illness that occurs while you are performing your work duties is covered. The main question is whether the injury or illness is the direct result of the performance of your job. Coverage and compensability of injuries is determined under state law.

### *WHEN AM I COVERED?*

Coverage begins when you become a SKY Family YMCA employee and continues during your employment with the SKY Family YMCA.

### *WHAT ARE THE BENEFITS?*

Authorized medical care to take care of the injury or work-related illness, including doctor bills, medicines, hospital costs, and fees for lab tests, x-rays, and crutches. If you receive a bill directly, be sure to submit it to SKY Family YMCA Human Resources Department.

Rehabilitation services necessary to return to work (for example, physical therapy to strengthen muscles) are also covered if necessary. Partial payments for lost wages can also be made after you are off work due to the injury for the statutorily mandated time. Additional payments may be made if there is a permanent disability - for example, the amputation of a finger or loss of sight. If the injury results in death, payments will be paid to surviving dependents.

### *HOW DO I GET THE BENEFITS?*

All injuries, no matter how slight, must be reported immediately to the SKY Family YMCA's representative at **1-941-492-9622 x126** and to your Manager to assure timely reporting of your injury to the SKY Family YMCA's workers' compensation carrier. You must tell the YMCA's representative and your Manager what, where, when, and how the injury happened

- enough information so that medical treatment can be arranged for you. The SKY Family YMCA will direct you where you can go to receive medical treatment. In an emergency, go directly to one of the medical facilities nearby. You will be required to furnish the SKY Family YMCA with written statements regarding the work related accident so that we may accurately document it and so that you may receive any benefits to which you are entitled. Failure to report immediately to the YMCA an accident that results in an injury, no matter how slight, could result in a loss of benefits.

*WILL I BE REQUIRED TO TAKE A POST-ACCIDENT/INJURY DRUG TEST?*

Yes. You will be required to submit to a post-accident/injury drug and alcohol test where permitted by law. Failure to submit for drug screening in a timely manner will be considered a refusal to test, and will result in disciplinary action, up to and including termination. If you test positive, you may be denied your workers' compensation indemnity benefits for the injury. If upon investigation, it is determined you have violated our policy against substance abuse, you may be disciplined up to and including termination.

*WHAT IF THERE'S A PROBLEM?*

Fortunately, most claims are handled routinely. Workers' compensation benefits are scheduled in accordance with state law. If you think that you have not received all of the benefits that you believe are due, please contact the SKY Family YMCA's Human Resources Department.

*CONFIDENTIALITY*

Information gathered in the course of the administration of benefits will be respected as confidential and will be disclosed only as necessary in the course of the administration of benefits.

*RETURN TO WORK*

When returning to work after being absent due to an injury you must report to your Manager prior to beginning work and must bring a release to return to work from your health care provider before returning to duty.



## **900. EMPLOYEE LEAVE BENEFITS**

### **Family and Medical Leave Act**

The Y strives to support the family and medical needs of employees and will grant family and medical leave in accordance with the requirements of applicable state and federal law, including the Family and Medical Leave Act (FMLA). Please contact your supervisor as soon as you become aware of the need for a family or medical leave. The following is a summary of the relevant provisions:

To be eligible for family and medical leave benefits, an employee must

- have worked for the Y for a total of at least 12 months (may be non-consecutive)
- have worked a total of at least 1,250 hours during the previous 12 months; and
- have worked at a location where at least 50 employees are employed by the Y within 75 miles.

Eligible employees may receive up to a total of 12 work weeks (or up to 26 weeks of military caregiver leave to care for a covered service member with a serious injury or illness) during a 12-month period. A 12-month period begins on the date of an employee's first use of federal family and medical leave. Successive 12-month periods commence on the date of an employee's first use of such leave, after the preceding 12-month period has ended.

Leave may be used for one or more of the following reasons:

- The birth of a child or placement of a child for adoption or foster care
- The care of an immediate family member (spouse, child, or parent) with a serious health condition
- Inability to work because of his/her own serious health condition
- Qualifying exigency leave for families of members of the National Guard or Reserves or a regular component of the Armed Services, when the covered military member is on covered active duty or called to covered active duty
- Military caregiver leave to care for an injured or ill service member or veteran

Under some circumstances, employees may take family and medical leave intermittently, which may mean taking leave in blocks of time or reducing their normal weekly or daily work schedule.

Within five (5) business days after the employee has submitted the appropriate certification form, the HR Director will send a notification and response to the employee.

Employees seeking to use family or medical leave may be required to provide one or more of the following:

- Thirty day's advance notice when the need for the leave is foreseeable.
- Medical certification from a health-care provider (both prior to the leave and prior to reinstatement).
- Periodic recertification.
- Periodic reports during the leave when the leave is needed to care for an immediate family member or the employee.
- To return to work, a fitness-for-duty report may be required, if the leave is due to the employee's medical situation.

When leave is needed to care for an immediate family member or the employee's own serious health condition, and is for planned medical treatment, the employee must try to schedule treatment so as not to unduly disrupt the Y's operation.

Family and medical leave is unpaid; however, employees may use paid time off sick leave or vacation time if available. The Y may require an employee to use accrued paid time off, such as sick or vacation time, prior to taking time without pay. The use of paid time off will not extend the length of the leave to which the employee is otherwise entitled.

The Y will continue to pay its share of an employee's health insurance premiums for up to a maximum of 12 work weeks, on the same terms as if the employee had continued to work. The employee will be responsible for making arrangements to pay his or her portion of the insurance. Premiums not paid will result in a termination of benefits. In some instances, the Y may recover premiums it paid to maintain health coverage for an employee who fails to return to work following family and medical leave.

Under most circumstances, upon return from family and medical leave, an employee will be reinstated to his or her previous position. However, an employee returning from a family and medical leave has no greater right to reinstatement than if the employee had been continuously employed. For example, if an employee's position is eliminated during the leave, the employee would not be entitled to reinstatement. An employee's use of family and medical leave will not result in the loss of any employment benefit that the employee earned or was entitled to before using family and medical leave.

### **Jury Duty**

It is a moral and civic obligation for all persons to serve jury duty when called. You are required to submit your jury summons to your supervisor promptly upon receipt of notice to appear and to report for work for any regular working days or portions of days when excused from jury duty. Any exempt employee serving jury duty during regularly scheduled workdays will receive full compensation for such days.

The Y does not compensate hourly employees for jury duty service. If you are summoned, you may take the time unpaid or utilize your earned benefit time. Employees may keep what they earned as pay for their jury duty service.

### **Medical Leave**

If you do not qualify for a leave of absence under the FMLA (Family and Medical Leave Act), you may request a medical leave for absences due to your own illness or injury; however, the Y cannot guarantee that it will have a position available to which you can return.

Employees are required to use their available vacation time and sick time during the absence prior to taking time without pay. Medical certification of the necessity for leave is required, and upon return, a fitness for duty report may be required.

### **Other Leave**

Employees who have had a minimum of one year of continuous employment may be considered for a leave of absence (without pay and benefits) for a maximum of six months for circumstances such as personal reasons, education, or other unusual situations. The Y does not guarantee that it will hold a position; however, employees may reapply for open positions at the conclusion of their leave.

A leave is generally described as an absence from work, which may be short term or extended. Leave time is unpaid; however, available vacation time/sick time must be used

during the absence prior to taking time without pay. During the unpaid portion of the leave, holidays are unpaid and additional vacation time/sick time does not accrue.

All leave requests should be made in writing at least 30 days in advance of the date the leave begins, except in true emergency situations. Leave requests are initially submitted to the supervisor, who will consult with the HR department.

Employees generally may not work for themselves or another employer while on leave or the leave will be terminated by the Y. Exceptions must be approved in advance by the HR director, etc. During leave, employees may be able to continue health benefits under COBRA provisions. If employees discontinue benefits coverage while on leave, they must meet eligibility and coverage terms set by insurance carriers upon return.

Inquiries about leaves should be directed to both employees' supervisors and to HR.

### **Bereavement Leave**

Paid time off is available for full-time employees in the event of the death of a family member or household member. The Y provides full-time employees up to three days off with pay, with the supervisor's approval, upon the death of an employee's spouse/domestic partner; member of the employee's or spouse/partner's immediate family (for example, child, grandchild, parent, grandparent, brother or sister); or household member. Bereavement leave may be taken only at or immediately following the time of death.

## Employee Handbook Acknowledgement Form

I hereby acknowledge the following:

- I have received a copy of the SKY Family YMCA Employee Handbook, which includes the *YMCA STAFF CODE OF CONDUCT/JOB EXPECTATIONS* (pg.28). I understand that it is my responsibility to read and understand the policies, rules, and benefits described in this handbook.
- I understand that if I have any questions regarding this information it is my responsibility to consult my supervisor or the human resources department.
- I understand that the Y has the right to change these policies, rules, and benefits without notice.
- I understand that future changes in policies and procedures may modify, suspend, supersede, or cancel those found in this handbook, in whole or part, and that I and other employees typically will be notified of such changes through normal communication channels.
- I understand that the benefits information in this handbook is only a brief summary and that I can find more information on these plans in informational material and plan documents. If any discrepancies occur between information in this handbook and the actual plan documents, I understand that the plan documents will prevail.
- I understand that any written or oral statements by a supervisor contrary to this handbook are invalid and should not be relied upon.
- I expressly understand that this handbook is provided as a guide and that it does not constitute a contract of employment. Rather, I acknowledge that my employment with the YMCA is on an at-will basis, which means that the employment relationship may be terminated at any time, by either the Y or by me, with or without cause and with or without prior notice.
- I understand and agree that I will read and comply with the policies and information contained in this handbook and that my continued employment is contingent on my following these policies.

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Employee's name (Please print)

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Employee's signature

---

Date

Note: Complete this form and return it to the human resources department for keeping in your personnel file.

## **APPENDIX N**

### **Sarasota County Schools Teacher Evaluation System - PRIDE**



**SARASOTA**  
*COUNTY SCHOOLS*

1960 Landings Boulevard  
Sarasota, FL 34231  
(941) 927-9000

# **Teacher Evaluation System (TES)**

## **2013-14**

## Table of Contents

1. Core of Effective Practices.....	3
2. Student Growth Measures .....	6
3. Evaluation Rating Criteria .....	14
4. Teacher and Principal Involvement.....	21
5. Multiple Evaluations for First Year Teachers .....	22
6. Additional Metric Elements .....	23
7. Milestone Career Events.....	24
8. Annual Evaluation: Procedures.....	25
9. Improvement Plan.....	27
10. Continuous Professional Development.....	28
11. Teaching Fields Requiring Special Procedures .....	29
12. Evaluator Training.....	30
13. Process for Informing Teachers.....	31
14. Parent Input .....	32
15. Annual Review by the District .....	32
16. Peer Review .....	33
17. Evaluation of Supervisor .....	33
18. Input by Other Trained Personnel.....	34
19. Amending Evaluation .....	34

## **1. Core of Effective Practices**

### **Improving Student Achievement by Supporting Teacher Development**

The Sarasota County School's Teacher Evaluation System (TES) was designed to meet the requirements of both the Student Success Act (formerly Senate Bill 736) and the Florida Race to the Top initiative. The overall goal is to improve student achievement by improving the quality of teacher evaluation and providing targeted, supportive feedback and professional development services when warranted. This Teacher Evaluation System (TES) is composed of a qualitative teacher rating component and a student growth component. Both components have been carefully designed with input from teachers, principals, district administrators and members of the collective bargaining unit, the Sarasota Classified/Teachers Association (SC/TA).

### **Teacher Evaluation Instruments**

The qualitative evaluation component, known as PRIDE (Professional Rubrics Investing and Developing Educator Excellence) includes a variety of rating and observational instruments, which have been incorporated into the district's Local Instructional Improvement System (LIIS). Each instrument is based on sound research and follows an extensive rubric of competencies. These instruments allow evaluators to use multi-source (e.g., products or observations), multi-method (e.g., reviewing, interviewing or observing) and multi-trait (e.g., situations involving leadership, consultation, or assessment) data.

### **Connection to the Florida Educator Accomplished Practices (FEAPs)**

The PRIDE component is based on the Florida Educator Accomplished Practices (FEAPs) and influenced by the research of the Marzano and Danielson evaluation models. It incorporates standards for effective educators identified by the Florida Department of Education (FDOE) to have a large positive influence on student success. For example, PRIDE Competency II.2 is "Aligning student outcomes to State standards" which meets Accomplished Practice (a)1.a. "Aligns instruction with state-adopted standards at the appropriate level of rigor." Competency II.3 (Using data to attend to



individual student needs) and II.4 (Planning formative and summative assessments) meet Accomplished Practice (a)4.c. “Uses a variety of assessment tools to monitor student progress, achievement and learning gains” among others. Both classroom and non-classroom instructional personnel are evaluated on the use of these and other standards for effective educators. More information on how PRIDE aligns with FEAPs and the research upon which PRIDE is based can be found on the district’s website: <http://www.sarasotacountyschools.net/departments/pride/default.aspx?id=5076>

The PRIDE Rating Forms are comprised of four Domains, each based on effective core educational practices and research-based principals.

PRIDE Domains for classroom teachers:

Domain I: Creating a Culture for Learning	Domain II: Planning for Success	Domain III: Instructing and Assessing for Student Achievement	Domain IV: Communicating Professional Commitment
<ol style="list-style-type: none"> <li>1. Establishing high expectations for student learning and work</li> <li>2. Creating an environment of respect and rapport</li> <li>3. Organizing the physical environment</li> <li>4. Managing classroom procedures</li> <li>5. Managing student behavior</li> <li>6. Modeling oral and written communication skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrating a deep understanding or knowledge of content</li> <li>2. Aligning student outcomes to State standards</li> <li>3. Using data to attend to individual student needs</li> <li>4. Planning formative and summative assessments</li> <li>5. Determining strategies for meaningful/coherent instruction</li> <li>6. Using instructional time effectively</li> </ol>	<ol style="list-style-type: none"> <li>1. Engaging students in learning</li> <li>2. Varying instruction to meet student needs</li> <li>3. Using quality questions and discussion</li> <li>4. Monitoring student performance</li> <li>5. Adjusting and monitoring instruction to enhance achievement and student mastery</li> <li>6. Planning interventions and/or locating/ utilizing resources to increase student achievement and meet goals</li> <li>7. Using traditional and alternative assessments to increase achievement</li> <li>8. Using technology to support learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Complying with and implementing all Federal and State laws as well as district and school policies and procedures</li> <li>2. Taking responsibility for professional development</li> <li>3. Collaborating with colleagues for student progress</li> <li>4. Developing positive relationships with families and community</li> </ol>

PRIDE Domains for non-classroom instructors:

Domain I: Creating a Culture for Learning	Domain II: Planning for Success	Domain III: Instructing and Assessing for Participant Achievement	Domain IV: Communicating Professional Commitment
<ol style="list-style-type: none"> <li>1. Establishing high expectations for learning and work</li> <li>2. Creating an environment of respect and rapport</li> <li>3. Organizing the physical environment</li> <li>4. Managing procedures in the professional setting</li> <li>5. Managing participant behavior</li> <li>6. Modeling oral and written communication skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrating knowledge of current trends in program area and professional practice</li> <li>2. Aligning program objectives to school/ district goals</li> <li>3. Using data to attend to individual needs</li> <li>4. Planning formative and summative assessments</li> <li>5. Determining strategies for meaningful/ coherent delivery of services</li> <li>6. Using time effectively</li> </ol>	<ol style="list-style-type: none"> <li>1. Engaging participants</li> <li>2. Varying content to meet participant needs</li> <li>3. Using quality questions and discussion</li> <li>4. Adjusting and monitoring activity to enhance achievement and reach mastery</li> <li>5. Developing interventions and/or locating resources to increase student achievement and meet goals</li> <li>6. Using technology to support learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Complying with and implementing all Federal and State laws as well as district policies and procedures</li> <li>2. Taking responsibility for professional development</li> <li>3. Collaborating with colleagues for student progress</li> <li>4. Developing positive relationships with families and community</li> </ol>

Each domain and competency has been explicitly defined and is outlined in the PRIDE rubrics for classroom and non-classroom instructors. Based on educational research, the competencies are weighted according to identified importance. The PRIDE rating forms are part of the LIIS so each teacher's PRIDE score can be combined with his/her student growth score as discussed below.

## **2. Student Growth Measures**

### **Assessment Development**

Sarasota County Schools will adhere to the Race to the Top Scope of Work (SOW) timeline for the procurement of additional assessments, and to pilot and implement various subject areas. The school district does not currently have a testing platform, nor specific end of course examinations in any area other than the State assessments, but has been working closely with the Central Florida Assessment Collaborative (CFAC) on district-developed assessments. The timeline for development/selection of student assessments for each subject and grade level used for evaluation will depend in large part upon the availability of State assessments and the Item Bank and Test Platform (IBTP). State assessments will include the FCAT, the Alternate Assessment, the End of Course Examinations and the new state assessment (when adopted) as the State-accepted student growth models become available. The district will make every attempt to closely align these student growth assessments to the courses teachers are instructing. When possible, local assessments will be created and utilized. The subject areas chosen will be selected by committee, in agreement with the collective bargaining unit on an ongoing basis.

### **List of Assessments**

The following three tables identify the assessments/learning targets to be used in 2013-2014 for each defined teacher group, as well as the percentage assigned to PRIDE and the student growth components.

**School Board of Sarasota County  
Teacher Evaluation System (TES)**

**Table 1  
Elementary Schools  
Assessments/Student Growth/Learning Targets**

<b>Teacher Group</b>	<b>Grade</b>	<b>Assessment</b>	<b>Percentages</b>
PK-ESE	PK	Battelle Developmental Inventory	50% PRIDE 50% Teacher's test scores
KG	KG	FAIR	60% PRIDE 40% FAIR (two years only)
1 <sup>st</sup> grade	Grade 1	FAIR, SAT-10	60% PRIDE 40% FAIR, SAT-10 (two years only)
2 <sup>nd</sup> grade	Grade 2	FAIR, SAT-10	60% PRIDE 40% FAIR, SAT-10 (two years only)
Classroom Teachers – FAIR and FCAT Assessed	Grade 3	SAT-10 to FCAT Reading	60% PRIDE 40% FAIR Vocab/FCAT Reading (two years only)
Classroom Teachers - FCAT Assessed to include ESE** and ELL	Grade 4, 5	Teacher's Reading and/or Mathematics FCAT VAM Estimate	50% PRIDE 50% FCAT Reading and Mathematics*
Classroom (Non-Reading or Mathematics Content), Teachers, e.g.: Art, Music, PE, Dance, Foreign Lang, Computers, Drama, Science, SLP, ESE**, ELL, OT, PT	Grade 4, 5	Teacher's Reading FCAT VAM	60% PRIDE 40% FCAT Reading (one year only)
Non-Classroom Teachers: e.g., Guidance, Teacher on Special Assignment (TOSA), Behavior Specialists	PK-5	School VAM FCAT Reading and Mathematics Estimate (4 <sup>th</sup> and 5 <sup>th</sup> Grade)	50% PRIDE 50% FCAT Reading and Mathematics*

\*If less than three consecutive years of data are available, the percentage of evaluation based on student learning growth may be reduced to not less than 40%.

\*\* The Florida Alternate Assessment (FAA) will be used with ESE students, as appropriate.

**School Board of Sarasota County  
Teacher Evaluation System (TES)**

**Table 2  
Middle Schools  
Assessments/Student Growth/Learning Targets**

<b>Teacher Group</b>	<b>Grade</b>	<b>Assessment</b>	<b>Percentages</b>
Classroom Teachers - FCAT assessed, including LA/ Reading, Mathematics, ELL, ESE**	Grades 6,7,8	Teacher's Reading and/or Mathematics FCAT VAM	50% PRIDE 50% FCAT Reading and Mathematics*
Classroom (Non-Reading or Mathematics Content), e.g.: Art, Music, PE, Dance, Foreign Lang, Computers, Drama, Science, Social Studies, CTE	Grades 6,7,8	Teacher's Reading FCAT VAM	60% PRIDE 40% FCAT Reading (one year only)
Non-Classroom Teachers: e.g., Guidance, TOSA, Behavior Specialists, Lib/Media, Interns, ESE/ELL Liaisons**	Grades 6,7,8	School Reading and Mathematics FCAT VAM	50% PRIDE 50% FCAT Reading and Mathematics*

\*If less than three years of data are available, the percentage of evaluation based on student learning growth may be reduced to not less than 40%.

\*\* The Florida Alternate Assessment (FAA) will be used with ESE students, as appropriate.

**School Board of Sarasota County  
Teacher Evaluation System (TES)**

**Table 3  
High Schools  
Assessments/Student Growth/Learning Targets**

<b>Teacher Group</b>	<b>Grade</b>	<b>Assessment</b>	<b>Percentages</b>
Classroom Teachers - FCAT assessed, LA/ Reading, Mathematics, ELL, ESE**	Grades 9,10	Teacher's Reading and/or Mathematics FCAT VAM (Algebra)	50% PRIDE 50% FCAT Reading and Algebra*
Classroom (Non-Reading or Mathematics Content, e.g.: Art, Music, PE, Dance, Foreign Lang, Computers, Drama, Science, Social Studies, CTE	Grades 9,10	Teacher's Reading FCAT VAM	60% PRIDE 40% FCAT Reading (one year only)
Classroom Teachers	Primarily grades 11,12	PSAT,SAT, ACT, PERT, IB, AB, AICE and local assessments as appropriate	60% PRIDE 40% indicated assessments*
Non-Classroom Teachers: e.g.: Guidance, TOSA, Behavior Specialist/, Lib/Media, Intern, Drop out Specialists, Social Worker, Reading Coach, Math Coach ,TOSA and ESE/ELL Liaisons**	Grades 9-12	School-Wide Reading and Mathematics FCAT VAMS	50% PRIDE 50% FCAT Reading and Mathematics*

\*If less than three consecutive years of data are available, the percentage of evaluation based on student learning growth may be reduced to not less than 40%.

\*\* The Florida Alternate Assessment (FAA) will be used with ESE students, as appropriate.

### **Timeline for the Development and Use of Additional Assessments**

The School Board of Sarasota County will strive to incorporate teacher/subject aligned assessments whenever possible. Each year, a prioritized list of subject areas/courses will be identified for test development based on the number of teachers instructing in a subject area without an aligned summative, end-of-year assessment. Based on this ongoing evaluation of needed assessments, the most pressing will be chosen and/or developed and implemented at the respective grade levels and for subject areas as the district awaits the hard-to-measure state assessment and the IBTP. Staff from the district Research, Evaluation, and Assessment (RAE) and Curriculum Departments will work to collaboratively with districts with Hard-to-Measure Grants and with the Central Florida Assessment Collaborative (CFAC) to develop these items and tests, as outlined in Table 4, below.

### **Verification and Timeline for the Development of Growth Measure(s):**

The School Board of Sarasota County will use the state-adopted student growth measure for courses associated with FCAT for 2013-14. The district also will investigate valid growth measures for use with additional local assessment results and learning outcomes throughout the grant timeline. As data on the use of growth models is collected, the various models may be revised but will be kept in alignment with State statute and Race to the Top guidelines.

### **Combining Results**

The PRIDE rating and the student growth measure will be combined to produce a final evaluation score for each teacher. RAE, Professional Development and Human Resources Department staff attended FDOE trainings regarding teacher evaluations and along with additional program specialists (teachers on special assignment working at the district level) they comprised the PRIDE/Student Growth Redesign Workgroup which revised the PRIDE teacher evaluation forms. This group, together with the Technical Advisory Statistical Workgroup (made up of RAE and other staff with technical expertise) worked collaboratively to create the most appropriate combined

metrics and scales to ensure accuracy, facilitate transparency, and aid understanding for teachers. This latter criterion is essential so teachers use assessment results for self-improvement through targeted professional development which will ultimately improve student performance.

Table 4

**Tentative Timeline for Additional Assessments and Growth Models  
for use in the Teacher Evaluation System**

<b>Teacher Group</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
FCAT Assessments and Algebra EOC	Assessments available	Growth Model available for Evaluation	Assessments available and Growth Model used	Assessments available and Growth Model used	Assessments available and Growth Model used (new Common Core State Standards tests possible)
Core Content Areas				AP, IB, AICE, PSAT, SAT, ACT, PERT, FAA, Battelle as available	State item banks available
Hard To Assess Content Areas					State item banks available
Central Florida Assessment Collaborative (CFAC)				Item specifications and items finalized and vetted	Item bank available
Locally Chosen Assessments (FAIR, SAT-10, PSAT, SAT, ACT, PERT, AP, IB, AICE, Battelle)			Additional assessments and Growth Models implemented	Additional assessments and Growth Models implemented	Additional assessments and Growth Models implemented



## **District Decisions on how to Implement the Evaluation Criteria**

The Technical Advisory Statistical Workgroup identified five teacher groups:

1. Teachers of State-assessment tested areas (Group 1). Student growth measures used for these teachers will come from the individual students and the subject they teach, using assessments noted in Tables 1 - 3.
2. Teachers of subject areas not associated with State assessments but at a grade level where a State assessment is taken (Group 2). Student growth measures used for these teachers will come from the individual students they teach, using assessments noted in Tables 1 – 3.
3. Teachers of subject areas or grades where a State assessment is absent and learning targets will be substituted until local assessments are developed (Group 3). Learning targets used for these teachers will come from the individual students they teach, using assessments noted in Tables 1 – 3.
4. Non – Classroom Teachers who are associated with the entire school or up to two schools (Group 4). Student growth measures used for these teachers will come from the individual school(s) for which they are assigned responsibility, using assessments noted in Tables 1 – 3.
5. Non – Classroom Teachers associated with all district students or three or more schools (Group 5). Student growth measures used for these teachers will come from district –wide calculations, using assessments noted in Tables 1 – 3.<sup>1</sup>

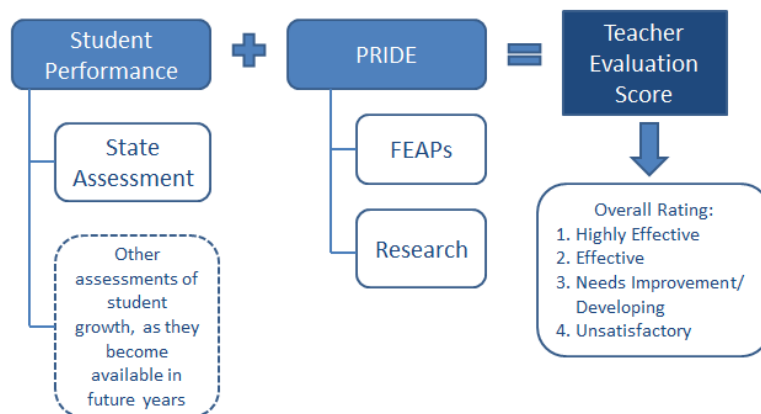
The Teacher Evaluation - Student Performance Committee identified learning targets for those subjects and grades for which State and local assessments are absent. Each learning target identified has been agreed to by all stakeholders, including representative teachers and members of the SC/TA. The Technical Advisory Statistical Workgroup has identified the number of years of available student data for each teacher. Percentages attributed to student growth will be adjusted according to the Student Success Act guidelines and as summarized in Tables 1-3. Specifically, if a teacher does not have three consecutive years of data on the same metric, the percent

<sup>1</sup> This language is currently included in Union contract language, and no negotiations are scheduled on this issue until the end of next year. Although the language states that teachers in this group could serve just a few schools, teachers actually included in this group are associated with all district students. Therefore, student growth measure calculations for teachers in this group are based only on students for which they are responsible, as permitted by statute. It is expected that this language will be more clearly aligned with statute during the next scheduled round of negotiations.

of the student growth data in the final teacher evaluation score will be reduced by ten percent. Each teacher’s associated student cohort will be identified and assessment results harvested. The Technical Advisory Statistical Workgroup will use the FDOE adopted value-added model for teachers associated with FCAT and Algebra scores. This Workgroup used other FCAT State provided metrics with the other groups.

Data from PRIDE will be stored in a SQL database. VAMS estimates will be gathered from the DOE and other growth scores will be analyzed and collected. In order to pair the VAMS and other growth measures to the PRIDE metric, each will have to be transformed to a common metric. The common metric identified is a four point scale ranging from 0.0 to 4.0. These will be stored in a common database. After this transformation to ‘concordant’ scores the PRIDE score and the student growth score will be weighted according to Table 1-3 and appropriate to each teacher’s unique history (1, 2, 3 years). After this transformation, the scores will be aggregated. Finally, an overall rating of Unsatisfactory, Needs Improvement/Developing, Effective or Highly Effective will be applied based on this combined distribution.

The district has developed a new Teacher Evaluation System with its vendor, Thinkgate, LLC. Once the final teacher evaluation score and overall rating have been completed, teachers and administrators will be able to access it using the new system which is a component of the LIIS. A summary report will be available and users can drill down to see scores from the individual competencies on PRIDE, student growth calculations and rubrics, along with links to relevant professional development opportunities, a Frequently Asked Question link, and other resources.



### **3. Evaluation Rating Criteria:**

#### **Description of Rating Labels:**

Consistent with the Student Success Act and Race to the Top guidelines, the School Board of Sarasota County has modified its summative rating definitions to the following:

- **Highly Effective:** There is consistent evidence that a teacher is demonstrating the identified teacher competencies as evidenced by a combined score on the PRIDE and student growth systems.
- **Effective:** The teacher is demonstrating the identified teacher competencies most of the time as evidenced by a combined score on the PRIDE and student growth systems.
- **Needs Improvement (or Developing** in the case of teachers in first three years only): The teacher is inconsistent in demonstrating the identified teacher competencies as evidenced by a combined score on the PRIDE and student growth systems.
- **Unsatisfactory:** There is little or no evidence that a teacher is demonstrating the identified teacher competencies as evidenced by a combined score on the PRIDE and student growth systems.

#### **Rubrics and Weighting Scales/Scores**

The Sarasota County Race to the Top Teacher Evaluation - Student Performance Committee was established to work on the revised evaluation system. This committee was comprised of teachers, school-based administrators (principals), district administrators, and Union representatives. The Committee was involved in the evaluation design.

The PRIDE Rubrics define the domains and competencies associated with a competency point system. A teacher can receive a possible rating of 0 (lowest) to 3 (highest) on each competency. Each competency has been weighted according to its significance as a research-based instructional practice competency.

The PRIDE form for both instructional and non-instructional personnel is weighted on a 100 point scale and is comprised of four subscales:

1. Creating a Culture for Learning – total possible score of 24.0
2. Planning for Success – total possible score of 34.5
3. Instructing and Assessing for Student Achievement – total possible score of 34.752 (34.77 for non-classroom instructional)
4. Communicating Professional Commitment – total possible score of 6.75

The final PRIDE score will be computed and transformed to a four point concordant score (0.0 - 4.0) so it is on the same point system as the student growth component.

For the 2013-2014 school year, the Sarasota Teacher Evaluation System will use four sets of scores for the student growth component: The Teacher VAM scores, the School VAM Scores, the District VAM scores and a growth component based on the FAIR data. The Teacher Group, Grade, Student Growth Assessment and the Analysis for calculating the VAM are delineated below in Table 5. The final student growth scores will be converted to a 0.0 to 4.0 scale to be combined with the PRIDE final score. The aggregate PRIDE and student growth concordant scores will be weighted according to the course, the assessment, and number of years of teacher/student data available as defined by statute. This weighted combination will result in the final Teacher Evaluation Rating. The specific weights are further reported below in Table 5.

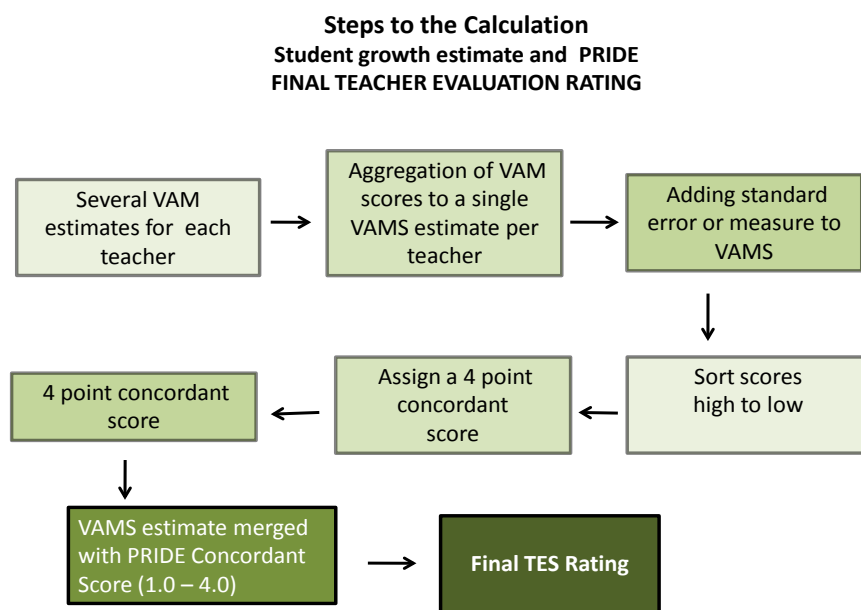
### **Process to Assign the Final Rating**

The principal, assistant principal or supervisor will use the PRIDE Component of the Teacher Evaluation System (TES) form to evaluate classroom and non-classroom instructors at the end of the school year. These forms have been digitized and all results will be saved in a newly designed SQL database. All instructors with previous Unsatisfactory or Needs Improvement TES overall ratings or a very low first-time PRIDE score will be considered at risk for an unsatisfactory evaluation and will be “flagged” awaiting the student growth score. Once the student growth coefficients are available, they will be uploaded to the SQL evaluation database and linked to each instructor.

Once the PRIDE scores and the student growth data are available in the same database, each will be set on a concordant scale of 0.0 to 4.0 with incremental points of 0.01. These concordant scores from PRIDE and the student growth measure will be

combined and aggregated according to the appropriate percentage weighting as described in this document and prescribed by statute. This final Teacher Evaluation Score, which is also set on the scale of 0.0 to 4.0, is then associated with the appropriate labels of Unsatisfactory, Needs Improvement (Developing), Effective and Highly Effective (see Table 6). The evaluator will meet with instructors to explain the TES ratings and calculation.

**Calculation and Weighting Method**



2

Through Race to the Top funding, the RAE Department created the Local Instructional Improvement System (LIIS) which includes the teacher evaluation database. Each teacher can log into the LIIS and access the TES, including the PRIDE and student growth information used to calculate their final TES score. Links to instructional resources are included. The database also accepts electronic signatures from the teacher and evaluator so all permanent authorized records will be saved digitally.

**Table 5**  
**Calculation and weighting method**

<b>Teacher Group</b>	<b>Grade</b>	<b>Assessment</b>	<b>Growth Component Analysis</b>
PK-ESE	PK	Battelle	<ol style="list-style-type: none"> <li>1. One year of Battelle data will be aggregated for each teacher.</li> <li>2. A new student growth calculation will be used to identify the ranges of student performance.</li> <li>3. The scores will be transformed to concordant scores ranging from 0.0 to 4.0.</li> </ol>
KG	KG	FAIR	<ol style="list-style-type: none"> <li>1. FAIR scores will be ranked for students to capture a measure of prior performance.</li> <li>2. Growth will be determined by ranking the prescore and postscore differences from Fall (KG) to Spring (KG).</li> <li>3. The ranked differences were normalized.</li> <li>4. Cut points were identified based on that normalized score.</li> </ol>
1 <sup>st</sup> Grade	Grade 1	FAIR to SAT-10 (for higher functioning students)	<ol style="list-style-type: none"> <li>1. FAIR scores will be ranked for students to capture a measure of prior performance.</li> <li>2. Growth will be determined by ranking the prescore and postscore differences from a combined Spring FAIR (KG) and Fall FAIR (1<sup>st</sup>) to a Spring FAIR/SAT-10 (1<sup>st</sup>) score.</li> <li>3. The ranked differences were normalized.</li> <li>4. Cut points were identified based on that normalized score.</li> </ol>
2 <sup>nd</sup> Grade	Grade 2	FAIR and SAT-10	<ol style="list-style-type: none"> <li>1. FAIR/SAT 10 scores will be ranked for students to capture a measure of prior performance.</li> <li>2. Growth will be determined by ranking the prescore and postscore differences from a combined Spring FAIR (1<sup>st</sup>) and Fall FAIR (2<sup>nd</sup>).</li> <li>3. The ranked differences were normalized.</li> <li>4. Cut points were identified based on that normalized score.</li> </ol>
Classroom Teachers – FAIR and FCAT Assessed	Grade 3	SAT-10 to FCAT	<ol style="list-style-type: none"> <li>1. Norming tables for prior year SAT-10 Reading Comprehension score will be created for students in six groups to capture a measure of prior performance.</li> <li>2. Growth will be determined by examining difference between current and previous scores: Spring (2<sup>nd</sup> Gr. SAT-10) to Spring (3<sup>rd</sup> Gr. Reading)</li> <li>3. A z-score distribution will be divided into cut scores relative to the standard deviation and mean of the scores.</li> <li>4. The scores will be transformed to concordant scores ranging from 0.0 to 4.0.</li> </ol>
Classroom Teachers - FCAT Assessed to include ESE and ELL	Grade 4-10	Teacher's Reading and/or Mathematics FCAT VAM	<ol style="list-style-type: none"> <li>1. DOE VAMS calculations will be used corresponding to each teacher's students for three years (If less than three consecutive years of data are available, the percentage of evaluation based on student learning growth may be reduced to not less than 40%).</li> <li>2. Standard Error will be used to determine the teacher's final estimate.</li> <li>3. The scores will be transformed to concordant scores ranging from 0.0 to 4.0.</li> </ol>

Classroom (Non-Reading or Mathematics Content) Teachers, e.g.: Art, Music, PE, Dance, Foreign Lang, Computers, Drama, Science, SLP, ESE, ELL, OT, PT	4 - 10	Teacher's Reading FCAT VAM	<ol style="list-style-type: none"> <li>1. DOE VAMS calculations will be used corresponding to each teacher's students for one year.</li> <li>2. Standard Error will be used to determine the teacher's final estimate.</li> <li>3. The scores will be transformed to concordant scores ranging from 0.0 to 4.0.</li> </ol>
Classroom Teachers	Primarily grades 11, 12 and others without FCAT data	Other assessments, as appropriate	<ol style="list-style-type: none"> <li>1. A maximum of one year of AP, IB, AICE, and/or SAT, ACT, PERT, PSAT data will be used</li> <li>2. Error will be accounted for in the score.</li> <li>3. The Standard Deviation will be used to identify the ranges of student performance.</li> <li>4. The scores will be transformed to concordant scores ranging from 0.0 to 4.0.</li> </ol>
Non-Classroom Teachers: e.g.: Guidance, TOSA, Behavior Specilst., Lib/ Media, Intern, Drop out Specialists, Social Worker, Reading Coach, Math Coach, TOSA, ESE/ELL Liaisons; and teachers serving up to two schools	All grades	Appropriate Reading and Mathematics FCAT VAMS	<ol style="list-style-type: none"> <li>1. A maximum of three years of DOE provided VAMS will be aggregated for each teacher according to the method proposed by DOE.</li> <li>2. Standard Error will be accounted for in the score.</li> <li>3. The Standard Deviation will be used to identify the ranges of student performance.</li> <li>4. The scores will be transformed to concordant scores ranging from 0.0 to 4.0.</li> </ol>
Teachers serving more than two schools	All grades	Served Schools' Reading and Mathematics FCAT VAM	<ol style="list-style-type: none"> <li>1. A maximum of three years of district wide DOE provided VAMS will be aggregated for each teacher according to the method proposed by DOE.</li> <li>2. Standard Error will be accounted for in the score.</li> <li>3. The Standard Deviation will be used to identify the ranges of student performance.</li> <li>4. The scores will be transformed to concordant scores ranging from 0.0 to 4.0.</li> </ol>
District-Wide Teachers	All Schools	All Schools' Reading and/or Mathematics FCAT VAM as appropriate	<ol style="list-style-type: none"> <li>1. A maximum of three years of district wide DOE provided VAMS will be aggregated for each teacher according to the method proposed by DOE.</li> <li>2. Standard Error will be accounted for in the score.</li> <li>3. The Standard Deviation will be used to identify the ranges of student performance.</li> <li>4. The scores will be transformed to concordant scores ranging from 0.0 to 4.0.</li> </ol>

## **Analytic Business Rules:**

In order to reliably calculate a student growth score for every teacher, quantitative rules were established and then programmed for the calculations, as follows:

1. One year of FAIR/SAT-10 growth data will be utilized to derive norming tables based on prior year performance for KG, Grade 1 and Grade 2 teachers, if available.
2. For KG teachers, the FAIR calculation will be based on growth from fall to spring of KG year.
3. For all other grades using FAIR data, growth will be determined from spring of the prior year/fall of the current year to the spring of the current year.
4. Three years of FCAT/VAMS scores will be utilized for Grades 4 – 10 reading and math teachers, if available.
5. If a teacher's growth will be based on a non-FCAT assessment instrument, the student growth score will be based only on that assessment for the current year and aggregated with prior student growth scores, if possible. The overall weight of PRIDE and the growth score was adjusted.
6. District, school and teacher VAMS estimates will be aggregated using the structured approach accounting for SE as outlined by the DOE.
7. The calculation for teachers who are non-classroom and served at multiple schools will include data from each school served, where possible.
8. The calculation for teachers who are non-classroom will include the reading VAMS.
9. School-wide calculations will be based on three years of aggregated reading and mathematics data, if available.
10. Student growth for teachers who instructed at more than one school during a single year will be based on the VAM estimates from both schools.
11. In rare cases when there are extenuating circumstances, the district will use an alternate student growth measure for the instructor. This includes, but is not limited to the following situations:
  - A student is erroneously tied to a teacher but the district cannot remove the student's growth from the teacher's VAM calculation. In this situation, the district instead will use the school-wide VAM for the teacher's evaluation.
  - A teacher works less than half a year (due to maternity or other leave). In this situation, the teacher will not have an evaluation recorded.
  - The number of students tied to a teacher is small enough to result in an unreliable interpretation of overall student growth. In this situation, the district instead will use the school-wide student growth measure for the teacher's evaluation.



- A non-classroom instructor serves an entire school, but also works with one or more individual classes. In this situation, the teacher is clearly non-instructional with whole school duties and the qualitative portion of the teacher’s evaluation uses the non-classroom instructional evaluation instrument. In this instance where individual students are assigned to the teacher, the district will use the school-wide student growth measure for the teacher’s evaluation.

Since PRIDE, the VAMS estimates, SAT-10, the FAIR and other student growth measures are calculated on different metrics, a new common scale was identified in order to combine and accurately rate teachers. A four point scale was identified to be associated with ranges of ratings between 0.0 and 4.0. A teacher’s student growth metric and PRIDE will be transformed to a score within these point values. A weighted average would be calculated dependent upon the teacher’s role and the number of years of applicable data. Table 6 demonstrates how the combined student growth estimate with PRIDE is associated with the final Teacher Evaluation System Rating.

Table 6  
Correlation of Concordant Score with final Teacher Evaluation Rating System

<b>Concordant Score for Student Growth Combined with PRIDE</b>	<b>Teacher Evaluation System Rating</b>
<b>3.0-4.0</b>	<b>Highly Effective</b>
<b>2.0-2.9</b>	<b>Effective</b>
<b>1.0-1.9</b>	<b>Needs Improvement / Developing</b>
<b>0-0.9</b>	<b>Unsatisfactory</b>

#### **4. Teacher and Principal Involvement:**

##### **Process for Development**

RAE, Professional Development and Human Resources Department staff attended FDOE trainings regarding teacher evaluations and along with additional program specialists (teachers on special assignment working at the district level) they comprised the PRIDE/Student Growth Redesign Workgroup which revised the PRIDE teacher evaluation forms. The new PRIDE forms reflect best practices and research findings, and meet Race to the Top and Student Success Act requirements as noted above.

In addition, a Teacher Evaluation – Student Performance Committee was established to develop the new evaluation system. This committee was comprised of teachers, principals, district administrators, and SC/TA (Union) members. It provided crucial input into setting the rating ranges for each of the four evaluation categories

##### **Process for Continued Involvement**

Review of the evaluation system will be an ongoing process, especially as new performance data is received, student assessments are developed, and growth models are revised. As needed, the project director will establish ad hoc committees of teachers, principals and administrators to review the information and provide input to improve the evaluation system.

##### **Evidence of Collective Bargaining**

Each year, district and school administrators, including principals, meet with representatives of the bargaining unit to negotiate the teacher contract and to review the evaluation system. The system's strengths and weaknesses will be discussed and changes will be negotiated among participants. Representatives of SC/TA will consult with their teacher-members throughout the year and will bring teacher feedback to the bargaining table. Whenever mutually agreed upon, teacher suggestions and improvements to the evaluation system will be incorporated.

## **5. Multiple Evaluations for First Year Teachers:**

### **Classroom Observations**

Prior to the first observation, first year teachers will be familiarized with TES. All first-year teachers must be observed a minimum of three times during the year by the teacher's immediate supervisor (assistant principal, principal, director or executive director, etc.). All first year teachers have a minimum of two evaluations, one in December and the final one in May. These evaluations are based on the aforementioned multiple observations and a review of student formative performance. The first observation must take place during the first 20 work days that a teacher works with students.

### **Feedback Process for First Year Teachers**

Prior to evaluation by the supervisor, Sarasota County Induction Program (SCIP) Mentors will informally observe first year teachers to assist them in their acquisition of skills related to PRIDE. SCIP Mentors also coach these teachers throughout the school year, providing an additional level of support and feedback. The SCIP Guidelines are aligned with the PRIDE competencies.

Instructional personnel will receive feedback from their immediate supervisors through post-observation conferencing. Supervisor feedback may be verbal and/or written. The PRIDE documents are used as both a formative and summative feedback instrument to conduct meaningful conversations regarding effective teaching practices.

## **6. Additional Metric Evaluation Element:**

### **Additional Metrics as Part of the Multi-Metric Evaluation**

Currently all classroom and non-classroom teachers are required to complete and fulfill an Individualized Professional Development Plan (IPDP). The goals, professional development, and implementation activities included in the IPDP are based on student and teacher performance data. The principal or supervisor meets with the teacher and monitors the implementation of the IPDP throughout the year. At the end of the year, the evaluation of the teacher's IPDP is reflected in the performance portion of the TES with a rating of 0-3 on PRIDE Competency IV.2.

Two additional metrics will be employed with two specific subgroups of teachers: (1) Teachers aspiring to be school leaders who currently serve either as Administrative Interns or Teachers on Special Assignment (TOSA) and (2) current district Program Specialists. When evaluating an Administrative Intern or TOSA, the Administrative Intern/TOSA Feedback Tool will be used by the supervisor and reflected in the performance portion of the TES with a rating of 0-3 on PRIDE Competency IV.2. The Targeted Promotion Portfolio will be used with teacher-leaders who seek a district level position or wish to continue as a district-level specialist in the central office. Ratings from the Targeted Promotion Portfolio will be reflected in the performance portion of the TES with a rating of 0-3 on PRIDE Competency IV.2.

The Administrative Intern/TOSA Feedback Tool will be utilized in the 2013-14 school year. Use of the Targeted Promotion Portfolio will be implemented in 2014-15.

## **7. Milestone Career Event:**

### **Description of Milestone Events**

Sarasota County Schools will continually investigate the incorporation of milestone events into the Teacher Evaluation System. As data is analyzed on the combined PRIDE and growth measures, the addition of other milestone events may be added. Any change in the current TES will be presented and jointly considered with the Teacher Evaluation – Student Performance Committee and SC/TA.

In 2013-14, the Administrative Intern/TOSA Feedback Tool will be used to evaluate prospective teachers who indicate a desire to assume a school-based Administrative position in the future.

In 2013-14, the Targeted Promotion Portfolio will be used with prospective teacher specialists who seek an instructional district level position or wish to continue as a district-level specialist at the central office.

A teacher who is considering advancement can submit the completed documentation during the academic year to be placed in their Human Resources file.

The Administrative Intern/TOSA Feedback Tool is completed by the teacher's immediate supervisor. When considering applicants for select positions, both new metrics would be rated by the district hiring committee and the cost center head as appropriate.

### **Timeline for Multi-Metric Evaluations**

The Multi-Metric Evaluation system will be implemented as described above in 2013-14 and 2014-15 respectively. However, modifications will be considered and implemented as warranted.

## **8. Annual Evaluation:**

### **Annual Evaluation Procedures**

A performance evaluation will be conducted for each classroom and non-classroom teacher at least once a year. As required by the Student Success Act, teachers will be grouped into three teacher categories. First year, probationary teachers (Category 1) have been discussed above. Category 2 teachers are those with more than one year of service who were hired on or after July 1, 2011 and who will be eligible for renewal of a single year contract. Category 3 teachers are those with more than one year of service who have a professional service contract (PSC).

All teachers must be observed and evaluated by their immediate supervisor multiple times of varying lengths throughout the year, including at least one full period or complete lesson observation. In addition to the digital feedback that will be available to teachers, supervisors will conduct at least one face-to-face conference each semester (twice annually) to provide feedback related to the PRIDE (teacher performance) competencies. Category 1 teachers must be evaluated twice yearly. All Category 2 and 3 teachers will be evaluated once yearly. When performance concerns exist, the Florida Performance Measurement System Summative Observation Instrument may be used as an additional observation tool if the supervisor has been trained in its use. In addition, appropriate State/district assessments will be included in the student growth

factor. Results from the overall TES evaluation will guide the Individual Professional Development Plan (IPDP) for the following school year.

Teachers may receive feedback from their immediate supervisor through post-observation conferencing. This feedback may be verbal and/or written. The PRIDE documents are used as both formative and summative feedback instruments to conduct meaningful conversations regarding the teacher's performance which will be directed towards ongoing professional growth.

## **9. Improvement Plans**

### **Supporting the School Improvement Plan**

The District Improvement and Assistance Plan (DIAP) and the school improvement plans (SIP) draw attention to student needs across the district and at each school. Overall, Sarasota students demonstrate strong academic achievement, but there are achievement gaps and areas requiring targeted interventions. As part of the process to develop these plans, district and school employees review relevant student data and identify needs.

The district's IIS will support these activities. The IIS serves as a large informational learning system which links student performance information, professional development, targeted instruction and curricular resources. The LIIS will be an invaluable professional development and instructional resource for administrative and instructional personnel to assist in the development of both district and school improvement plans, as well as the district's Master Inservice Plan.

### **How Results will be used in the School Improvement Plan**

Evaluation and student performance data housed in the IIS will be used to identify both broad and specific student and teacher needs. Administrators and teachers can then collaborate to plan improvements which will address these needs. They also can use the LIIS to access appropriate professional development and schedule needed services for school-wide delivery or for individual teachers or students. This information will be incorporated into the SIP and DIAP development process and will allow better information sharing among teachers, administrators, students and parents.



## **10. Continuous Professional Improvement**

### **Teacher Feedback for Individual Continuous Improvement**

Teachers receive ongoing feedback from their immediate supervisors as part of the PRIDE process. The LIIS system keeps an ongoing record of observation and final evaluation results which teachers will be able to access through a single sign-on. In addition, teachers have access to formative assessment data in the LIIS which indicates how students are doing so they can provide appropriate interventions as needed. This student performance information will help them make daily instructional decisions and improve student learning and growth.

The LIIS will link teachers to ongoing professional development and provide the support they need to improve their classroom teaching. When diagnostic assessments show that students need additional assistance in certain areas, teachers will be able to use the LIIS to find instructional resources on those topics. The LIIS will encourage improved parent involvement by providing them with access to information on their students.

### **Timeline for Using Results to Inform Individual Professional Development**

The new professional development database is being developed as part of the LIIS to ensure linkages between professional development, student achievement and teacher evaluation are “intelligent” and strong. The individual parts of the LIIS are scheduled to be complete by the end of the 2013-14 fiscal year, when the district meets the Local Instructional Improvement System Minimum Standards adopted by FDOE. Linkages between the systems will continue through 2014-15. Professional Development resources are already available to teachers through the PRIDE portion of the TES. Alongside each core competency are links to district-vetted professional development opportunities and resources, so principals can recommend them and teachers can explore those opportunities which may help in their area of weakness. These types of links will be enhanced in the future as additional LIIS programming and development occur.

## **11. Teaching Fields Requiring Special Procedures**

### **Process for Identifying Teachers in Fields where Special Procedures are Required**

The district has a number of educators identified as non-classroom teachers who fall into two subgroups:

- 1) Educators who work with small groups of students at a particular school.
- 2) Educators who work at several schools or at the district level.

Neither group of teachers is directly responsible for teaching content skills and so are evaluated with a modified PRIDE rubric. As for other educators, their evaluations are based 50% on PRIDE and 50% on student growth if they have three years of data, with these percentages modified to 60% on PRIDE and 40% on student growth if the educator has less than three years of data.

Each year, the district updates the list of these educators based on their teaching assignments and/or work location, and a verification notice is provided to the teacher for confirmation. RAE staff will work together with the Union to continuously monitor this process and specify additional procedures for these teachers, if needed.

### **Identified Teaching Fields**

Job titles for these educators include:

<ul style="list-style-type: none"><li>• Administrative Intern</li><li>• Behavior Specialist</li><li>• Counselor</li><li>• School Social worker</li><li>• Physical Therapist</li><li>• Occupational Therapist</li><li>• Program Specialist</li><li>• Homebound Teacher</li></ul>	<ul style="list-style-type: none"><li>• Teacher on Special Assignment, Administrative</li><li>• Exceptional Student Education (ESE) Liaison</li><li>• English Speakers of Other Languages (ESOL) Liaison</li><li>• Trainer, Instructional</li><li>• Dropout Prevention Specialist</li><li>• Safe School Liaison</li><li>• Specialist, Professional Development</li></ul>
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## **12. Evaluator Training**

### **Training Process**

The school-based administrators received initial training on the LIIS and the TES components in May 2011, which included information on PRIDE and its alignment to FEAPs, the percentages of PRIDE and student growth in the final TES scores, the student growth (VAM) model, and how information on the TES would be rolled out to teachers.

Since then, the Professional Development and RAE Departments have continued supporting administrators as they observe and score teachers, and teachers as they receive their evaluation scores. To further support staff, a series of videos and handouts are being created on accessing the evaluation information in the LIIS and how the calculations were done.

Each month, all school leaders participate in professional learning related to the TES components with an emphasis on Feedback Practices. At these training sessions, school leaders have many opportunities to watch videos of teaching while they practice collecting observational data. Time for collaboration among colleagues provides further occasions to build inter-rater reliability. An additional RTTT grant will be used to provide administrators with more targeted training to advance their expertise in collecting observation data and feedback practices leading to improved teacher and student performance and inter-rater reliability.

### **Monitoring Evaluator Performance**

The LIIS includes a historical record of both PRIDE and student growth for each teacher and a record of ratings conducted by each evaluator. This database will serve as a digital record of all evaluations and therefore permit evaluator ratings to be queried. Such evaluation, as part of the internal evaluation of the TES system, will identify areas of concern and facilitate additional administrator training, if warranted.

### **13. Process for Informing Teachers**

#### **Process for Transition to the New System**

The initial draft of the TES under the RTTT guidelines was created in the spring of 2011 and was part of the collective bargaining process resulting in the 2011-12 teacher contract. Teachers participated in the TES orientation in the fall of 2011, and supervisors provided follow-up training using materials, including PowerPoint presentations, videos, scripts, and digital media help tools. This training informed teachers of criteria and procedures by which they will be evaluated. District-level staff continue to provide individual assistance to teachers and administrators as needed, and also visit schools to provide additional training as needed.

#### **Procedures for New Employees**

Upon receipt of a probationary contract, new teachers participate in the Sarasota County Induction Program (SCIP) and receive a mentor for one year. The mentor and new teacher work review district policies, instructional practices, and the FEAPs/PRIDE rubrics. In addition, since first-year teachers have several observations from the school administrator, they have several opportunities to ask questions and receive clarifying information if they have questions about the evaluation system.

## **14. Parent Input**

### **Description of Opportunities**

Parents have many opportunities to provide input to school and district administrators. Each school has a School Advisory Council (SAC) and a Parent-Teacher Organization (PTO), through which parents are encouraged to participate in school policy-building and decision-making. In addition, principals often phone or meet with parents to gather their input or work together to solve student academic and behavioral challenges. Principals will continue these activities, and if needed, will provide ad hoc committees or other opportunities for parents to provide additional input.

Every parent also is encouraged to participate in the annual, district-wide climate survey, through which they can share opinions on a wide range of topics. The district will continue these efforts and will explore other ways to seek parent input in the future.

## **15. Annual Review by the District**

The functional operation of the TES in the LIIS will be evaluated by the RAE Department. The LIIS permits historical review of teacher evaluations, allowing the RAE and Professional Development departments the ability to review outcomes and whether they have improved student achievement. In time, when enough longitudinal data has been collected, the relationship between the evaluation indicators and student achievement outcomes will be studied and the system revised. Feedback will lead to continuous improvement of the LIIS, evaluation system and professional development. To prepare the annual report on the status of the evaluation system implementation, the RAE Department will conduct a full analysis, and one or more committees will review findings and make suggested improvements.

## **16. Peer Review Option**

Peer coaching is used to support teacher growth, but will not be included as part of teacher evaluations. Coaching programs in the district include the Sarasota County Induction Program (SCIP) for new teachers. At schools, teachers also receive and provide peer mentoring and coaching while working in their collaborative planning teams and through their School Wide Support Team.

## **17. Evaluation by Supervisor**

The person providing direct supervision will be designated as the evaluator of record for an instructional staff member. This supervisor is responsible for participating in TES training and being thoroughly familiar with all PRIDE observation and rating instruments and accompanying rubrics. Each supervisor must demonstrate the necessary skill when using the instruments and provide feedback to teachers in a timely manner. Supervisors also must follow all procedures as outlined in the instructional staff collective bargaining agreement.

## **18. Input into Evaluation by Trained Personnel Other than the Supervisor**

### **Description of Personnel**

Teachers are primarily supervised by one evaluator, either the principal or assistant principal. However, both school leaders may give input into each teacher's evaluation. Also, when a teacher has been identified as needing improvement, he/she will begin the Performance Improvement Process (PIP). During this time, a teacher-coach is assigned to provide assistance. While this person does not evaluate the teacher, he/she does help the teacher on assistance to decipher the evaluation data in order to suggest practices for improvement.

### **Verification of Training**

All principals and assistant principals participate in the same ongoing evaluator training at monthly meetings. They have extensive experience evaluating teachers and know the PRIDE rubric, competencies, and expectations.

Coaches used for teachers on assistance participate in training and have an understanding of the PRIDE competencies. They are monitored by district personnel in the Professional Development Department.

## **19. Amending Evaluations**

The PRIDE rating will be available in early May, after supervisors electronically enter the data into the LIIS. The student growth data will not be available until months later, which means the combined TES scores cannot be completed until after this time. If there are questions from teachers or administrators once the final TES are provided to them, the RAE and Professional Development departments will handle questions on an individual basis and will make any corrections to mathematical calculations, if necessary.

## **APPENDIX O**

### **Sarasota County Schools School Leader Evaluation System**



2013

# SARASOTA COUNTY SCHOOL LEADER EVALUATION SYSTEM Observation and Evaluation Forms and Procedures for Leadership Practice Effective July 1, 2012

A Comprehensive System for Professional Development and Annual  
Evaluation of School Administrators.

Aligned with the Florida Principal Leadership Standards SBE Rule 6A-5.080  
Reviewed and Approved by the Florida Department of Education

Submitted for Review and Approval  
Florida Department of Education  
7/1/2013



## TABLE OF CONTENTS

About Evaluation.....	3
Training and Reflection .....	4
Framework: Leadership Evaluation .....	5
Conference/Proficiency Status Short Form.....	6
Additional Metric: Deliberate Practice Guidelines.....	9
FSLA Proficiency Areas with Indicators.....	11
FSLA Process.....	15
Scoring Guide for State Model Metrics.....	19
Data Collection and Feedback Protocol Forms and Evaluation Rubrics .....	32
Domain 1 - Student Achievement .....	33
Domain 2 - Instructional Leadership.....	49
Domain 3: Organizational Leadership .....	82
Domain 4 - Professional and Ethical Behavior.....	114
EVALUTION FORM: Annual PERFORMANCE LEVEL .....	123

## About Evaluation

For the purpose of **increasing student learning growth** by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. Florida Statutes Section 1012.34 (1) (a).

### What does this mean?

To accomplish the purpose defined in law, a district evaluation system for school administrator's must:

1. Be focused on school leadership actions that impact student learning , and;
2. Support professional learning on performance of duties and responsibilities that matter most for student learning, faculty and leadership development.

The evaluation system adopted by the district is:

- ✓ Based on contemporary research that reveals educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development.
- ✓ Fully aligned with the Florida Principal Leadership Standards – a State Board of Education rule that sets expectations for principal performance (SBE Rule 6A-5.080).

A New Approach to Evaluation: This evaluation system is designed to support three processes:

- **Self-reflection** by the leader on current proficiencies and growth needs (What am I good at? What can I do better?)
- **Feedback** from the evaluator and others on what needs improvement.
- **An annual summative evaluation** that assigns one of the four performance levels required by law (i.e., Highly Effective, Effective, Needs Improvement, or Unsatisfactory).

### What is Evaluated?

Evaluation of school leaders is based on observation and evidence about certain leadership behaviors AND the impact of a leader's behavior on others.

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

1. Student Growth Measures: At least 50% of a school leader's annual evaluation is based on the performance of students in the school on specific state or district assessments (e.g. FCAT, EOC exams).
2. The Leadership Practice: This component contributes the remaining percentage of the school leader's evaluation. Leadership Practice combines results of the Florida School Leader Assessment (FSLA) and an additional Metric – Deliberate Practice. The FSLA contribution to evaluation is based on observation of the leader's actions and the leader's impact on the actions and behaviors of others

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

## Training and Reflection

The content of the district evaluation system informs those evaluated and those doing evaluations of the issues to address and the processes to use.

- Those being evaluated use these documents to guide self-reflection on practices that improve your work.
- Evaluators provide both recurring feedback to guide growth in proficiency in district priorities and provide summative performance ratings.
- Those who are both evaluated by this system and evaluate other with it will do both.

Things to know:

1. The Research Framework(s) on which the evaluation system is based. Each research framework is associated with particular approaches to instruction or leadership. The research aligned with the district framework(s) is a useful source of deeper understanding of how to implement strategies correctly and in appropriate circumstances. Evaluators can provide better feedback to sub-ordinates when they understand the research framework
2. Inter-rater reliability: Evaluators in the district should be able to provide sub-ordinates similar feedback and rating so that there is consistent use of the evaluation system across the district. This is promoted by training on the following:
  - a. The “look fors” – what knowledge, skills, and impacts are identified as system priorities by inclusion of indicators in the evaluation system.
  - b. The Rubrics – how to distinguish proficient levels.
  - c. Rater reliability checks. Processes for verifying raters meet district expectations in using the rubrics.
3. Specific, Actionable, and Timely Feedback Processes: What evaluators observe does not promote improvement unless it is conveyed to employees as specific, actionable and timely manner. Training on how to do so is essential.
4. Conferences protocols and use of forms: Know what is required regarding meetings, conference procedures, use of forms, and records.
5. Processes and procedures for implementing the evaluation system
  - a. Evidence gathering: What sources are to be used?
  - b. Timeframes, record keeping
  - c. Scoring rules
6. Student Growth Measures: What are the districts requirements regarding use of student growth measures in the district’s evaluation system?

7. Sources of information about the evaluation system: Where can evaluators and employees access manuals, forms, documents etc. regarding the evaluation process.
8. Additional metrics: Training on any additional metrics use to supplement the practice portion of evaluation.

## Framework: Leadership Evaluation

A Multi-Dimensional Framework: This evaluation system is based on contemporary research and meta-analyses by Dr. Douglas Reeves, Dr. John Hattie, Dr. Vivian Robinson, Dr. Robert Marzano and other research findings that identify school leadership strategies or behaviors that, done correctly and in appropriate circumstances, have a positive probability of improving student learning and faculty proficiency on instructional strategies that positively impact student learning.

### REFERENCE LIST

Illustrative reference lists of works associated with this framework are provided below

#### MULTI-DIMENSIONAL LEADERSHIP FRAMEWORK: Illustrative references

- Reeves, D. (2009). *Assessing Educational Leaders: Evaluating Performance for Improved Individual and Organizational Results*. Thousand Oaks, CA: Corwin Press.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.
- Horng, E., Klasik, D., & Loeb, S. (2010). *Principal's time use and school effectiveness*. Stanford University.
- Kouzes, J. M., & Posner, B. Z. (2010). *The truth about leadership*. San Francisco, CA: Jossey-Bass.
- Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010). *Investigating the links to improved student learning*. The Wallace Foundation.
- Robinson, V. M. J. (2011). *Student-centered leadership*. San Francisco, CA: Jossey-Bass.
- Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria VA: ASCD

## Conference/Proficiency Status Short Form

### Florida School Leader Assessment (FSLA) Conference Summary/Proficiency Status Update - Short Form

<b>Leader:</b>
<b>Supervisor:</b>
<b>This form summarizes feedback about proficiency on the indicators, standards, and domains marked below based on consideration of evidence encountered during this timeframe:</b> _____

<b>Domain 1: Student Achievement</b>				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
<b>Scale Levels:</b> <i>(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.</i>				
<b>Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.</b>				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 1.1 – Academic Standards	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.2 – Performance Data	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.3 – Planning and Goal Setting	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.4 - Student Achievement Results	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
<b>Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.</b>				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 2.1 - Learning Organization	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.2 - School Climate	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.3 - High Expectations	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.4 - Student Performance Focus	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

<b>Domain 2: Instructional Leadership</b>				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
<b>Scale Levels:</b> <i>(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.</i>				
<b>Proficiency Area 3 - Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.</b>				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 3.1 - FEAPs	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.2- Standards based Instruction	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.3 - Learning Goals Alignments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.4 - Curriculum Alignments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.5 - Quality Assessments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.6 - Faculty Effectiveness	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
<b>Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.</b>				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 4.1 - Recruitment and Retention	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.2- Feedback Practices	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.3 - High effect size strategies	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Indicator 4.4 - Instructional Initiatives	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.5 - Facilitating & Leading Prof. Learning	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.6 - Faculty Development Alignments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.7 - Actual Improvement	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
<b>Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.</b>				
	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.1 - Student Centered	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.2 - Success Oriented	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.3 - Diversity	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.4 - Achievement Gaps	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

<b>Domain 3 - Organizational Leadership</b>				
<b><input type="checkbox"/> Highly Effective    <input type="checkbox"/> Effective    <input type="checkbox"/> Needs Improvement    <input type="checkbox"/> Unsatisfactory</b>				
<i>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.</i>				
<b>Proficiency Area 6 - Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.</b>				
	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.1- Prioritization Practices	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.2- Problem Solving	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.3 - Quality Control	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.4 - Distributive Leadership	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.5 - Technology Integration	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
<b>Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.</b>				
	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.1- Leadership Team	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.2 - Delegation	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.3 - Succession Planning	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.4 - Relationships	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
<b>Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.</b>				
	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 8.1 - Organizational Skills	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 8.2- Strategic Instructional Resourcing	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 8.3 - Collegial Learning Resources	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
<b>Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.</b>				
	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.1-- Constructive Conversations	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.2 - Clear Goals and Expectations	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.3 - Accessibility	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.4 - Recognitions	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

**Domain 4 - Professional and Ethical Behaviors**

**Highly Effective     Effective     Needs Improvement     Unsatisfactory**

**Scale Levels:** *(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.*

**Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.**

	<b><input type="checkbox"/> Highly Effective</b>	<b><input type="checkbox"/> Effective</b>	<b><input type="checkbox"/> Needs Improvement</b>	<b><input type="checkbox"/> Unsatisfactory</b>
Indicator 10.1 - Resiliency	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.2 - Professional Learning	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.3 - Commitment	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.4 - Professional Conduct	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory



## Additional Metric: Deliberate Practice Guidelines

**Deliberate Practice: The leaders work on specific improvements in mastery of educational leadership is a separate metric and is combined with the FSLA Domain Scores to determine a summative leadership score.**

<b>Deliberate Practice (DP) Proficiency Area(s) and Target(s) for School Leader Growth</b>
<p><u>Deliberate Practice Priorities:</u> The leader and the evaluator identify 1 to 4 specific and measurable priority learning goals related to teaching, learning, or school leadership practices that impact student learning growth. One or two targets are recommended.</p> <ul style="list-style-type: none"><li>• The target of a deliberate practice process describe an intended result and will include “scales” or progress points that guide the leader toward highly effective levels of personal mastery;</li><li>• The leader takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities.</li><li>• The evaluator monitors progress and provides feedback.</li><li>• <u>The targets are “thin slices” of specific gains sought</u> – not broad overviews or long term goals taking years to accomplish.</li><li>• Deliberate practices ratings are based on comparison of proficiency at a “start point” and proficiency at a designated “evaluation point”. The start point data can be based on a preceding year FSLA evaluation data on a specific indicator or proficiency area, or determined by school leader and evaluator either at the end of the preceding work year or at the start of the new work year in which the DP targets will be used for evaluation.</li></ul> <p><u>Relationship to other measures of professional learning:</u> Whereas FSLA indicator 4.5 addresses the leader’s involvement with professional learning focused on faculty needs and indicator 10.2 addresses the leader’s pursuit of learning aligned with a range of school needs, the Deliberate Practice targets are more specific and deeper learning related to teaching, learning, or school leadership practices that impact student learning. The DP learning processes establish career-long patterns of continuous improvement and lead to high quality instructional leadership.</p> <p><u>Selecting Growth Targets:</u></p> <p>Growth target 1: An issue that addresses a school improvement need related to student learning and either selected by the district or approved by leader’s supervisor. The focus should be on complex issues that take some time to master such as providing observation and feedback of high-effect size instructional practices.</p> <p>Growth target 2: An issue related to a knowledge base or skill set relevant to instructional leadership selected by leader).</p> <p>Growth target 3-4: Optional: additional issues as appropriate.</p> <ul style="list-style-type: none"><li>• The addition of more targets should involve estimates of the time needed to accomplish targets 1 and 2. Where targets 1 and 2 are projected for mastery in less than half of a school year, identify additional target(s).</li></ul> <p>The description of a target should be modeled along the lines of learning goals.</p> <ul style="list-style-type: none"><li>• A concise description (rubric) of what the leader will know or be able to do</li><li>• Of sufficient substance to take at least 6 weeks to accomplish</li><li>• Includes scales or progressive levels of progress that mark progress toward mastery of the goal.</li></ul> <p>Rating Scheme</p> <ul style="list-style-type: none"><li>• Unsatisfactory = no significant effort to work on the targets</li><li>• Needs Improvement = evidence some of the progress points were accomplished but not all of the targets</li><li>• Effective = target accomplished</li><li>• Highly effective = exceeded the targets and able to share what was learned with others</li></ul>

Sample:

Target: Leader will be able to provide feedback to classroom teachers on the effectiveness of learning goals with scales in focusing student engagement on mastery of state standards.

Scales:

Level 3: Leader develops and implements a process for monitoring the alignment of classroom assessments to track trends in student success on learning goals.

Level 2: Leader develops and implements a process for routinely visits classes and engaging students in discussion on what they are learning and compares student perceptions with teacher’s learning goals.

Level 1: Leader can locate standards in the state course description for each course taught at the school and completes the on-line module on Learning Goals (both at [www.floridastandards.org](http://www.floridastandards.org)) and engages teachers in discussion on how they align instruction and learning goals with course standards.

## Deliberate Practice Growth Target

<b>School Leader's Name and Position:</b> _____
<b>Evaluators Name and Position:</b> _____
<b>Target for school year:</b> <u>2013-14</u> <b>Date Growth Targets Approved:</b> _____
<b>School Leader's Signature:</b> _____ <b>Evaluator's Signature</b> _____
<b>Deliberate Practice Growth Target #:</b> ____ (Insert target identification number here, the check one category below) <input type="checkbox"/> <b>District Growth Target</b> <input type="checkbox"/> <b>School Growth Target</b> <input type="checkbox"/> <b>Leader's Growth target</b>
<b>Focus issue(s):</b> Why is the target worth pursuing?
<b>Growth Target:</b> <i>Describe what you expect to know or be able to do as a result of this professional learning effort.</i>
<b>Anticipated Gain(s):</b> What do you hope to learn?
• •
<b>Plan of Action:</b> A general description of how you will go about accomplishing the target.
<b>Progress Points:</b> List progress points or steps toward fulfilling your goal that enable you to monitor your progress. If you goal
1. 2. 3.
<b>Notes:</b>

## FSLA Proficiency Areas with Indicators

# Florida School Leader Assessment

A Multidimensional Leadership Assessment

4 Domains - 10 Proficiency Areas - 45 Indicators

A **summative performance level** is based 50% on Student Growth Measures (SGM) that conform to the requirements of s. 1012.34, F.S., and 50% on a Leadership Practice Score. In the Florida State Model, the Leadership Practice Score is obtained from two metrics:

- Florida School Leader Assessment (FSLA)
- Deliberate Practice Score

The school leader's FSLA Score is combined with a Deliberate Practice Score to generate a Leadership Practice Score. The tables below list the school leader performance proficiencies addressed in the four domains of the FSLA and the Deliberate Practice Metric.

**Domain 1: The focus is on leadership practices that impact prioritization and results for student achievement on priority learning goals - knowing what's important, understanding what's needed, and taking actions that get results.**

<b>Domain 1: Student Achievement</b> <b>2 Proficiency Areas – 8 Indicators</b> <b>This domain contributes 20% of the FSLA Score</b>
<b>Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.</b>
Indicator 1.1 - <u>Academic Standards</u> : The leader demonstrates understanding of student requirements and academic standards (Common Core and NGSSS).
Indicator 1.2 - <u>Performance Data</u> : The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.
Indicator 1.3 - <u>Planning and Goal Setting</u> : The leader demonstrates planning and goal setting to improve student achievement.
Indicator 1.4 - <u>Student Achievement Results</u> : The leader demonstrates evidence of student improvement through student achievement results.
<b>Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.</b>
Indicator 2.1 - <u>Learning Organization</u> : The leader enables faculty and staff to work as a system focused on student learning, and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
Indicator 2.2 - <u>School Climate</u> : The leader maintains a school climate that supports student engagement in learning.
Indicator 2.3 - <u>High Expectations</u> : The leader generates high expectations for learning growth by all students.
Indicator 2.4 - <u>Student Performance Focus</u> : The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.

**Domain 2: The focus is on instructional leadership – what the leader does and enables others to do that supports teaching and learning.**

<b>Domain 2: Instructional Leadership</b> <b>3 Proficiency Areas – 17 Indicators</b> <b>This domain contributes 40% of the FSLA Score</b>
<b>Proficiency Area 3 - Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.</b>
Indicator 3.1 - <u>FEAPs</u> : The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (FEAPs) (Rule 6A-5.065, F.A.C.), and models use of Florida's common language of instruction to

guide faculty and staff's implementation of the foundational principles and practices.
Indicator 3.2 - <b>Standards-based Instruction:</b> The leader delivers an instructional program that implements the state's adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.
Indicator 3.3 - <b>Learning Goals Alignments:</b> The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state's adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubrics to guide tracking progress toward student mastery.
Indicator 3.4 - <b>Curriculum Alignments:</b> The leader implements systemic processes to insure alignment of curriculum resources with state standards for the courses taught.
Indicator 3.5 - <b>Quality Assessments:</b> The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.
Indicator 3.6 - <b>Faculty Effectiveness:</b> The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.
<b>Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.</b>
Indicator 4.1 - <b>Recruitment and Retention:</b> The leader employs a faculty with the instructional proficiencies needed for the school population served.
Indicator 4.2 - <b>Feedback Practices:</b> The leader monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.
Indicator 4.3 - <b>High Effect Size Strategies:</b> Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.
Indicator 4.4 - <b>Instructional Initiatives:</b> District-supported state initiatives focused on student growth are supported by the leader with specific and observable actions, including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.
Indicator 4.5 - <b>Facilitating and Leading Professional Learning:</b> The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.
Indicator 4.6 - <b>Faculty Development Alignments:</b> The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement); aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty.
Indicator 4.7 - <b>Actual Improvement:</b> The leader improves the percentage of effective and highly effective teachers on the faculty.
<b>Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.</b>
Indicator 5.1 - <b>Student-Centered:</b> The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning, and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.
Indicator 5.2 - <b>Success-Oriented:</b> The leader initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.
Indicator 5.3 - <b>Diversity:</b> To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.
Indicator 5.4 - <b>Achievement Gaps:</b> The leader engages faculty in recognizing and understanding cultural and

developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.

**Domain 3: The focus is on school operations and leadership practices that integrate operations into an effective system of education.**

<b>Domain 3 - Operational Leadership 4 Proficiency Areas - 16 Indicators This domain contributes 20% of the FSLA Score</b>
<b>Proficiency Area 6 - Decision-Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.</b>
Indicator 6.1 - <u>Prioritization Practices</u> : The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.
Indicator 6.2 - <u>Problem-Solving</u> : The leader uses critical thinking and problem-solving techniques to define problems and identify solutions.
Indicator 6.3 - <u>Quality Control</u> : The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implements actions as needed.
Indicator 6.4 - <u>Distributive Leadership</u> : The leader empowers others and distributes leadership when appropriate.
Indicator 6.5 - <u>Technology Integration</u> : The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.
<b>Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.</b>
Indicator 7.1 - <u>Leadership Team</u> : The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.
Indicator 7.2 - <u>Delegation</u> : The leader establishes delegated areas of responsibility for subordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.
Indicator 7.3 - <u>Succession Planning</u> : The leader plans for and implements succession management in key positions.
Indicator 7.4 - <u>Relationships</u> : The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.
<b>Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.</b>
Indicator 8.1 - <u>Organizational Skills</u> : The leader organizes time, tasks, and projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.
Indicator 8.2 - <u>Strategic Instructional Resourcing</u> : The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.
Indicator 8.3 - <u>Collegial Learning Resources</u> : The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.
<b>Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the</b>

<b>community.</b>
Indicator 9.1 - <u>Constructive Conversations</u> : The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.
Indicator 9.2 - <u>Clear Goals and Expectations</u> : The leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.
Indicator 9.3 - <u>Accessibility</u> : The leader maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.
Indicator 9.4 - <u>Recognitions</u> : The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.

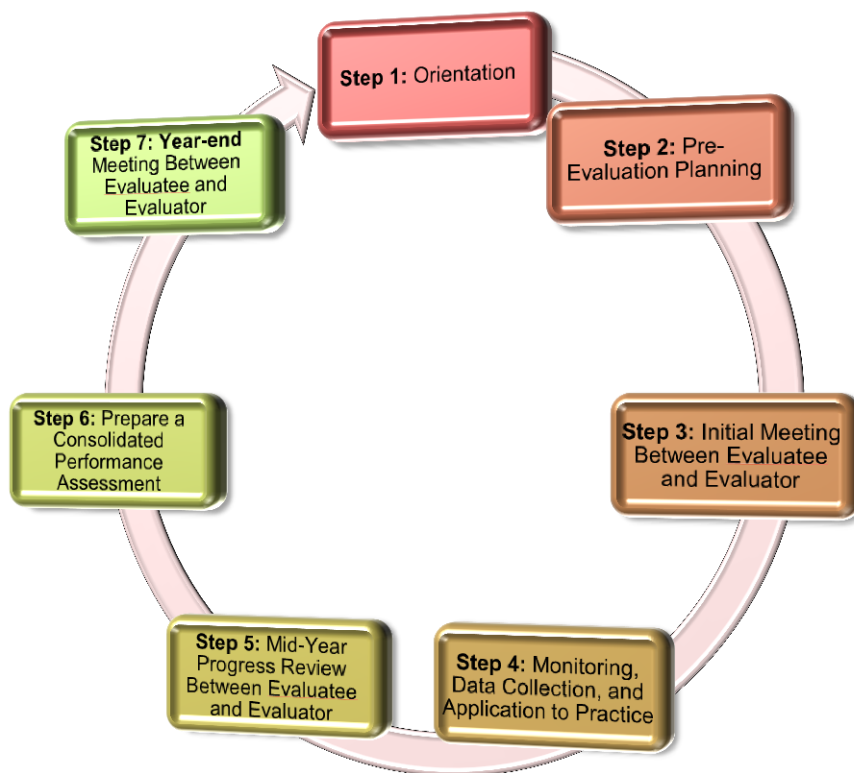
**Domain 4: The focus is on the leader's professional conduct and leadership practices that represent quality leadership.**

<b>Domain 4 - Professional and Ethical Behaviors</b> <b>1 Proficiency Area - 4 Indicators</b> <b>This domain contributes 20% of the FSLA Score</b>
<b>Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.</b>
Indicator 10.1 - <u>Resiliency</u> : The leader demonstrates resiliency in pursuit of student learning and faculty development by staying focused on the school vision and reacting constructively to adversity and barriers to success, acknowledging and learning from errors, constructively managing disagreement and dissent with leadership, and bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and productive attitudes in the face of adversity.
Indicator 10.2 - <u>Professional Learning</u> : The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.
Indicator 10.3 - <u>Commitment</u> : The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well being of the school, families, and local community.
Indicator 10.4 - <u>Professional Conduct</u> : The leader adheres to the Code of Ethics of the Education Profession in Florida (Rule 6B-1.001, F.A.C.) and to the Principles of Professional Conduct for the Education Profession (Rule 6B-1.006, F.A.C.).

# The Florida School Leader Assessment

**Districts implement the Florida School Leader Assessment (FSLA) processes listed below to provide:**

- **Guides to self-reflection** on what's important to success as a school leader
- **Criteria for making judgments** about proficiency that are consistent among raters
- **Specific and actionable feedback** from colleagues and supervisors focused on improving proficiency
- **Summative evaluations** of proficiency and determination of performance levels



## **The seven steps of the FSLA are described below:**

**Step 1: Orientation:** The orientation step can occur at the start of a new work year, at the start of a new school year, or at the start of assignment (or new assignment) as a principal. The depth and detail of orientation may vary based on prior training and whether changes in evaluation model have occurred, but an annual orientation or re-fresher orientation should occur. The orientation step should include:

- District provided orientation and training on the Florida Principal Leadership Standards (FPLS), Student Success Act, applicable State Board of Education rules, Race To The Top (RTTT) requirements, and district specific expectations that are subject to the evaluation system.
- All leaders and evaluators should have access to the content and processes that are subject to the evaluation system. All leaders and evaluators should have access to the same information and expectations. This may be provided by the leader's review of district evaluation documents, online modules, mentor sessions, or face-to-face training where awareness of district processes and expectations are identified.
- At the orientation step, each school leader is expected to engage in personal reflection on the connection between his/her practice and the FPLS and the indicators in the district evaluation system. This is a "what do I know and what do I need to know" self-check aligned with the FPLS and the district evaluation system indicators.

**Step 2: Pre-evaluation Planning:** After orientation processes, the leader and evaluator prepare for a formal conference to address evaluation processes and expectations. Two things occur:

- Leader's self-assessment from the orientation step moves to more specific identification of improvement priorities. These may be student achievement priorities or leadership practice priorities. The leader gathers any data or evidence that supports an issue as an improvement priority. This may include School Improvement Plan (SIP), student achievement data, prior faculty evaluations, and evidence of systemic processes that need work.
- The evaluator articulates a perspective on strengths and growth needs for the leader and for student achievement issues at the school.

**Step 3: Initial Meeting between evaluatee and evaluator:** A meeting on "expectations" held between leader and supervisor to address the following:

- Evaluation processes are reviewed and questions answered.
- Perceptions (of both) from Pre-evaluation Planning are shared.
- Domain, Proficiency Areas, Indicators from evaluation system that will be focus issues are identified and discussed.
- Student growth measures that are of concern are discussed.
- Relationship of evaluation indicators to the SIP and district-supported initiatives are discussed.
- Such a meeting is typically face-to-face but may also be via tele-conference or phone. (Meeting issues can be clarified via texts and emails as appropriate.)
- Proposed targets for Deliberate Practice (additional metric) are discussed and determined, or a timeframe for selection of Deliberate Practice targets are set. While



a separate meeting or exchange of information may be implemented to complete the Deliberate Practice targets, they should be discussed at the Step 3 Conference given their importance to the leader's growth and the summative evaluation.

**Step 4: Monitoring, Data Collection, and Application to Practice:** Evidence is gathered that provides insights on the leader's proficiency on the issues in the evaluation system by those with input into the leader's evaluation.

- The leader shares with supervisor evidence on practice on which the leader seeks feedback or wants the evaluator to be informed.
- The evaluator accumulates data and evidence on leader's actions or impact of leader's actions during the routine conduct of work. Such data and evidence may come from site visits, be provided by the leader, from formal or informal observations, or from evidence, artifacts or input provided by others. The accumulated information is analyzed in the context of the evaluation system indicators.
- As evidence and observations are obtained that generate specific and actionable feedback, it is provided to the leader in a timely manner. Feedback may be provided face-to-face, via FSLA forms, via email or telephone, or via memoranda.
- Collegial groups, mentors, communities of practice (CoPs), professional learning communities (PLCs), and lesson study groups in which the leader participates may provide specific and actionable feedback for proficiency improvement.
- These monitoring actions occur before and continue after the mid-year Progress Check (step 5).

**Step 5: Mid-year Progress Review between evaluatee and evaluator:** At a mid-year point, a progress review is conducted.

- Actions and impacts of actions taken on priorities identified in Step 3 Initial Meeting are reviewed.
- Any indicators which the evaluator has identified for a specific status update are reviewed. (The leader is given notice of these indicators prior to the Progress Check, as the feedback expected is more specific than that for the general indicator overview.)
- The leader is prepared to provide a general overview of actions/processes that apply to all of the domains and proficiency areas and may include any of the indicators in the district system. Any indicator that the evaluator or the leader wishes to address should be included.
- Strengths and progress are recognized.
- Priority growth needs are reviewed.
- Where there is no evidence related to an indicator and no interim judgment of proficiency can be provided, a plan of action must be made:
  - If the evaluator decides that the absence of evidence indicates unsatisfactory proficiency because actions or impacts of action should be evident if leader was proficient, the leader is provided notice that the indicator(s) will be addressed in a follow-up meeting.
  - The absence of evidence is explained by lack of opportunity for the evaluator to note anything relevant, and leader is asked to provide follow-up data on the indicator prior to the year-end conference.

- The lack of evidence on one indicator is balanced by substantial evidence on other indicators in the same proficiency area. No follow-up is required until evidence supporting a Needs Improvement (NI) or Unsatisfactory (U) rating emerges.
- Any actions or inactions which might result in an unsatisfactory rating on a domain or proficiency area if not improved are communicated.
- Any indicators for which there is insufficient evidence to rate proficiency at this stage, but which will be a priority for feedback in remainder of the year, are noted.
- *FSLA Feedback and Protocol Form* (or district equivalent) is used to provide feedback on all indicators for which there is sufficient evidence to rate proficiency. Notes or memorandums may be attached to the forms as appropriate to reflect what is communicated in the Progress Check.

**Step 6: Prepare a consolidated performance assessment:** The summative evaluation form is prepared by the evaluator and a performance rating assigned.

- Consider including relevant and appropriate evidence by any party entitled to provide input into the leader's evaluation.
- Review evidence on leader's proficiency on indicators.
- Use accumulated evidence and rating on indicators to rate each proficiency area.
- Consolidate the ratings on proficiency areas into domain ratings.
- Consolidate Domain ratings, using FSLA weights, to calculate a FSLA score.

**Step 7: Year-end Meeting between evaluatee and evaluator:** The year-end meeting addresses the FSLA score, the Deliberate Practice Score and Student Growth Measures.

- The FSLA score is explained.
- The leader's growth on the Deliberate Practice targets is reviewed and a Deliberate Practice Score assigned.
- The FSLA Score and Deliberate Practice Score are combined (as per weighting formula) to generate a Leadership Practice Score.
- If the Student Growth Measurement (SGM) score is known, inform the leader how the Leadership Practice Score and SGM Score combine to a summative performance level of Highly Effective, Effective, Needs Improvement, or Unsatisfactory.
- If SGM score is not known, inform leader of possible performance levels based on known Leadership Practice Score and various SGM outcomes.
- If recognitions or employment consequences are possible based on performance level, inform leader of district process moving forward.
- Review priority growth issues that should be considered at next year's step 2 and step 3 processes.

### Directions for use of this Guide

This guide may be used “as is” if using the state model FSLA and Deliberate Practice metric.

ALL DISTRICTS WILL NEED TO ADD DISTRICT DECISIONS ON CUT SCORES FOR SCHOOL LEADERS IN SECTION FOUR OF THE SCORING GUIDE

1. Districts may modify the scoring process described in this guide or use a district developed scoring process (which will be described and included in documentation submitted with Review and Approval Checklist)
2. If any aspects of the FSLA or Deliberate Practice metrics are modified by the district, the district should review scoring processes to determine if any of the scoring processes need adjustment based on district changes to the metrics. Submit a scoring process that works with your modified metrics.
3. If a district employs a phase-in option on the FSLA and/or Deliberate Practice metric, the district will need to amend the scoring process to reflect the phase-in decisions.

## Scoring Guide for State Model Metrics

An evaluation system that is aligned with the purpose of Section 1012.34, F.S. and applicable State Board rules (e.g., 6A-5.065, 6A-5.080) has two functions:

- Providing quality feedback during a work year that focuses improvement effort on essential proficiencies.
- Generating an annual summative performance level based on the proficiency exhibited during the work year.

For Florida School Leaders being evaluated using the FSLA, the Florida state model for principal evaluation, the summative annual performance level is based on two factors:

- **Student Growth Measures Score (SGM):** The performance of students under the leader’s supervision represents 50% of the annual performance level. The specific growth measures used and “cut points” applied must conform to Florida Statutes and State Board rules.
- **Leadership Practice Score:** An assessment of the leader’s proficiency on the Florida Principal Leadership Standards (FPLS). This is based on two metrics:
  - The Florida School Leader Assessment (FSLA): A system for feedback and growth based on the leader’s work and impact of that work on others. The FSLA contributes 80% of the Leadership Practice Score.
  - Deliberate Practice (DP): Deep learning and growth on a few very specific aspects of educational leadership. The DP Score contributes 20% of the Leadership Practice Score.

### Summary of Scoring Processes

1. Score Indicators	Based on rubrics in the “long forms”
2. Score Proficiency Areas	Based on tables in this guide
3. Score Domains	Based on tables in this guide
4. Score FSLA	Based on formula in this guide
5. Score Deliberate Practice Metric	Based on directions in this guide
6. Calculate Leadership Practice Score	Combine FSLA and Deliberate Practice Scores Based on formula in this guide
7. Calculate Student Growth Measure Score	Use district cut points for SGM
8. Assign Proficiency Level rating label	Combine Leadership and SGM scores

### **What this FSLA Scoring Guide Covers:**

Section One: How to “score” the FSLA

Section Two: How to “score” Deliberate Practice

Section Three: Leadership Practice Score

Section Four: Annual Performance Rating

## **Section One: How to Score the FSLA**

**District Options:** The scoring process for the FSLA is one of a number of alternative scoring methods. Districts using the FSLA may use this scoring process or design a district system for scoring the FSLA. Use of the FSLA and use of the FSLA Scoring system are separate decisions. If using the FSLA scoring process, reference this scoring guide in element II-D in the “Review and Approval Checklist for Instructional Personnel and School Administrator Evaluation Systems” when submitting for review and approval. If your scoring model is adapted or is a district-developed scoring process, include your document(s) that describe your scoring process when you submit for review.

### **About the FSLA Scoring Process**

The state scoring model has these features:

- The performance labels used in Section 1012.34, F.S. for summative performance levels are also used in the FSLA to summarize feedback on domains, proficiency areas, and indicators:
  - Highly Effective (HE)
  - Effective (E)
  - Needs Improvement (NI)
  - Unsatisfactory (U)
- Direct Weighting: The FSLA score is based on ratings for each of four domains, but the system specifically gives added weight to Domain 2: Instructional Leadership: The weights are:
  - Domain 1: Student Achievement: 20%
  - Domain 2: Instructional Leadership: 40%
  - Domain 3: Organizational Leadership: 20%
  - Domain 4: Professional and Ethical Behavior: 20%
- Embedded Weighting: The use of Domain scores to generate an FSLA score results in embedded weighting as the Domains have different numbers of indicators. For example: Domain 1 has eight indicators, Domain 3 has 16 indicators and Domain 4 has four indicators, but each Domain contributes 20% to the FLSA score. The result of this is:
  - Domain 2 indicators have the most impact on the FSLA results due to direct weighing. There are 17 indicators, but the Domain is weighted at 40%, thus magnifying the impact of that domain on the final rating.
  - Domain 4 has the next highest level of impact due to embedded weighting. There are only four indicators in this Domain, but the Domain contributes 20% of the FSLA score.
  - Domain 1 has more impact than Domain 3 since Domain 1 has eight indicators and Domain 3 has 16 indicators, but each Domain contributes 20% of the FSLA score.
- Proficiency on Indicators leads to an FSLA Score.
  - Ratings on indicators (using rubrics in the FSLA) are combined to generate a rating (HE, E, NI, or U) on each Proficiency Area.
  - Ratings on Proficiency Areas are combined (using the tables in this scoring guide) to generate a Domain Rating.
  - Ratings on Domains are combined (using tables in this scoring guide) to generate a FLSA Score.

## **How to determine an FSLA Score.**

Generating a score for the FSLA has four steps:

### **Step One: Rate each Indicator.**

Start with judgments on the indicators. Indicators in each Proficiency Area are rated as HE, E, NI, or U based on accumulated evidence.

- The FSLA supports this indicator proficiency rating process with rubrics for distinguishing between the levels (HE, E, NI, or U) that are specific to the indicator.
- To guide the rating decision, illustrative examples of leadership actions and illustrative examples of impacts of leadership actions are provided.
- The rubrics for indicators and the illustrative examples are found in the “long forms” – the Data Collection and Feedback Protocols” posted on [www.floridaschoolleaders.org](http://www.floridaschoolleaders.org) (in the Learning Library, Resources Menu: Evaluation Resources – School Leaders).
- Ratings can be recorded on the long form or the short form (all FSLA forms and supporting resources are found on [www.floridaschoolleaders.org](http://www.floridaschoolleaders.org)).

### **Rating Labels: What do they mean?**

**The principal should complete a self-assessment by scoring each of the indicators. The evaluator also will score each of the indicators. In an end-of-the year conference, their respective ratings are shared and discussed. The evaluator then determines a final rating for each indicator and, using the procedures in this scoring guide, calculates an FSLA score.**

### **Indicator ratings:**

When assigning ratings to indicators in the FSLA, the evaluator should begin by reviewing the indicator rubrics. These are “word-picture” descriptions of leadership behaviors in each of the four levels of leadership behavior—“Highly Effective”, “Effective”, “Needs Improvement”, and “Unsatisfactory.” The evaluator finds the level that best describes performance related to the indicator.

**The rating rubrics provide criteria that distinguish among the proficiency levels on the indicator. The illustrative examples of Leadership Evidence and Impact Evidence for each indicator provide direction on the range of evidence to consider. The rating for each indicator is the lowest rating for which the “word-picture” descriptors are appropriate and representative descriptions of what was observed about the leader’s performance.**

**The ratings on the indicators aggregate to a rating on the Proficiency Areas based on tables in this guide. The ratings on the Proficiency Areas within a Domain aggregate to a domain rating, using tables and formulas in this scoring guide.**

**The FSLA rubrics are designed to give principals a formative as well as a summative assessment of where they stand in all leadership performance areas and detailed guidance on how to improve. While they are not checklists for school visits by the principal’s supervisor, they do reflect the key behaviors about which supervisors and principals should be conversing frequently throughout the year. Moreover, these behavioral leadership descriptions will form the basis for principal and supervisor coaching and mentoring sessions.**

## Distinguishing between proficiency ratings:

The “Effective” level describes leadership performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the FPLS require and have made the adjustments and growth necessary to upgrade performance. The previous rating system of “satisfactory “ and “unsatisfactory” does not provide any guidance as to where those who repeat past performance levels will fall in the shift to research and standards-based assessments. Both school leaders and evaluators should reflect on performance based on the new FPLS and the rubrics of the FSLA.

The “Highly Effective” level is reserved for truly outstanding leadership as described by very demanding criteria. Performance at this level is dramatically superior to “Effective” in its impact on students, staff members, parents, and the school district. Highly effective leadership results from recurring engagement with “deliberate practice.” In brief, the “Highly Effective” leader helps every other element within the organization become as good as they are. In normal distributions, some leaders will be rated highly effective on some indicators, but very few leaders will be rated highly effective as a summative performance level.

The “Needs Improvement” level describes principals who understand what is required for success, are willing to work toward that goal, and, with coaching and support, can become proficient. Needs improvement rating will occur where expectations have been raised and standards made more focused and specific. Professional behavior and focused professional learning will guide school leaders toward increasingly effective performance.

Performance at the “Unsatisfactory” level describe leaders who do not understand what is required for proficiency or who have demonstrated through their actions and/or inactions that they choose not to become proficient on the strategies, knowledge bases, and skills sets needed for student learning to improve and faculties to develop.

### Step Two: Rate each Proficiency Area.

Ratings on the indicators in a Proficiency Area are combined to assign a proficiency level (HE, E, NI, or U) to a Proficiency Area: The distribution of indicator ratings within a Proficiency Area result in a Proficiency Area Rating. Since the number of indicators in a Proficiency Area varies, the following formulas are applied to assign Proficiency Area ratings. For each Proficiency Area, use the appropriate table.

Table 1

<b>For Proficiency Areas 1,2,5,7,9 and 10 with four Indicators, each Proficiency Area is rated:</b>			
<b>Highly Effective (HE) if: three or more indicators are HE and none are less than E.</b>			
Examples:	HE+HE+HE+HE= HE	HE+HE+HE+E=HE	
<b>Effective (E) if: at least three are E or higher and no more than one are NI. None are U.</b>			
Examples:	E+E+E+HE=E	E+E+E+NI=E	E+E+E+E=E
<b>Needs Improvement (NI) if: Criteria for E not met and no more than one is U.</b>			
Examples:	E+E+NI+NI=NI	HE+HE+NI+NI =NI	HE+E+U+NI=NI
<b>Unsatisfactory (U) if: two or more are U.</b>			
Examples:	HE+U+U+HE=U	E+NI+U+U=U	E+E+U+U=U

For the Proficiency Areas with fewer or more than four indicators, use the appropriate table below:

Table 2

<b>For proficiency Area 3 with six Indicators, each Proficiency Area is rated:</b>	
<b>Highly Effective (HE) if: four or more indicators are HE and none are less than E.</b>	
Examples:	HE+HE+HE+HE+HE=HE                      HE+HE+HE+HE+E+E=HE
<b>Effective (E) if: at least four are E or higher and no more than two are NI. None are U.</b>	
Examples:	HE+HE+E+E+E=E                      E+E+E+NI+NI=E
<b>Needs Improvement (NI) if: Criteria for E not met and no more than two are U.</b>	
Examples:	HE+HE+NI+NI+NI=NI      NI+NI+NI+U+U=NI      E+E+NI+NI+NI=NI      HE+HE+E+E+U=NI
<b>Unsatisfactory (U) if: two or more are U.</b>	
Examples:	HE+HE+HE+U+U=U      NI+NI+NI+U+U=U

Table 3

<b>For Proficiency Area 4 with seven Indicators, each Proficiency Area is rated:</b>	
<b>Highly Effective (HE) if: five or more indicators are HE and none are less than E.</b>	
Examples:	HE+HE+HE+HE+E+E=HE
<b>Effective (E) if: at least five are E or higher and no more than two are NI. None are U.</b>	
Examples:	HE+HE+E+E+NI+NI=E      E+E+E+E+NI+NI=E
<b>Needs Improvement (NI) if: Criteria for E not met and no more than two are U.</b>	
Examples:	E+E+E+NI+NI=NI      HE+HE+E+E+U+U=NI      HE+HE+HE+HE+U=NI
<b>Unsatisfactory (U) if: two or more are U.</b>	
Examples:	HE+HE+HE+HE+U+U=U                      NI+NI+NI+NI+U+U=U

Table 4

<b>For Proficiency Area 6 with five Indicators, each Proficiency Area is rated:</b>	
<b>Highly Effective (HE) if: four or more indicators are HE and none are less than E.</b>	
Examples:	HE+HE+HE+HE=HE                      HE+HE+HE+E=HE
<b>Effective (E) if: at least four are E or higher and no more than one are NI. None are U.</b>	
Examples:	E+E+E+E=E      HE+HE+E+E=E      HE+E+E+NI=E      E+E+E+NI=E
<b>Needs Improvement (NI) if: Criteria for E not met and no more than one is U.</b>	
Examples:	HE+HE+NI+NI=NI                      E+E+NI+U=NI      NI+NI+NI+U=NI
<b>Unsatisfactory (U) if: two or more are U.</b>	
Examples:	HE+HE+HE+U+U=U                      NI+NI+NI+U+U=U

Table 5

<b>For Proficiency Area 8 with three Indicators, each Proficiency Area is rated:</b>	
<b>Highly Effective (HE) if: two or more indicators are HE and none are less than E.</b>	
Examples:	HE+HE+HE=HE                      HE+HE+E=HE
<b>Effective (E) if: two or more are E or higher and no more than one is NI. None are U.</b>	
Examples:	E+E+E=E      E+E+HE=E      E+HE+NI=E      HE+HE+NI=E
<b>Needs Improvement (NI) if: Criteria for E not met and no more than one is U.</b>	
Examples:	NI+NI+NI=NI      NI+NI+U=NI      HE+E+U=NI      HE+NI+NI=NI
<b>Unsatisfactory (U) if: two or more are U.</b>	
Examples:	HE+U+U=U                      NI+U+U=U

When you have a rating (HE, E, NI, or U) for each Proficiency Area in a Domain, you then generate a Domain rating.



### **Step Three: Rate Each Domain.**

Domains are rated as HE, E, NI, or U based on the distribution of ratings on Proficiency Areas within the Domain. The tables below provide rating criteria for each FSLA Domain.

Table 6

Domain Rating	<b>Domain 1: Student Achievement</b> (Two Proficiency Areas)
Highly Effective if:	Both Proficiency Areas rated HE
Effective if:	<ul style="list-style-type: none"><li>• One Proficiency Area rated HE and one Effective, or</li><li>• Both rated Effective</li></ul>
Needs Improvement if:	<ul style="list-style-type: none"><li>• One Proficiency Area rated HE or E and one rated NI or U</li><li>• Both Proficiency Areas rated NI</li></ul>
Unsatisfactory if:	<ul style="list-style-type: none"><li>• One Proficiency Area rated NI and the other is rated U</li><li>• Both are rated U</li></ul>

Table 7

Domain Rating	<b>Domain 2: Instructional Leadership</b> (Three Proficiency Areas)
Highly Effective if:	<ul style="list-style-type: none"><li>• All three Proficiency Areas are HE</li><li>• Two Proficiency Areas rated HE and one E</li></ul>
Effective if:	<ul style="list-style-type: none"><li>• Two Proficiency Area rated E and one Effective or NI</li><li>• All three Proficiency Areas rated E</li></ul>
Needs Improvement if:	<ul style="list-style-type: none"><li>• Any two Proficiency Areas rated NI</li><li>• One Proficiency Area rated NI, one Proficiency Area rated U and one Proficiency Area rated E or HE</li></ul>
Unsatisfactory if:	<ul style="list-style-type: none"><li>• Two or more Proficiency Areas rated U</li></ul>

Table 8

Domain Rating	<b>Domain 3: Organizational Leadership</b> (Four Proficiency Areas)
Highly Effective if:	<ul style="list-style-type: none"><li>• All four Proficiency Areas are HE</li><li>• Three Proficiency Areas rated HE and one E</li></ul>
Effective if:	<ul style="list-style-type: none"><li>• Two Proficiency Areas rated E and two rated HE</li><li>• All four Proficiency Areas rated E</li><li>• Three Proficiency Areas rated E and one rated either NI or HE</li></ul>
Needs Improvement if:	<ul style="list-style-type: none"><li>• Two Proficiency Areas rated E and two rated NI</li><li>• Any three Proficiency Areas rated NI</li><li>• One Proficiency Area rated NI, one Proficiency Area rated U and two Proficiency Area rated E or HE</li></ul>
Unsatisfactory if:	<ul style="list-style-type: none"><li>• Two or more Proficiency Areas rated U</li></ul>

Table 9

Domain Rating	<b>Domain 4: Professional Behaviors</b> (One Proficiency Area)
Highly Effective if:	If Proficiency Area 10 rated HE
Effective if:	If Proficiency Area 10 rated E
Needs Improvement if:	If Proficiency Area 10 rated NI
Unsatisfactory if:	If Proficiency Area 10 rated U

When you have determined Domain ratings, you then combine those ratings to generate an FSLA score.

#### **Step 4: Calculate the FSLA Score.**

- In Step One, proficiency ratings for indicators were made based on an assessment of available evidence and the rating rubrics.
- In Step Two, the apportionment of Indicators ratings, using the tables provided, generated a rating for each Proficiency Area within a Domain.
- In Step Three, Domain ratings were generated. All of these steps were based on evidence on the indicators and scoring tables.

At the FSLA scoring stage the model shifts to a weighted point system. Points are assigned to Domain ratings, direct weights are employed, and scores are converted to a numerical scale. The following point model is used:

Table 10

DOMAIN RATING	POINTS ASSIGNED
A Domain rating of Highly Effective	3 points
A Domain rating of Effective	2 points
A Domain rating of Needs Improvement	1 point
A Domain rating of Unsatisfactory	0 points

The Domain points are multiplied by the Domain's direct weight: The rating is entered in column 2 ("Rating"), the points in column 3 ("Points"), and a weighted score calculated in column 5.

Table 11

Domain	Rating	Points	Weight	Domain Weighted Score
Domain I: Student Achievement			.20	
Domain 2: Instructional Leadership			.40	
Domain 3: Organizational Leadership			.20	
Domain 4: Professional and Ethical Behavior			.20	

#### **Example**

Table 12

Domain	Rating	Points	Weight	Domain Weighted Score
Domain I: Student Achievement	HE	3	.20	.6
Domain 2: Instructional Leadership	E	2	.40	.8
Domain 3: Organizational Leadership	HE	3	.20	.6
Domain 4: Professional & Ethical Behavior	NI	1	.20	.2

After a Domain Weighted Score is calculated, the scores are converted to a 100 point scale. This process results in a FSLA Score range of 0 to 300 Points.

This table illustrates the conversion of a Domain Weighted value to a 100 point scale.

#### **Example**

Table 13

Domain	Rating	Points	Weight	Weighed value	Convert to 100 point scale	Domain Score
Domain 1 Student Achievement	HE	3	.20	.6	x 100	60
Domain 2 Instructional Leadership	E	2	.40	.8	x 100	80
Domain 3 Organizational Leadership	HE	3	.20	.6	x 100	60
Domain 4 Professional and Ethical Behavior	NI	1	.20	.2	x 100	20
<b>FSLA Score</b>						<b>220</b>

The Domain scores are added up and an FSLA score determined. The FSLA Score is converted to an FSLA rating of HE, E, NI, or U based on this scale:

Table 14

FSLA SCORE	FSLA Proficiency Rating
240 to 300	Highly Effective
151 to 239	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

The FSLA score is combined with a Deliberate Practice Score to generate a Leadership Practice Score. Section Three provides scoring processes for Deliberate Practice. The FSLA score will be 80% of the Leadership Score. The Deliberate Practice Score will be 20% of the Leadership Practice.

(Note: If there is no Deliberate Practice or other additional metric at this time, then the FSLA score is the Leadership Practice Score.)

## Section Two: How to Score Deliberate Practice

**NOTE: This section applies IF the district is using the state model deliberate practice metric. If deliberate practice is not in use at this time, skip to Section Three.**

### Deliberate Practice Score

- The DP score is 20% of the Leadership Practice Score.
- The DP metric will have 1 to 4 specific growth targets.
- Each target will have progress points (much like a learning goal for students).
- The targets will have equal weight and the leader’s growth on each will be assessed as HE, E, NI, or U.

Table 15

Scoring a DP Growth Target	Rating Rubrics
Highly Effective	Target met, all progress points achieved, and verifiable improvement in leaders performance
Effective	Target met, progress points achieves....impact not yet evident
Needs Improvement	Target not met, but some progress points met
Unsatisfactory	Target not met, nothing beyond 1 progress point

A DP Score has an upper limit of 300 points. Each target is assigned an equal proportion of the total points. Therefore the points for each target will vary based on the number of targets.

Table 16

Number of growth targets	Maximum points per target	Maximum Point Range
One Target	300	300
Two Targets	150 (300/2)	300 (150 x 2)
Three Targets	100 (300/3)	300 (100 x 3)
Four Targets	75 (300/4)	300 (75 x 4)

Target values based on Rating (HE, E, NI, or U) and Number of Targets.

This chart shows the points earned by a growth target based on a rating Level (HE, E, NI, or U) **and** the total number of targets in the DP plan.

Table 17

Rating	Point values	If 1 target	If 2 targets	If 3 targets	If 4 targets
HE	max points	300	150	100	75
E	.80 of max	240	120	80	60
NI	.5 of max	150	75	50	37.5
U	.25 if some progress	75	37.5	25	18.75
U	.0 if 1 progress stage	0	0	0	0

A DP score is based on ratings of the targets and the points earned for each rating.

### Examples

If Three Growth Targets:

Table 18

DP Target	Rating	Points (based on table 17 – column 5 ) *
DP TARGET 1	HE	100
DP TARGET 2	E	80
DP TARGET 3	NI	50
DP Score (target score added together)		230

**\* Points available vary based on total number of growth targets. Use Table 17 to select point values.**

Deliberate Practice rating

Table 19

DP Score Range	DP Rating
240 to 300	Highly Effective
151 to 239	Effective
75 to 160	Needs Improvement
0 to 74	Unsatisfactory

**Summary**

80% of the Leadership Practice Score is based on the Florida School Leader Assessment Proficiency Score.

20% of the Leadership Practice Score is based on the Deliberate Practice Growth Score.

## **Section Three How to Calculate a Leadership Practice Score**

A. FLSA SCORE:

\_\_\_\_\_ x .80 = \_\_\_\_\_

B. Deliberate Practice Score:

\_\_\_\_\_ x .20 = \_\_\_\_\_

C. Add scores from calculations A and B above to obtain Leadership Practice Score

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Example:

FLSA score of 220 x .80 = 176

DP score of 230 x .20 = 46

Leadership Practice Score is 222.

Leadership Score Range	Leadership Practice Rating
240 to 300	Highly Effective
151 to 239	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

## **Section Four How to Calculate an Annual Performance Level**

1: Enter Cut scores for Student Growth Measures using a 300 point scale:

**Above XXX = Highly effective**

**XXX to XXX = Effective**

**XXX to XXX = Needs Improvement**

**Below XXX = Unsatisfactory**

**Step 2: Enter Leadership Practice Score: \_\_\_\_\_**

**Step 3: Add SGM score and Leadership Practice Score**

**Example: SGM score of 212 + Leadership Practice score of 222 = 432 performance score**

**Performance score of 432 = rating of effective**

Performance Score ranges	Performance Level Rating
480 to 600	Highly Effective
301 to 479	Effective
150 to 300	Needs Improvement
0 to 81	Unsatisfactory

**Step 4: Enter rating on Evaluation form**

## **Florida School Leader Assessment Data Collection and Feedback Protocol Forms for Domains 1, 2, 3 and 4**

These forms provide guidance to school leaders and evaluators on what is expected regarding each indicator.

The forms provide:

- The text of all Proficiency Areas and FSLA indicators
- Rubrics to distinguish among proficiency levels
  - A generic rubric that applies to each indicator and
  - An indicator specific rubric that applies to the individual indicator
- Narratives to assist in understanding the focus and priorities embedded in the FSLA
- Illustrative examples of Leadership Actions and Impacts on Others of Leadership Action that assist in understanding how the issue(s) in an indicator are observed “on the job”.
- Reflection questions to guide personal growth



## Domain 1 - Student Achievement

Narrative: Student achievement results in the student growth measures (SGM) segment of evaluation represent student results on specific statewide or district assessments or end-of-course exams. The leadership practice segment of the evaluation, through the proficiency areas and indicators in this domain, focuses on leadership behaviors that influence the desired student results.

**Proficiency Area 1. Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.**

Narrative: This proficiency area focuses on the leader's knowledge and actions regarding academic standards, use of performance data, planning and goal setting related to targeted student results, and capacities to understand what results are being obtained. This proficiency area is aligned with Florida Principal Leadership Standard #1.

**Indicator 1.1 - Academic Standards: The leader demonstrates understanding of student requirements and academic standards (Common Core Standards and Next Generation Sunshine State Standards).**

Narrative: Standards-based instruction is an essential element in the state's plan of action for preparing Florida's students for success in a 21st century global economy. This indicator is focused on the leader's understanding of what students are to know and be able to do. School leaders need to know the academic standards teachers are to teach and students are to master.

Note: Every credit course has specific academic standards assigned to it. Common Core Standards and Next Generation Sunshine State Standards (NGSSS) assigned to each course are found at [www.floridastandards.org](http://www.floridastandards.org).

### Rating Rubric

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Every faculty meeting and staff development forum is focused on student achievement on the Common Core Standards and NGSSS, including periodic reviews of student work.  The leader can articulate which Common Core Standards are designated for implementation in multiple courses.	The link between standards and student performance is in evidence from the alignment in lesson plans of learning goals, activities and assignments to course standards.  The leader is able to recognize whether or not learning goals and student activities are related to standards in the course descriptions.	Common Core Standards and NGSSS are accessible to faculty and students. Required training on standards-based instruction has been conducted, but the link between standards and student performance is not readily evident to many faculty or students.  Assignments and activities in most, but not all courses relate to the standards in the course descriptions.	Classroom learning goals and curriculum are not monitored for alignment to standards or are considered a matter of individual discretion regardless of course description requirements.  The leader is hesitant to intrude or is indifferent to decisions in the classroom that are at variance from the requirements of academic standards in the course descriptions.  Training for the faculty on standards-based instruction does not occur and the leader does not demonstrate knowledge of how to access standards.
<b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		<b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> <li>School leader extracts data on standards associated with courses in the master schedule from the course descriptions and monitor for actual implementation.</li> </ul>		<ul style="list-style-type: none"> <li>Lesson plans identify connections of activities to standards.</li> <li>Teacher leaders' meeting records verify recurring review of progress on state standards.</li> </ul>	

<ul style="list-style-type: none"> <li>Lesson plans are monitored for alignment with correct standards.</li> <li>Agendas, memoranda, etc. reflect leader's communications to faculty on the role of state standards in curriculum, lesson planning, and tracking student progress.</li> <li>Common Core Standards shared by multiple courses are identified and teachers with shared Common Core Standards are organized by the leader into collegial teams to coordinate instruction on those shared standards.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>Students can articulate what they are expected to learn in a course and their perceptions align with standards in the course description.</li> <li>Teachers routinely access course descriptions to maintain alignment of instruction with standards.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p>	
<p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>          	

**Reflection Questions for Indicator 1.1**

<b>Highly Effective:</b>	<b>Effective:</b>	<b>Needs Improvement:</b>	<b>Unsatisfactory:</b>
Do you routinely share examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement on the Common Core Standards or NGSSS?	How do you support teachers' conversations about how they recognize student growth toward mastery of the standards assigned to their courses?	How do you monitor what happens in classrooms to insure that instruction and curriculum are aligned to academic standards?	Where do you find the standards that are required for the courses in your master schedule?

**Indicator 1.2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.**

Narrative: This indicator addresses the leader’s proficiency in use of student and adult performance data to make instructional leadership decisions. What does test data and other sources of student performance data related to targeted academic goals say about what is needed? What does data about teacher proficiency or professional learning needs indicate needs to be done? The focus is what the leader does with data about student and adult performance to make instructional decisions that impact student achievement.

**Rating Rubric**

<p><b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The leader has coached school administrators in other schools to improve their data analysis skills and to inform instructional decision making.</p>	<p>The leader uses multiple data sources, including state, district, school, and classroom assessments, and systematically examines data at the subscale level to find strengths and challenges.</p> <p>The leader empowers teaching and administrative staff to determine priorities using data on student and adult performance. Data insights are regularly the subject of faculty meetings and professional development sessions.</p>	<p>The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data.</p> <p>Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) are seldom used to inform instructional leadership decisions.</p>	<p>The leader is unaware of or indifferent to the data about student and adult performance, or fails to use such data as a basis for making decisions.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Data files and analyses on a wide range of student performance assessments are in routine use by the leader.</li> <li>• Analyses of trends and patterns in student performance over time are reflected in presentations to faculty on instructional improvement needs.</li> <li>• Analyses of trends and patterns in evaluation feedback on faculty proficiencies and professional learning needs are reflected in presentations to faculty on instructional improvement needs.</li> <li>• Leader’s agendas, memoranda, etc. reflect recurring attention to performance data and data analyses.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers use performance data to make instructional decisions.</li> <li>• Department and team meetings reflect recurring attention to student performance data.</li> <li>• Teacher leaders identify changes in practice within their teams or departments based on performance data analyses.</li> <li>• Teacher leaders make presentations to colleagues on uses of performance data to modify instructional practices.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p>			
<p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

### Reflection Questions for Indicator 1.2

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
How do you aggregate data about teacher proficiencies on instructional practices to stimulate dialogue about what changes in instruction are needed in order to improve student performance?	How do you verify that all faculty have sufficient grasp of the significance of student performance data to formulate rational improvement plans?	By what methods do you enable faculty to participate in useful discussions about the relationship between student performance data and the instructional actions under the teachers' control?	How much of the discussions with district staff about student performance data are confusing to you and how do you correct that?

**Indicator 1.3 – Planning and Goal Setting: The leader demonstrates planning and goal setting to improve student achievement.**

Narrative: Knowing the standards and making use of performance data is expected to play a significant role in planning and goal setting. This indicator is focused on the leader’s alignment of planning and goal setting with improvement of student achievement.

**Rating Rubric**

<p><b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement.</p> <p>Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives supported by quality planning and goal setting.</p>	<p>Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leadership initiatives.</p> <p>Priorities for student growth are established, understood by staff and students, and plans to achieve those priorities are aligned with the actual actions of the staff and students.</p>	<p>Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement or planning for methods of monitoring improvements.</p> <p>Priorities for student growth are established in some areas, understood by some staff and students, and plans to achieve those priorities are aligned with the actual actions of some of the staff.</p>	<p>Planning for improvement in student achievement is not evident and goals are neither measurable nor specific.</p> <p>The leader focuses more on student characteristics as an explanation for student results than on the actions of the teachers and leaders in the system.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Clearly stated goals are accessible to faculty and students.</li> <li>• Agendas, memoranda, and other documents reflect a comprehensive planning process that resulted in formulation of the adopted goals.</li> <li>• Leader’s presentations to faculty provide recurring updates on the status of plan implementation and progress toward goals.</li> <li>• Leader’s presentations to parents focus on the school goals for student achievement.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Faculty members are able to describe their participation in planning and goal setting processes.</li> <li>• Goals relevant to students and teachers’ actions are evident and accessible.</li> <li>• Students are able to articulate the goals for their achievement which emerged from faculty and school leader planning.</li> <li>• Teachers and students track their progress toward accomplishment of the stated goals.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p>			
<p><input type="checkbox"/> <b>Highly Effective</b>                      <input type="checkbox"/> <b>Effective</b>                      <input type="checkbox"/> <b>Needs Improvement</b>                      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

### Reflection Questions for Indicator 1.3

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
What methods of sharing successful planning processes with other school leaders are most likely to generate district-wide improvements?	How will you monitor progress toward the goals so that adjustments needed are evident in time to make "course corrections?"	How do you engage more faculty in the planning process so that there is a uniform faculty understanding of the goals set?	How are other school leaders implementing planning and goal setting?

**Indicator 1.4 - Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results.**

Narrative: Engagement with the standards, using data, making plans and setting goals are important. This indicator shifts focus to the leader's use of evidence of actual improvement to build support for continued effort and further improvement.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results.</p>	<p>The leader reaches the required numbers, meeting performance goals for student achievement.</p> <p>Results on accomplished goals are used to maintain gains and stimulate future goal setting.</p> <p>The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.</p>	<p>Accumulation and exhibition of student improvement results are inconsistent or untimely.</p> <p>Some evidence of improvement exists, but there is insufficient evidence of using such improvements to initiate changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p> <p>The leader has taken some decisive actions to make some changes in time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement, but additional actions are needed to generate improvements for all students.</p>	<p>Evidence of student improvement is not routinely gathered and used to promote further growth.</p> <p>Indifferent to the data about learning needs, the leader blames students, families, and external characteristics for insufficient progress.</p> <p>The leader does not believe that student achievement can improve.</p> <p>The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• The leader generates data that describes what improvements have occurred.</li> <li>• Agendas, memoranda, and other documents for faculty and students communicate the progress made and relate that progress to teacher and student capacity to make further gains.</li> <li>• Evidence on student improvement is routinely shared with parents.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers routinely inform students and parents on student progress on instructional goals.</li> <li>• Posters and other informational signage informing of student improvements are distributed in the school and community.</li> <li>• Team and department meetings' minutes reflect attention to evidence of student improvements.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>                      <input type="checkbox"/> <b>Effective</b>                      <input type="checkbox"/> <b>Needs Improvement</b>                      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

### Reflection Questions for Indicator 1.4

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
How do you share with other school leaders how to use student improvement results to raise expectations and improve future results?	How do you engage students in sharing examples of their growth with other students?	How do you engage faculty in routinely sharing examples of student improvement?	What processes should you employ to gather data on student improvements?



Narrative: This proficiency area is aligned with Florida Principal Leadership Standard #2. A learning organization has essential

**Proficiency Area 2. Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.**

elements regarding the behavior of people in the organization. When all elements are present and interacting, productive systemic change is possible. This proficiency area is focused on the degree to which learning organization elements exist in the school and reflect the following priorities on student learning:

- Supports for personal mastery of each person’s job focus on job aspects related to student learning
- Team learning among faculty is focused on student learning
- Processes for exploring and challenging mental models that hamper understanding and progress on student learning are in use
- A shared vision has student learning as a priority
- Systems thinking is employed to align various aspects of school life in ways that promote learning

**Indicator 2.1 – Learning Organization: The leader enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.**

Narrative: Are the elements of a learning organization present among the adults in the school? Are the learning organization elements focused on student learning? Is the system in operation at the school engaging faculty in improving results for under-achieving subgroups? This indicator addresses the systemic processes that make gap reduction possible. Is the leader proficient in building capacity for change?

Note: Indicator 5.4 from Florida Principal Leadership Standard #5 addresses actual success in reducing achievement gaps.

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are focused on improving student learning results. Positive trends are evident in closing learning performance gaps among all student subgroups within the school.</p> <p>There is evidence that the interaction among the elements of the learning organization deepen the impact on student learning. The leader routinely shares with colleagues throughout the district the effective leadership practices learned from proficient implementation of the essential elements of a learning organization.</p>	<p>The leader’s actions and supported processes enable the instructional and administrative workforce of the school to function as a learning organization with all faculty having recurring opportunities to participate in deepening personal mastery of competencies, team learning, examination of mental models, a shared vision, and systemic thinking. These fully operational capacities are focused on improving all students’ learning <u>and</u> closing learning performance gaps among student subgroups within the school.</p>	<p>The leader’s actions reflect attention to building an organization where the essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are emerging, but processes that support each of the essential elements are not fully implemented, or are not yet consistently focused on student learning as the priority, or are not focused on closing learning performance gaps among student subgroups within the school.</p>	<p>There is no or minimal evidence of proactive leadership that supports emergence of a learning organization focused on student learning as the priority function of the organization.</p> <p>Any works in progress on personal mastery of instructional competencies, team learning processes, examinations of mental models, a shared vision of outcomes sought, or systemic thinking about instructional practices are not aligned or are not organized in ways that impact student achievement gaps.</p>

<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>
<ul style="list-style-type: none"> <li>Principal's support for team learning processes focused on student learning is evident throughout the school year.</li> <li>Principal's team learning processes are focused on student learning.</li> <li>Principal's meeting agendas reflect student learning topics routinely taking precedence over other issues as reflected by place on the agenda and time committed to the issues.</li> <li>School Improvement Plan reflects a systemic analysis of the actionable causes of gaps in student performance and contains goals that support systemic improvement.</li> <li>The principal supports through personal action, professional learning by self and faculty, exploration of mental models, team learning, shared vision, and systems thinking practices focused on improving student learning.</li> <li>Dialogues with faculty and staff on professional learning goes beyond learning what is needed for meeting basic expectations and is focused on learning that enhances the collective capacity to create improved outcomes for all students.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>Team learning practices are evident among the faculty and focused on performance gaps among student subgroups within the school.</li> <li>Professional learning actions by faculty address performance gaps among student subgroups within the school.</li> <li>Performance gaps among student subgroups within the school show improvement trends.</li> <li>Faculty, department, team, and cross-curricular meetings focus on student learning.</li> <li>Data Teams, Professional Learning Communities, and/or Lesson Study groups show evidence of recurring meetings and focus on student learning issues.</li> <li>Faculty and staff talk about being part of something larger than themselves, of being connected, of being generative of something truly important in students' lives.</li> <li>There is systemic evidence of celebrating student success with an emphasis on reflection on why success happened.</li> <li>Teacher or student questionnaire results address learning organization's essential elements.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:  <input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>	

### Reflection Questions for Indicator 2.1

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>Has your leadership resulted in people continually expanding their capacity to create the results they truly desire? Is there evidence that new and expansive patterns of thinking are nurtured? Are the people who make up your school community continually learning to see the "big picture" (i.e. the systemic connections between practices and processes)?</p>	<p>Where the essential elements of a learning organization are in place and interacting, how do you monitor what you are creating collectively is focused on student learning needs and making a difference for all students?</p>	<p>What essential elements of a learning organization have supports in place and which need development?</p> <p>Understanding that systemic change does not occur unless all of the essential elements of the learning organization are in operation, interacting, and focused on student learning as their priority function, what gaps do you need to fill in your supporting processes and what leadership actions will enable all faculty and staff to get involved?</p>	<p>What happens in schools that are effective learning organizations that does not happen in this school?</p> <p>How can you initiate work toward a learning organization by developing effective collaborative work systems (e.g., Data Teams, Professional Learning Communities, Lesson Studies)?</p>

**Indicator 2.2 – School Climate: The leader maintains a school climate that supports student engagement in learning.**

Narrative: "Climate" at a school is determined by how people treat one another and what is respected and what is not. School leaders who promote a school climate where learning is respected, effort is valued, improvement is recognized, and it is safe to acknowledge learning needs have provided students support for sustained engagement in learning.

### Rating Rubric

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader ensures that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school.</p> <p>Respect for students' cultural, linguistic and family background is evident in the leader's conduct and expectations for the faculty.</p> <p>The leader is proactive in guiding faculty in adapting the learning environment to accommodate the differing needs and diversity of students.</p> <p>School-wide values, beliefs, and goals are supported by individual and class behaviors through a well-planned management system.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and recurring monitoring) establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thoughts and actions of all staff and students.</p> <p>Policies and the implementation of those policies result in a climate of respect for student learning needs and cultural, linguistic and family background.</p> <p>Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are consistently applied throughout the school.</p>	<p>Some practices promote respect for student learning needs and cultural, linguistic and family background, but there are discernable subgroups who do not perceive the school climate as supportive of their needs.</p> <p>The school climate does not generate a level of school-wide student engagement that leads to improvement trends in all student subgroups.</p> <p>The leader provides school rules and class management practices that promote student engagement and are fairly implemented across all subgroups. Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are inconsistently applied.</p>	<p>Student and/or faculty apathy in regard to student achievement and the importance of learning is easily discernable across the school population and there are no or minimal leadership actions to change school climate.</p> <p>Student subgroups are evident that do not perceive the school as focused on or respectful of their learning needs or cultural, linguistic and family background or there is no to minimal support for managing individual and class behaviors through a well-planned management system.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• The leader organizes, allocates, and manages the resources of time, space, and attention so that the needs of all student subgroups are recognized and addressed.</li> <li>• There are recurring examples of the leader's presentations, documents, and actions that reflect respect for students' cultural, linguistic and family background.</li> <li>• The leader maintains a climate of openness and inquiry and supports student and faculty access to leadership.</li> <li>• The school's vision, mission, values, beliefs, and goals reflect an expectation that student learning needs and cultural, linguistic and family backgrounds are respected and school rules consistent with those beliefs are routinely implemented.</li> <li>• Professional learning is provided to sustain faculty understanding of student needs.</li> <li>• Procedures are in place and monitored to ensure students have effective means to express concerns over any aspect of school climate.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Classroom rules and posted procedures stress positive expectations and not just "do nots."</li> <li>• All student subgroups participate in school events and activities.</li> <li>• A multi-tiered system of supports that accommodates the differing needs and diversity of students is evident across all classes.</li> <li>• Students in all subgroups express a belief that the school responds to their needs and is a positive influence on their future well-being.</li> <li>• Walkthroughs provide recurring trends of high student engagement in lessons.</li> <li>• Student services staff/counselors' anecdotal evidence shows trends in student attitudes toward the school and engagement in learning.</li> <li>• Teacher/student/parent survey or questionnaire results reflect a school climate that supports student engagement in learning.</li> <li>• The availability of and student participation in academic supports outside the classroom that assist student engagement in learning.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	

**Scale Levels:** (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

**Highly Effective**       **Effective**       **Needs Improvement**       **Unsatisfactory**

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

**Reflection Questions for Indicator 2.2**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>In what ways might you further extend your reach within the district to help others benefit from your knowledge and skill in establishing and maintaining a school climate that supports student engagement in learning?</p>	<p>What strategies have you considered that would ensure that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school?</p> <p>How could you share with your colleagues across the district the successes (or failures) of your efforts?</p>	<p>How might you structure a plan that establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thought and action of all staff and students?</p>	<p>What might be the importance of developing a shared vision, mission, values, beliefs, and goals to establish and maintain a school climate that supports student engagement in learning?</p>

Narrative: The leader who expects little from students and faculty will get less than they are capable of accomplishing. “Every

**Indicator 2.3 – High Expectations: The leader generates high expectations for learning growth by all students.**

child can learn” takes on new meaning when supported by faculty and school leader expectations that students can and will learn a lot...not just a minimum to get by. Expecting quality is a measure of respect.

**Rating Rubric**

<p><b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader incorporates community members and other stakeholder groups into the establishment and support of high academic expectations.</p> <p>The leader benchmarks expectations to the performance of the state’s, nation’s, and world’s highest performing schools.</p> <p>The leader creates systems and approaches to monitor the level of academic expectations.</p> <p>The leader encourages a culture in which students are able to clearly articulate their diverse personal academic goals.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent monitoring schedule) creates and supports high academic expectations by empowering teachers and staff to set high and demanding academic expectations for every student.</p> <p>The leader ensures that students are consistently learning, respectful, and on task.</p> <p>The leader sets clear expectations for student academics and establishing consistent practices across classrooms.</p> <p>The leader ensures the use of instructional practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.</p>	<p>The leader creates and supports high academic expectations by setting clear expectations for student academics, but is inconsistent or occasionally fails to hold all students to these expectations.</p> <p>The leader sets expectations, but fails to empower teachers to set high expectations for student academic performance.</p>	<p>The leader does not create or support high academic expectations by accepting poor academic performance.</p> <p>The leader fails to set high expectations or sets unrealistic or unattainable goals.</p> <p>Perceptions among students, faculty, or community that academic shortcomings of student subgroups are explained by inadequacy of parent involvement, community conditions, or student apathy are not challenged by the school leader.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Teacher Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• School Improvement Plan targets meaningful growth beyond what normal variation might provide.</li> <li>• Test specification documents and state standards are used to identify levels of student performance and performance at the higher levels of implementation is stressed.</li> <li>• Samples of written feedback provided to teachers regarding student goal setting practices are focused on high expectations.</li> <li>• Agendas/Minutes from collaborative work systems (e.g., Data Teams, Professional Learning Communities) address processes for “raising the bar.”</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Rewards and recognitions are aligned with efforts for the more difficult rather than easier outcomes.</li> <li>• Learning goals routinely identify performance levels above the targeted implementation level.</li> <li>• Teachers can attest to the leader’s support for setting high academic expectations.</li> <li>• Students can attest to the teacher’s high academic expectations.</li> <li>• Parents can attest to the teacher’s high academic expectations.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p style="text-align: center;"> <input type="checkbox"/> <b>Highly Effective</b>                              <input type="checkbox"/> <b>Effective</b>                              <input type="checkbox"/> <b>Needs Improvement</b>                              <input type="checkbox"/> <b>Unsatisfactory</b> </p>			

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

**Reflection Questions for Indicator 2.3**

<b>Reflection Questions</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
What strategies have you considered using that would increase the professional knowledge opportunities for colleagues across the school district in the area of setting high academic expectations for students?	How might you incorporate community members and other stakeholder groups into the establishment and support of high academic expectations?	What are 2-3 key strategies you have thought about using that would increase your consistency in creating and supporting high academic expectations for every student?	What might be some strategies you could use to create or support high academic expectations of students?

**Indicator 2.4 – Student Performance Focus: The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.**

Narrative: Lots of talk about high expectations, goal setting, working hard, rigor, and getting results is important, but leaders need to know where students’ actual performance levels are to be able to track real progress. Knowing annual test results is useful, but it is not enough. What does the leader do to know whether progress is being made or not and whether “mid-course” corrections are required?

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Assessment data generated at the school level provides an on-going perspective of the current reality of student proficiency on academic standards.</p> <p>There is evidence of decisive changes in teacher assignments and curriculum based on student and adult performance data.</p> <p>Case studies of effective decisions based on performance data are shared widely with other leaders and throughout the district.</p>	<p>Each academic standard has been analyzed and translated into student-accessible language and processes for tracking student progress are in operation.</p> <p>Power (high priority) standards are widely shared by faculty members and are visible throughout the building. Assessments on student progress on them are a routine event.</p> <p>The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.</p>	<p>Standards have been analyzed, but are not translated into student-accessible language.</p> <p>School level assessments are inconsistent in their alignment with the course standards.</p> <p>Power (high priority) standards are developed, but not widely known or used by faculty, and/or are not aligned with assessment data on student progress.</p> <p>Student work is posted, but does not reflect proficient work throughout the building.</p>	<p>There is no or minimal coordination of assessment practices to provide on-going data about student progress toward academic standards.</p> <p>School level assessments are not monitored for alignment with the implementation level of the standards.</p> <p>No processes in use to analyze standards and identify assessment priorities.</p> <p>No high priority standards are identified and aligned with assessment practices.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Documents, charts, graphs, tables, and other forms of graphic displays reflecting students’ current levels of performance are routinely used by the leader to communicate “current realities.”</li> <li>• Documents, charts, graphs, tables, and other forms of graphic displays reflect trend lines over time on student growth on learning priorities.</li> <li>• Teacher schedule changes are based on student data.</li> <li>• Curriculum materials changes are based on student data.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Faculty track student progress practices.</li> <li>• Students track their own progress on learning goals.</li> <li>• Current examples of student work are posted with teacher comments reflecting how the work aligns with priority goals.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>                      <input type="checkbox"/> <b>Effective</b>                      <input type="checkbox"/> <b>Needs Improvement</b>                      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

### Reflection Questions for Indicator 2.4

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
What data other than end of year state assessments would be helpful in understanding student progress at least every 3-4 weeks?	What data other than end of year state assessments would be helpful in understanding student progress on at least a quarterly basis?	What data other than end of year state assessments would be helpful in understanding student progress on at least a semi-annual basis?	What data other than end of year state assessments would be helpful in understanding student progress?



## Domain 2 - Instructional Leadership

Narrative: School leaders do many things. Domain 2 of the FSLA addresses a core of leader behaviors that impact the quality of essential elements for student learning growth. The skill sets and knowledge bases employed for this domain generate 40% of the FSLA Score. The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential to student achievement.

Narrative: Proficiency Area 3 is focused on Florida Principal Leadership Standard #3 (FPLS). Aligning the

**Proficiency Area 3. Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.**

key issues identified in the indicators into an efficient system is the leader's responsibility. This area stresses the leader's proficiency at understanding the current reality of what faculty and students know and can do regarding priority practices and goals.

**Indicator 3.1 – FEAPs: The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (Rule 6A-5.065, F.A.C.) and models use of the Florida common language of instruction to guide faculty and staff implementation of the foundational principles and practices.**

Narrative: Indicator 3.1 is focused on the school leader's understanding of the Florida Educator Accomplished Practices (FEAPs) and ability to use Florida's common language of instruction. To be effective participants in school, district and statewide communities of practice working collegially for high quality implementation of the FEAPs, educators at the school level must be able to communicate and organize their efforts using the terms and concepts in the FEAPs and the Florida common language of instruction. This indicator is about the school leader's proficiency in making that happen by using a core set of expectations (the FEAPs) and terminology (the common language) to guide and focus teacher discussions on instructional improvements. Florida's common language of instruction is used so that educators in Florida use the core terms in the same way and with a common understanding.

Note: The FEAPs, a FEAPs brochure, and Florida's common language may be explored at <http://www.floridaschoolleaders.org>.

### Rating Rubric

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The instructional program and practices are fully aligned with the FEAPs. Faculty and staff implementation of the FEAPs is consistently proficient and professional conversations among school leadership and faculty about instruction use the Florida common language of instruction and the terminology of the FEAPs.</p> <p>The leader's use of FEAPs and common language resources results in all educators at the school site having access to and making use of the FEAPs and common language.</p>	<p>The leader's use of FEAPs content and terms from the common language is a routine event and most instructional activities align with the FEAPs.</p> <p>Coordinated processes are underway that link progress on student learning growth with proficient FEAPs implementation.</p> <p>The leader's use of FEAPs and common language resources results in most faculty at the school site having access to and making use of the FEAPs and common language.</p> <p>The leader uses the common</p>	<p>The leader demonstrates some use of the FEAPs and common language to focus faculty on instructional improvement, but is inconsistent in addressing the FEAPs.</p> <p>The leader's use of FEAPs and common language resources results in some faculty at the school site having access to and making use of the FEAPs and common language.</p> <p>There are gaps in alignment of ongoing instructional practices at the school site with the FEAPs. There is some correct use of terms in the common language</p>	<p>There is no or minimal evidence that the principles and practices of the FEAPs are presented to the faculty as priority expectations.</p> <p>The leader does not give evidence of being conversant with the FEAPs or the common language.</p> <p>The leader's use of FEAPs and common language resources results in few faculty at the school site having access to and making use of the FEAPs and common language.</p>

Teacher-leaders at the school use the FEAPs and common language.	language to enable faculty to recognize connections between the FEAPs, the district's evaluation indicators, and contemporary research on effective instructional practice.	but errors or omissions are evident.	
<b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		<b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> <li>• The leader's documents, agendas, memorandum, etc. make reference to the content of the FEAPs and make correct use of the common language.</li> <li>• School improvement documents reflect concepts from the FEAPs and common language.</li> <li>• The leader can articulate the instructional practices set forth in the FEAPs.</li> <li>• Faculty meetings focus on issues related to the FEAPs.</li> <li>• The leader's monitoring practices result in written feedback to faculty on quality of alignment of instructional practice with the FEAPs.</li> <li>• The leader's communications to parents and other stakeholders reflect use of FEAPs and common language references.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers are conversant with the content of the FEAPs.</li> <li>• Teachers can describe their primary instructional practices using the terms and concepts in the FEAPs.</li> <li>• Teachers use the common language and attribute their use to the leader providing access to the online resources.</li> <li>• School level support programs for new hires include training on the FEAPs.</li> <li>• FEAPs brochures and excerpts from the common language are readily accessible to faculty.</li> <li>• Faculty members are able to connect indicators in the district's instructional evaluation system with the FEAPs.</li> <li>• Sub-ordinate leaders (e.g. teacher leaders, assistant principals) use FEAPs and common language terms accurately in their communications.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p><b>Enter data here:</b></p>			

### Reflection Questions for Indicator 3.1

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
How are you able to provide specific feedback to teachers on improving proficiency in the FEAPs and/or common language?	How do you recognize practices reflected in the FEAPs and/or common language as you conduct teacher observations?	Do you review the FEAPs and/or common language resources frequently enough to be able to recall the main practices and principles contained in them?	Do you know where to find the text of the FEAPs and common language?

**Indicator 3.2 – Standards-Based Instruction: The leader delivers an instructional program that implements the state’s adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by:**

- **aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and**
- **communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.**

Narrative: Florida’s plan of action for educating our children for the 21<sup>st</sup> century is based on standards-based instruction. Course descriptions specify the standards that are to be learned in each course. All of the course content in courses for which students receive credit toward promotion/graduation is expected to be focused on the standards in the course description. This indicator addresses the leader’s proficiency at making sure all students receive rigorous, culturally relevant standards-based instruction by aligning key practices with the state’s academic standards (Common Core, NGSSS, Access Points). The leader does what is necessary to make sure faculty recognize and act on the cause and effect relationship between good instruction (i.e., research-based strategies, rigorous, culturally relevant,) on the “right stuff” (the state standards adapted based on data about student needs).

Note: Course descriptions and the standards for each course may be explored at [www.floridastandards.org](http://www.floridastandards.org).

### Rating Rubric

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Processes exist for all courses to ensure that what students are learning is aligned with state standards for the course.</p> <p>The leader has institutionalized quality control monitoring to ensure that instruction is aligned with the standards and is consistently delivered in a rigorous and culturally relevant manner for all students.</p> <p>Teacher teams coordinate work on student mastery of the standards to promote integration of the standards into useful skills.</p> <p>The leader provides quality assistance to other school leaders in effective ways to communicate the cause and effect relationship between effective standards-based instruction and student growth.</p>	<p>Processes exist for most courses to ensure that what students are learning is aligned with state standards for the course.</p> <p>Instruction aligned with the standards is, in most courses, delivered in a rigorous and culturally relevant manner for all students.</p> <p>The leader routinely monitors instruction to ensure quality is maintained and intervenes as necessary to improve alignment, rigor, and/or cultural relevance for most courses.</p> <p>Collegial faculty teamwork is evident in coordinating instruction on Common Core standards that are addressed in more than one course.</p>	<p>Processes exist for some courses to ensure that what students are learning is aligned with state standards for the course.</p> <p>Instruction is aligned with the standards in some courses.</p> <p>Instruction is delivered in a rigorous manner in some courses.</p> <p>Instruction is culturally relevant for some students.</p> <p>The leader has implemented processes to monitor progress in some courses, but does not intervene to make improvements in a timely manner.</p>	<p>There is limited or no evidence that the leader monitors the alignment of instruction with state standards, or the rigor and cultural relevance of instruction across the grades and subjects.</p> <p>The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum and instruction that are culturally, racially, or ethnically insensitive and/or inappropriate.</p> <p>The leader does not know and/or chooses not to interact with staff about teaching using research-based instructional strategies to obtain high levels of achievement for all students.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• The leader’s faculty, department, grade-level meeting agendas, minutes, and other documents focus on the alignment of curriculum and instruction with state standards.</li> </ul>		<ul style="list-style-type: none"> <li>• Faculty members routinely access or provide evidence of using content from <a href="http://www.floridastandards.org">www.floridastandards.org</a></li> <li>• Faculty has and makes use of the list of standards associated</li> </ul>	



**Indicator 3.3 – Learning Goals Alignments: The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state’s adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubric to guide tracking progress toward student mastery.**

Narrative: “Learning goals” is a high-effect size strategy that uses scales or progressive levels to monitor student growth on the way to mastery of a state academic standard. Learning goals typically take 2-9 weeks of student time to master so are more comprehensive than daily objectives. The essential issue is that the teacher creates “scales” or levels of progress toward mastery of the learning goal. Teacher and students use those scales to track progress toward mastery of the goal(s). This indicator addresses the leader’s proficiency at monitoring and providing feedback on teacher and student use of priority learning goals with scales. The leader is expected to go beyond low levels of monitoring that address whether the teacher provides such goals and attends to the levels of student understanding and engagement with the learning goals. Do the students pursue those goals? Do they track their own progress? Is celebrations of success on learning goals focused on how success was achieved more than that is was obtained?

Note: Beginning in the 2012-13 school year, professional learning about learning goals and sample learning goals may be explored at [www.floridastandards.org](http://www.floridastandards.org), [www.floridaschoolleaders.org](http://www.floridaschoolleaders.org), and [www.startwithsuccess.org](http://www.startwithsuccess.org).

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Recurring leadership involvement in the improvement in quality of daily classroom practice is evident and is focused on student progress on priority learning goals.</p> <p>Routine and recurring practices are evident that support celebration of student success in accomplishing priority learning goals and such celebrations focus on how the success was obtained.</p> <p>The leader routinely shares examples of effective learning goals that are associated with improved student achievement.</p> <p>Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful use of leaning goals in standards-based instruction.</p>	<p>Clearly stated learning goals accompanied by a scale or rubric that describes measurable levels of performance, aligned to the state’s adopted student academic standards, is an instructional strategy in routine use in courses school wide.</p> <p>Standards-based instruction is an evident priority in the school and student results on incremental measures of success, like progress on learning goals, are routinely monitored and acknowledged.</p> <p>The formats or templates used to express learning goals and scales are adapted to support the complexity of the expectations and the learning needs of the students.</p> <p>Clearly stated learning goals aligned to state or district initiatives in support of student reading skills are in use school wide.</p>	<p>Specific and measurable learning goals with progress scales, aligned to the state’s adopted student academic standards in the course description, are in use in some but not most of the courses.</p> <p>Learning goals are posted/provided in some classes are not current, do not relate to the students current assignments and/or activities, or are not recognized by the students as priorities for their own effort.</p> <p>Learning goals tend to be expressed at levels of text complexity not accessible by the targeted students and/or at levels of complexity too simplified to promote mastery of the associated standards.</p> <p>Processes that enable students and teachers to track progress toward mastery of priority learning goals are not widely implemented throughout the school.</p>	<p>Clearly stated priority learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are <u>not</u> systematically provided across the curriculum to guide student learning, <u>or</u> learning goals, where provided, are <u>not</u> aligned to state standards in the course description.</p> <p>The leader engages in minimal to non-existent monitoring and feedback practices on the quality and timeliness of information provided to students on what they are expected to know and be able to do (i.e. no alignment of learning goals with state standards for the course).</p> <p>There are minimal or no leadership practices to monitor faculty practices on tracking student progress on priority learning goals.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	

<ul style="list-style-type: none"> <li>• Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of learning goals with scales to engage students in focusing on what they are to understand and be able to do.</li> <li>• The leader's practices on teacher observation and feedback routinely address learning goals and tracking student progress.</li> <li>• The leader provides coaching or other assistance to teachers struggling with use of the learning goals strategy.</li> <li>• Procedures are in place to monitor and promote faculty collegial discussion on the implementation levels of learning goals to promote alignment with the implementation level of the associated state standards.</li> <li>• Leader's communications to students provide evidence of support of students making progress on learning goals.</li> <li>• Progress monitoring of adult and student performance on targeted priority learning goals is documented, charted, and posted in high traffic areas of the school.</li> <li>• Evidence of the leader's intervention(s) with teachers who do not provide learning goals that increase students' opportunities for success.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are posted or easily assessable to students.</li> <li>• Teams or departments meet regularly to discuss the quality of learning goals with scales being employed and adapt them based on student success rates.</li> <li>• Teacher lesson plans provide evidence of the connection of planned activities and assignments to learning goals.</li> <li>• Teacher documents prepared for parent information make clear the targeted learning goals for the students.</li> <li>• Students are able to express their learning goals during walkthroughs or classroom observations.</li> <li>• Students are able to explain the relationship between current activities and assignments and priority learning goals.</li> <li>• Lesson study groups and other collegial learning teams routinely discuss learning goals and scales for progression</li> <li>• Methods of both teachers and students tracking student progress toward learning goals are evident.</li> <li>• Celebrations of student success include reflections by teachers and students on the reasons for the success</li> <li>• Teachers can identify the learning goals that result in the high levels of student learning.</li> <li>• Other impact evidence of proficiency on this indicator</li> </ul>
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**Scale Levels:** (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

**Highly Effective**                       **Effective**                       **Needs Improvement**                       **Unsatisfactory**

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

**Enter data here:**

### Reflection Questions for Indicator 3.3

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
What specific strategies have you employed to measure improvements in teaching and innovations in use of learning goals and how can you use such measures as predictors of improved student achievement?	What system supports are in place to ensure that the best ideas and thinking on learning goals are shared with colleagues and are a priority of collegial professional learning?	To what extent do learning goals presented to the students reflect a clear relationship between the course standards and the assignments and activities students are given?	What have I done to deepen my understanding of the connection between the instructional strategies of learning goals and tracking student progress?

**Indicator 3.4 – Curriculum Alignments: Systemic processes are implemented to ensure alignment of curriculum resources with state standards for the courses taught.**

Narrative: Academic standards are determined at the state level and the curriculum used to enable students to master those standards is determined at the district and school level. Curriculum must be aligned with the standards if it is to support standards-based instruction. Curriculum resources may or may not be fully aligned with the standards assigned to a specific course. The learning needs of students in specific classes may require additional or adapted curriculum materials to address issues of rigor, cultural relevance, or support for needed learning goals. School leaders maintain processes to monitor the appropriateness and alignment of curriculum to standards and intervene to make adjustments as needed to enable students to access curriculum that supports the standards.

Note: Where gaps or misalignments are noted by the processes addressed in this indicator, the leader's actions relevant to Indicator 8.2 (Strategic Instructional Resourcing) should be addressed.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader routinely engages faculty in processes to improve the quality of curriculum resources in regard to their alignment with standards and impact on student achievement and supports replacing resources as more effective ones are available.</p> <p>The leader is proactive in engaging other school leaders in sharing feedback on identification and effective use of curriculum resources that are associated with improved student achievement.</p> <p>Parents and community members credit this leader with sharing ideas or curriculum supports that enable home and community to support student mastery of priority standards.</p>	<p>Specific and recurring procedures are in place to monitor the quality of alignment between curriculum resources and standards.</p> <p>Procedures under the control of the leader for acquiring new curriculum resources include assessment of alignment with standards.</p> <p>Curriculum resources aligned to state standards by resource publishers/developers are used school wide to focus instruction on state standards, and state, district, or school supplementary materials are routinely used that identify and fill gaps, and align instruction with the implementation level of the standards.</p>	<p>Processes to monitor alignment of curriculum resources with standards in the course descriptions are untimely or not comprehensive across the curriculum.</p> <p>Efforts to align curriculum with standards are emerging but have not yet resulted in improved student achievement.</p> <p>Curriculum resources aligned to state standards by text publishers/developers are used school wide to focus instruction on state standards, but there is no to minimal use of state, district, or school supplementary materials that identify and fill gaps, and align instruction with the implementation level of the standards.</p>	<p>There are no or minimal processes managed by the leader to verify that curriculum resources are aligned with the standards in the course descriptions.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>Curriculum is presented to faculty and students as the content reflected in course descriptions rather than the content in a textbook.</li> <li>School procedures for acquisition of instructional materials include assessment of their usefulness in helping students' master state standards and include processes to address gaps or misalignments.</li> <li>Course descriptions play a larger role in focusing course content than do test item specification documents.</li> <li>Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of curriculum being a vehicle for enabling students to master standards in the course description.</li> <li>Media center acquisitions reflect a systematic effort to build</li> </ul>		<ul style="list-style-type: none"> <li>Teachers can describe the strengths and weaknesses of primary texts in regard to alignment with standards in the state course description.</li> <li>Students are able to characterize text books and other school provided resources tools as aids in student mastery of course standards.</li> <li>Pacing guides focus assignments and activities planned for students on learning goals and state standards rather than coverage of chapters in a text.</li> <li>Documents can be presented that inform of the alignment between curriculum resources and standards for the course.</li> <li>Teachers can identify supplementary material used to deepen student mastery of standards.</li> </ul>	

<p>curriculum supports that support student mastery of content standards at various levels of implementation.</p> <ul style="list-style-type: none"> <li>• NGSSS and Common Core standards are routinely used to frame discussions on the quality and sufficiency of curriculum support materials.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent feedback/questionnaire results indicate recognition that the school is focused on standards-based instruction rather than covering topics or chapters.</li> <li>• Student feedback/questionnaire results indicate recognition that the curriculum is focused on what students are to understand and be able to do.</li> <li>• Results on student growth measures show steady improvements in student learning.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> <i>(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p><b>Enter data here:</b></p>     	

### Reflection Questions for Indicator 3.4

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
What system is in place to ensure that your best ideas and thinking on using curriculum to enable students to master standards are shared with colleagues, particularly when there is evidence at your school of improved student achievement?	What specific school improvement strategies have you employed to measure improvements in teaching and innovations in curriculum that serve as predictors of improved student achievement?	How can you monitor whether the activities and assignments student get that involve use of curriculum resources are aligned with learning goals and standards?	Do you know which standards are addressed in your curriculum?



**Indicator 3.5 – Quality Assessments: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.**

Narrative: How do we know what our students already know, what they need to know, and how they are doing as we move forward with instruction? The school leader needs “assessment literacy” to address these questions. Where indicator 1.2 addresses the leader’s proficiency in use of student performance data, this indicator focuses on actions taken at the school site to generate interim assessment data and make sure faculty use formative assessment practices to monitor and adjust instruction. Assessment of student progress toward academic standards is an important aspect of tracking student progress. Leaders need to make use of data on interim and formative assessments to guide goal setting and progress monitoring. They need to provide teachers access to quality assessments and promote teacher use of formative assessments as a routine strategy. The leader needs on-going assessment data to inform a variety of decisions regarding such issues as resource allocations, student and teacher schedules, professional learning impacts, and adjustments in plans.

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses a variety of creative ways to provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement.</p> <p>Formative assessments are part of the school culture and interim assessment data is routinely used to review and adapt plans and priorities.</p>	<p>The leader systematically seeks, synthesizes, and applies knowledge and skills of assessment literacy and data analysis.</p> <p>The leader routinely shares knowledge with staff to increase students’ achievement.</p> <p>Formative assessment practices are employed routinely as part of the instructional program.</p> <p>The leader uses state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions. These specific and observable changes result in increased achievement for students.</p>	<p>The leader haphazardly applies rudimentary knowledge and skills of assessment literacy and is unsure of how to build knowledge and develop skills of assessment literacy and data analysis.</p> <p>The leader inconsistently shares knowledge with staff to increase student achievement.</p> <p>There is inconsistency in how assessment data are used to change schedules, instruction, curriculum, or leadership.</p> <p>There is rudimentary use of assessment data from state, district, school, and classroom.</p>	<p>The leader has little knowledge and/or skills of assessment literacy and data analysis.</p> <p>There is little or no evidence of interaction with staff concerning assessments.</p> <p>The leader is indifferent to data and does not use data to change schedules, instruction, curriculum or leadership.</p> <p>Student achievement remains unchanged or declines.</p> <p>The leader does not use assessment data from state, district, school, and classroom.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Documents for faculty use that set clear expectations for the use of formative assessments to monitor student progress on mastering course standards</li> <li>• Samples of written feedback provided to teachers regarding effective assessment practices.</li> <li>• Collaborative work systems’ (e.g., data teams, professional learning communities) agendas and minutes reflect recurring engagements with interim and formative assessment data.</li> <li>• Faculty meeting agendas and minutes reflect attention to formative and interim assessment processes.</li> <li>• Classroom walkthrough data reveals routine use of formative assessment practices in the classrooms.</li> <li>• Assessment rubrics are being used by the school.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers can describe interactions with the leader where effective assessment practices are promoted.</li> <li>• Teachers’ assessments are focused on student progress on the standards of the course.</li> <li>• Teachers attest to the leader’s efforts to apply knowledge and skills of effective assessment practices.</li> <li>• Teachers can provide assessments that are directly aligned with course standard.</li> <li>• Teachers attest to the leader’s frequent monitoring of assessment practices.</li> <li>• Student folders and progress tracking records reflect use of formative data.</li> <li>• Documents are in use that informs teachers of the alignment</li> </ul>	

<ul style="list-style-type: none"> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>	<p>between standards and assessments.</p> <ul style="list-style-type: none"> <li>Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:  <input type="checkbox"/> Highly Effective      <input type="checkbox"/> Effective      <input type="checkbox"/> Needs Improvement      <input type="checkbox"/> Unsatisfactory</p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

### Reflection Questions for Indicator 3.5

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>How might you engage other school leaders in sharing quality examples of formative assessment and use of interim assessment data?</p> <p>What procedures might you establish to increase your ability to help your colleagues provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement?</p>	<p>How might you engage teacher leaders in sharing quality examples of formative assessment practices with other faculty?</p> <p>How can you provide ongoing professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement?</p>	<p>How are you systematically seeking, synthesizing, and applying knowledge and skills of assessment literacy and data analysis? In what ways are you sharing your knowledge with staff to increase all students' achievement?</p> <p>In what ways are you using state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions to increase student achievement?</p>	<p>How are you expanding your knowledge and/or skills of assessment literacy and data analysis?</p> <p>What strategies have you considered that would increase your interaction with staff concerning assessments?</p> <p>How are you using your knowledge and skills of assessment literacy to change schedules, instruction, and curriculum or leadership practices to increase student achievement?</p>

Narrative: School leaders are responsible for monitoring the effectiveness of classroom teachers. This

**Indicator 3.6 – Faculty Effectiveness: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district’s instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.**

indicator addresses the proficiency and focus of the leader’s monitoring processes to maintain awareness of faculty effectiveness and the use of monitoring data to improve student and faculty performance. The focus here is on monitoring teacher use of strategies supported by contemporary research, teacher proficiency on issues contained in the district’s teacher evaluation system, what teachers do to improve student achievement, and faculty proficiency on the FEAPs.

Note: Indicator 3.1 is focused on the leader’s grasp of the FEAPs whereas this indicator focuses on monitoring the faculties’ grasp of the FEAPs. Indicator 4.2 is focused on the leader’s use of monitoring data to provide timely feedback.

**Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader’s monitoring process generates a shared vision with the faculty of high expectations for faculty proficiency in the FEAPs, research-based instructional strategies, and the indicators in the teacher evaluation system.</p> <p>The leader shares productive monitoring methods with other school leaders to support district wide improvements.</p>	<p>The leader’s effectiveness monitoring process provides the leader and leadership team with a realistic overview of the current reality of faculty effectiveness on the FEAPs, the indicators in the teacher evaluation system, and research-based instructional strategies.</p> <p>The leader’s monitoring practices are consistently implemented in a supportive and constructive manner.</p>	<p>The district teacher evaluation system is being implemented but the process is focused on procedural compliance rather than improving faculty proficiency on instructional strategies that impact student achievement.</p> <p>The manner in which monitoring is conducted is not generally perceived by faculty as supportive of their professional improvement.</p>	<p>Monitoring does not comply with the minimum requirements of the district teacher evaluation system.</p> <p>Monitoring is not focused on teacher proficiency in research-based strategies and the FEAPs.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Schedules for classroom observation document monitoring of faculty.</li> <li>• Records or notes indicate the frequency of formal and informal observations.</li> <li>• Data from classroom walkthroughs is focused on high-effect size strategies and other FEAPs implementation.</li> <li>• Notes and memorandum from follow-up conferences regarding feedback on formal or informal observations reflect attention to FEAPs issues and research-based practices.</li> <li>• Agendas for meetings address faculty proficiency issues arising from the monitoring process.</li> <li>• The leader meets with teachers to provide feedback on their growth in proficiency on instructional strategies.</li> <li>• Leadership team agendas or memoranda focused on issues arising from monitoring.</li> <li>• Principal’s resource allocation actions are adjusted based on monitoring data.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• The teachers document that the leader initiated professional development focused on issues arising from faculty effectiveness monitoring.</li> <li>• Teacher-leader meeting agendas or memoranda reflect follow-up actions based on feedback from leadership monitoring on FEAPs, teacher evaluation indicators, or research-based strategies.</li> <li>• Lesson study, PLC, or teacher team work is initiated to address issues arising from monitoring process.</li> <li>• Teachers can describe the high-effect size instructional strategies employed across the grades and curriculum and how they are adapted in the teacher’s classroom to meet student needs.</li> <li>• Data and feedback from school leader(s) generated from walkthroughs and observations are used by teachers to revise instructional practices.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	

**Scale Levels:** (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

**Highly Effective**

**Effective**

**Needs Improvement**

**Unsatisfactory**

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

**Reflection Questions for Indicator 3.6**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
How do you convey to highly effective teachers specific feedback that would move them toward even higher levels of proficiency?  How do you engage highly effective teachers in sharing a vision of high quality teaching with their colleagues so that there is no plateau of "good enough"?	How do you improve your conferencing skills so your feedback to teachers is both specific enough to be helpful and perceived as support rather than negative criticism?	How do you restructure your use of time so that you spend enough time on monitoring the proficiency of instructional practices and giving feedback to be an effective support for the faculty?	How do you improve your own grasp of what the FEAPs require so that your monitoring has a useful focus?

**Proficiency Area 4: Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.**

Narrative: This proficiency area is aligned with FPLS standard 4. It moves the focus from “what is the current reality” of faculty proficiency to continuous progress toward what the faculty can achieve with effort and focus.

**Indicator 4.1 – Recruitment and Retention: The leader employs a faculty with the instructional proficiencies needed for the school population served.**

Narrative: The focus of this indicator is on the leader’s actions to staff the school with the best faculty possible for the needs of the school population. It addresses actions taken to anticipate staffing needs, seek out quality applicants, and efforts to retain quality staff once on the faculty.

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader tracks the success of her or his recruitment and hiring strategies, learns from past experience, and revisits the process annually to continually improve the process.</p> <p>The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where they find their most effective teachers.</p> <p>Effective recruiting and hiring practices are frequently shared with other administrators and colleagues throughout the system.</p>	<p>The leader works collaboratively with the staff in the human resources office to define the ideal teacher based upon the school population served.</p> <p>The leader is sensitive to the various legal guidelines about the kind of data that can be sought in interviews.</p> <p>A hiring selection tool that helps interviewers focus on key instructional proficiencies that are aligned with the teacher evaluation criteria is developed and effectively utilized.</p> <p>A hiring process is clearly communicated including how staff is involved.</p>	<p>The leader relies on the district office to post notices of vacancies and identify potential applicants.</p> <p>Efforts to identify replacements tend to be slow and come after other schools have made selections.</p> <p>Interview processes are disorganized, not focused on the schools needs, and do not improve from year to year.</p>	<p>The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint. Consequently, the process may not be well thought out, is disjointed, and not aligned with key success criteria embedded within the teacher evaluation documents essential to organizational success.</p> <p>No coherent plan or process is employed to encourage quality staff to remain on the faculty.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• The leader maintains an updated assessment of the instructional capacities needed to improve faculty effectiveness and uses that assessment in filling vacancies.</li> <li>• Samples of hiring documents (e.g., posting notices, interview questions with look/listen fors) that identify highly desirable instructional proficiencies needed in teacher applicants.</li> <li>• Documentation that the recruitment and select process is subjected to an in-depth review and evaluation for continuous improvement purposes.</li> <li>• The leader has an established record of retaining effective and</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers can describe a hiring process that incorporates a specific focus on essential instructional proficiencies needed for the school population served.</li> <li>• Teachers confirm that a critical part of the hiring process includes an evaluation of the effectiveness of the process.</li> <li>• Teacher leaders are involved in monitoring staffing needs and providing input to the leader.</li> <li>• Teachers new to the school can describe effective induction processes that had a positive impact on their adjustment to the school.</li> </ul>	



**Indicator 4.2 – Feedback Practices: The leader monitors, evaluates proficiency, and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals.**

Narrative: Where indicator 3.6 focuses on monitoring to maintain awareness of faculty effectiveness, this indicator focuses on the use of the monitoring process to provide quality and timely feedback to teachers. The feedback processes need to deepen teacher understanding of the impact of their practices on student learning.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader's focus on accurate, timely, and specific recognition of proficiency and improvement in proficiency.</p> <p>The focus and specificity of feedback creates a clear vision of what the priority instructional goals are for the school and the cause and effective relationship between practice and student achievement on those priority goals.</p> <p>The leader balances individual recognition with team and organization-wide recognition.</p>	<p>The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce proficient performance and highlight the strengths of colleagues and staff.</p> <p>The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of instructional practices.</p> <p>Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance.</p>	<p>The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance, or there are faculty to whom feedback is not timely or not focused on priority improvement needs.</p> <p>The leader tends to view feedback as a linear process; something they provide teachers rather than a collegial exchange of perspectives on proficiency.</p>	<p>There is no or only minimal monitoring that results in feedback on proficiency.</p> <p>Formal feedback, when provided, is nonspecific.</p> <p>Informal feedback is rare, nonspecific, and not constructive.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Rubrics that distinguish among proficiency levels on evaluation indicators are used by the leader to focus feedback needed improvements in instructional practice.</li> <li>• Samples of written feedback provided teachers regarding prioritized instructional practices.</li> <li>• Documentation of an instructional monitoring schedule that supports frequent instructional monitoring by the school's administrative staff.</li> <li>• The leader implements a schedule that results in frequent walkthroughs and observation of teaching and learning</li> <li>• School improvement plan reflects monitoring data analyses.</li> <li>• Evidence the leader has a system for securing feedback from teachers specific to prioritized instructional practices.</li> <li>• The leader's use of time results in at least 2 work days a week spent on monitoring instructional issues (i.e. "watching the game") and providing specific and actionable feedback on</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers can attest to regularly scheduled formal and informal observations.</li> <li>• Teachers report recognition as team members and as individuals.</li> <li>• Teachers describe feedback from the leader in terms of recognizing instructional strengths and suggestions to take their teaching to a new level.</li> <li>• Teachers report that leader uses a combination of classroom observation and teacher-self assessment data as part of the feedback.</li> <li>• Feedback to teachers, over the course of the year, is based on multiple sources of information (e.g. observations, walkthroughs, videos, self-reflections, lesson studies, PLCs, assessment data,) and from more than one person.</li> <li>• Teacher leaders have opportunities to observe colleagues teaching practices and provide feedback.</li> </ul>	

<p>instructional practices.</p> <ul style="list-style-type: none"> <li>• The leader provides feedback that describes ways to enhance performance and reach the next level of proficiency.</li> <li>• Feedback reflects judgment on proficiency, not just a “yes-no” checklist approach.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and evaluation data is used by teachers to formulate growth plans.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:  <input type="checkbox"/> <b>Highly Effective</b>                      <input type="checkbox"/> <b>Effective</b>                      <input type="checkbox"/> <b>Needs Improvement</b>                      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p><b>Enter data here:</b></p>	

**Reflection Questions for Indicator 4.2**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>How frequently do teachers recognize that your feedback is directly linked to improving both their personal performance and that of the school?            What might you do to ensure that they see this important connection?</p>	<p>What are some examples of focused, constructive, and meaningful feedback that you provide to your staff? How does this support their learning?</p>	<p>In what ways do you currently recognize faculty in providing feedback and affirmation to them?             To what extent do you acknowledge the efforts of teams, as well as that of individuals?</p>	<p>How can frequent, focused, and constructive feedback support teachers in improving their instructional practice?</p>



**Indicator 4.3 – High effect size strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size strategies.**

Narrative: Teaching is a complex process. The “right thing to do” varies with conditions in the classroom. However, teachers need proficiency on a core repertoire of high importance strategies. These are strategies all teachers are expected to be able to use effectively. This indicator is focused on the leader’s proficiency in focusing faculty attention on improvement of those “high effect size” strategies – those with higher probabilities of causing student growth when done correctly and in appropriate circumstances.

Note: Department lists of high-effect size strategies are posted at [www.fldoe.org](http://www.fldoe.org) and [www.floridaschoolleaders.org](http://www.floridaschoolleaders.org)

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses a variety of creative ways to provide positive and corrective feedback on the implementation of high effect size strategies. As a result, the correct and appropriate implementation of high effect size instructional strategies across the curriculum and grades is a routine part of the learning environment for all students.</p> <p>The entire organization reflects the leader’s focus on accurate, timely, and specific recognition of correct and appropriate implementation of high effect size strategies.</p> <p>The leader balances individual recognition on high effect size strategies with team and organization-wide recognition.</p>	<p>In addition to the formal feedback consistent with the district evaluation system indicators, the leader provides recurring informal feedback on high effect size strategies to reinforce proficient performance and highlight the strengths of colleagues and staff.</p> <p>The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of high effect size strategies.</p> <p>Corrective and positive feedback on high effect size strategies is linked to organizational goals.</p> <p>Both the leader and employees can cite examples of where feedback on high effect size strategies is used to improve individual and organizational performance.</p>	<p>The leader adheres to the district evaluation system requirements for providing formal feedback on high effect size strategies, but the feedback is general rather than providing details that improve teaching or organizational performance related to high effect size strategies.</p> <p>The leader tends to view feedback as a linear process; something they provide teachers rather than two way communications where the leader also learns from the teachers’ expertise.</p>	<p>The leader is not aware of the high effect size strategies expected to be used in district schools or fails to communicate them to faculty.</p> <p>Feedback on high effect size strategies is rare, nonspecific, and not constructive.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Professional learning supports on the high effective size strategies are readily available to faculty.</li> <li>• Samples of written feedback provided teachers high effect size instructional strategies.</li> <li>• Walkthrough and observation practices are designed to emphasize feedback on use of high effective size strategies.</li> <li>• School improvement plan includes actions to improve proficiency in high effect size strategies.</li> <li>• Evidence the leader has a system for securing specific feedback from teachers on their implementation of high effect size strategies correctly and in appropriate circumstances.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers can attest to regularly scheduled formal and informal observations with feedback on high effect strategies.</li> <li>• Teachers report recognition as team members and as individuals for quality work on high effect strategies.</li> <li>• Teachers describe feedback from the leader in terms of recognizing instructional strengths and suggestions to take their teaching to a new level.</li> <li>• Teachers report that leader uses a combination of classroom observation and teacher-self assessment data as part of the feedback on high effect size strategies.</li> <li>• High effect size strategies provided through various state and</li> </ul>	

<ul style="list-style-type: none"> <li>• Documentation of an instructional monitoring schedule that supports frequent (every other week) instructional monitoring of high effect size strategies.</li> <li>• The leader provides feedback that describes ways to enhance performance on high effect size strategies and reach the next level on same.</li> <li>• The leader manages schedules that enable teachers to make observational rounds or view video examples of other teachers using the high effect size strategies.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<p>district initiatives are employed by teachers to whom the initiatives apply.</p> <ul style="list-style-type: none"> <li>• Departments routinely discuss their capacity to implement the high effect strategies applicable to their subject area.</li> <li>• Teachers are afforded opportunities to observe mentor teachers using the high effect size strategies.</li> <li>• Lesson study teams use the process to improve application of high effect strategies to the content of targeted lessons.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:  <input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p><b>Enter data here:</b></p>	

### Reflection Questions for Indicator 4.3

<b>Reflection Questions</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>How frequently do teachers recognize that your feedback is directly linked to improving both their personal performance on high effect size strategies and as well as the organizational performance?</p> <p>What might you do to ensure that they see this important connection?</p>	<p>What are some examples of focused, constructive, and meaningful feedback on high effect size strategies that you provide to your staff? How does this support their learning?</p>	<p>In what ways do you currently recognize faculty in providing feedback and affirmation to them on high effect size strategies?</p> <p>To what extent do you acknowledge the efforts of teams, as well as that of individuals?</p>	<p>How can frequent, focused, and constructive feedback support teachers in improving their instructional practice?</p>

**Indicator 4.4 - Instructional Initiatives: District supported state initiatives focused on student growth are supported by the leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.**

Narrative: The Department of Education and/or district-supported initiatives focused on improving student performance require school leader support to be successful at the school site. This indicator addresses the leader's proficiency in supporting such initiatives. Indicator 4.4 also focuses on professional learning needed to implement priority initiatives.

Note: District and FLDOE websites provide support and information about priority initiatives.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>All initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative.</p> <p>The leader monitors teachers' implementation of the initiative, tracks the impact of the initiative on student growth, and shares effective practices and impacts with other school leaders.</p>	<p>Most of the district and state initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative.</p> <p>The leader is conversant with the impact the initiative is expected to have and monitors teacher and student implementation of the elements of the initiative.</p>	<p>Some initiatives are implemented across the some of the grades and subjects as appropriate with work in progress to implement the components of each initiative.</p> <p>The leader relies on teachers to implement the initiatives and is seldom involved in monitoring or providing feedback on the impact of the initiative's implementation on student growth.</p>	<p>District and state supported initiatives are not supported by the leader with any specific plans, actions, feedback or monitoring.</p> <p>The leader is unaware of what state and district initiatives are expected to be implemented at the school.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• The initiatives being pursued are explicitly identified and access to supporting resources is provided.</li> <li>• Leader's agendas, memoranda, etc. reflect presentations to faculty on the targeted initiatives.</li> <li>• A Multi-tiered System of Supports (MTSS) and Response to Intervention (Rti) is fully implemented and the leader monitors regularly to sustain implementation.</li> <li>• The leader monitors practices in areas where subject specific strategies are expected and provides feedback on the effective sue of such strategies (e.g. ESOL strategies)</li> <li>• Reading Strategies from Just Read, Florida! are implemented.</li> <li>• The leader can identify all of the initiatives in use and describe how progress is monitored for each.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Classroom teachers describe how they implement the various initiatives.</li> <li>• Video exemplars that support implementing the initiatives are routinely used by faculty.</li> <li>• Online resources and technology supports that deepened understanding of the initiatives are used by faculty.</li> <li>• State or district web-based resources aligned with the initiatives are regularly accessed by faculty,</li> <li>• Teachers have participated in professional development associated with the initiative and implemented the strategies learned.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			
<p><b>Enter data here:</b></p>			

### Reflection Questions for Indicator 4.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you engage your faculty in communities of practice where practices related to the initiatives are shared with faculty in other schools or districts?	How do you use monitoring of these initiatives to identify faculty professional development needs that, if addressed, would improve the quality of implementation?	How do you communicate with district and state resources to learn more about what these initiatives can contribute to my school?	How do you find out what initiatives should be implemented?

**Indicator 4.5 – Facilitating and Leading Professional Learning: The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.**

Narrative: Indicator 4.5 is focused on what the leader does to engage faculty in meaningful professional learning (which includes being involved in what the faculty is learning). Professional learning on-the-job is an essential aspect of effective schools. School leaders who manage the school in ways that support both individual and collegial professional learning get better outcomes than those who do not. The leader’s personal participation in professional learning plays a major role in making professional learning efforts pay off. This indicator addresses the leader’s role as a leader in professional development.

### Rating Rubric

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses a variety of creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency at high effect size strategies.</p> <p>The leader is personally involved in the learning activities of the faculty in ways that both show support and deepen understanding of what to monitor.</p> <p>The entire organization reflects the leader’s focus on accurate, timely, and specific professional learning that targets improved instruction and student learning on the standards in the course descriptions.</p> <p>Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.</p>	<p>The leader provides recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency at high effect size strategies and student learning needs.</p> <p>The leader removes barriers to time for professional learning and provides needed resources as a priority.</p> <p>Participation in specific professional learning that target improved instruction and student learning is recognized by the faculty as a school priority.</p> <p>Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.</p>	<p>Less than a majority of the faculty can verify participation in professional learning focused on student needs or faculty proficiency at high effect size strategies.</p> <p>Time for professional learning is provided but is not a consistent priority.</p> <p>Minimal effort expended to assess the impact of professional learning on instructional proficiency.</p> <p>Leadership monitoring of professional learning is focused primarily participation with minimal attention given to the impact of instructional proficiency on student learning.</p>	<p>Focused professional development on priority learning needs is not operational.</p> <p>Few faculty members have opportunities to engage in collegial professional development processes on the campus.</p> <p>Individual professional learning is not monitored and is not connected to the school improvement plan or student learning needs.</p>

<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>
<ul style="list-style-type: none"> <li>• Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development.</li> <li>• Documents generated by or at the direction of the leader establish a clear pattern of attention to collegial professional development.</li> <li>• Schedules provide evidence of recurring time allocated for professional learning.</li> <li>• Technology is used to provide easy and recurring access to professional learning.</li> <li>• Budget records verify resources allocated to support prioritized professional learning.</li> <li>• Documents generated provide evidence that administrators are monitoring faculty participation in professional learning.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty members describe an organizational climate supportive of professional learning and can provide examples of personal involvement.</li> <li>• Minutes and/or summary records of lesson study teams, book study groups, and/or PLCs provide evidence that these collegial opportunities are active on the campus.</li> <li>• Agendas, documents, or anecdotal records of teams and/or department meetings reflect recurring engagement in professional learning.</li> <li>• Information on the availability of professional learning is easily accessible for faculty.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:  <input type="checkbox"/> <b>Highly Effective</b>          <input type="checkbox"/> <b>Effective</b>          <input type="checkbox"/> <b>Needs Improvement</b>          <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p><b>Enter data here:</b></p>	

### Reflection Questions for Indicator 4.5

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What strategies have you implemented so that you spread your learning about providing professional learning for individual and collegial groups within your school to your colleagues across the school system?</p>	<p>What might be some creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency at high effect size strategies?</p>	<p>As you think about your leadership in providing professional learning, what are key strategies for you to consider that would help you provide recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency at high effect size strategies and student learning needs?</p>	<p>How would you describe your efforts to make certain that your professional learning is focused on student needs or faculty proficiency at high effect size strategies?</p>

Narrative: Faculty development has many aspects. This indicator addresses the leader's proficiency at

**Indicator 4.6 – Faculty Development Alignments: The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by:**

- **generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan,**
- **identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement),**
- **aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals,**
- **and using instructional technology as a learning tool for students and faculty.**

developing faculty capacity to implement culturally relevant differentiated instruction by aligning the various faculty developments processes and practices with certain key issues (Standards-based content, research-based methods, data for planning, etc. as specified in the text of the standard.)

### Rating Rubric

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader has demonstrated a record of differentiated professional learning for faculty based on student needs.</p> <p>The leader has developed a system of job-embedded professional learning that differentiates training and implementation of instructional priorities based on teacher needs, which help retain proficient and highly exemplary staff.</p> <p>The leader routinely shares professional learning opportunities with other schools, departments, districts, and organizations.</p>	<p>Professional learning includes a plan for the implementation of the prioritized instructional needs (e.g., research-based instruction, data analysis, instructional technology, culturally relevant) aligned to school improvement plan and some effort has been made to differentiate (coaching, mentoring, collaborative teams, coaching) and embed professional development to meet the needs of all faculty members. The leader is able to use data from evaluation of instructional personnel to assess proficiencies and identify priority needs to support and retain proficient and exemplary faculty members.</p>	<p>The leader attempts to implement all of the priority instructional needs without a plan for doing so.</p> <p>The leader is aware of the differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings at this time, rather than incorporating the use of collaboration, study teams, etc. in order to meet the unique needs of staff.</p>	<p>Professional learning is typically "one size fits all," and there is little or no evidence of recognition of individual faculty needs or matching of faculty needs to student achievement needs. Consequently, retaining proficient and exemplary staff is problematic.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Documentation that professional learning is determined on the basis of student achievement and teacher competency data.</li> <li>• Evidence that professional learning includes culturally relevant instructional practices.</li> <li>• Faculty meetings focus on professional learning related to the schools instructional priorities.</li> <li>• The leader examines data on teacher proficiencies and identifies needs that are subsequently addressed by professional learning.</li> <li>• Technology resources are provided to maximize faculty access to online learning and sharing video exemplars for quality instructional practices.</li> <li>• Individualized professional development plans approved by the principal are clearly aligned with school improvement priorities.</li> </ul>		<ul style="list-style-type: none"> <li>• Staff describes ways that professional learning is culturally relevant to the population served and differentiated to meet their unique instructional needs.</li> <li>• Lesson study groups and PLCs have explicitly stated goals and a focus for their collegial learning.</li> <li>• Teachers can articulate a process that helps them develop individualized learning plans.</li> <li>• Faculty requests for professional learning are filtered to ensure that they relate to identified needs within the school improvement plan.</li> <li>• Teachers can identify their learning needs as they relate to student learning needs.</li> <li>• Faculty can demonstrate their use of course descriptions as the source of learning goals and objectives.</li> </ul>	

<ul style="list-style-type: none"> <li>Meeting agendas and memorandum to faculty provide evidence of on-going monitoring of the implementation of critical initiatives (e.g., data analysis, text complexity), standards-based instructional program, multi-tiered system of supports, and differentiated instruction.</li> <li>The leader's documents and agendas provide evidence of guiding faculty toward deeper understanding of the cultures of students in the school and how instruction is adapted to improve student engagement in learning.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty can provide evidence of culturally relevant and differentiated instruction.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:  <input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p><b>Enter data here:</b></p>	

### Reflection Questions for Indicator 4.6

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
What procedures have you established to increase professional knowledge opportunities for colleagues across the school system?	What system do you use to prioritize learning needs and empower faculty to create individual learning plans?	What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?	In what ways are professional learning opportunities linked to individual faculty needs?

Narrative: An indicator required by 1012.34 F.S., the focus is on whether the accumulated impact of the

**Indicator 4.7 – Actual Improvement: The leader improves the percentage of effective and highly effective teachers on the faculty.**

leader’s actions result in positive trend lines on teacher effectiveness. Evidence gathered from proficiency area #3 provide a base line that, along with teacher rating in the district’s teacher evaluation system and student growth measures, enable assessment of whether actual improvement in teacher’s proficiency is occurring.

**Rating Rubric**

<p><b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The percentage of teachers rated effective or highly effective increases while the percentage rated needs improvement for two consecutive years declines.</p> <p>Student growth measure and instructional practice ratings are in substantial agreement for at least 75 percent of the faculty.</p>	<p>The percentage of teachers rated effective or highly effective increases or remains stable within five percentage points of the prior year, but there is evidence of specific improvements in student growth measures or proficiency in high effect size strategies.</p>	<p>There is no evidence of improvement in student growth measures for the majority of the teachers rated as effective, needs improvement, or unsatisfactory.</p> <p>There is significant variation between teachers’ student growth measures and principal’s assessment of instructional practices.</p>	<p>The percentage of teachers rated effective or highly effective declines and cannot be explained by changes in staff membership.</p> <p>There is no evidence of improvement in student growth measures for the majority of the teachers rated as needs improvement or unsatisfactory.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members on student growth measures and identifies those making demonstrable progress.</li> <li>Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members on high effect size strategies and identifies those making demonstrable progress.</li> <li>Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members rated as needs improvement or unsatisfactory and can identify specific areas of improvement.</li> <li>The leader tracks student growth data and teacher assessment data aligned to learning goals to track actual improvement in teacher performance and maintains records of the percentage of staff showing growth over time.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>The percentage of teachers rated highly effective increases.</li> <li>The percentage of teachers rated effective increases.</li> <li>The percentage of teachers previously rated as needing improvement (developing) or unsatisfactory decreases.</li> <li>The percentage of teachers ranking at or above the district average on student growth measures increases.</li> <li>The percentage of teachers with highly effective rating on high effect size instructional strategies increases.</li> <li>Lesson studies produce revised lessons with improved student outcomes.</li> <li>Tracking of learning goals produces data and trend lines showing improvement in teacher effectiveness.</li> <li>State and district tests show improved student performance.</li> <li>VAM scores in teacher assessment show improvement and trend lines show improvement in percentage of results based on VAM scores.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:  <input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			
<p><b>Enter data here:</b></p>			



### Reflection Questions for Indicator 4.7

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>How well aligned are your assessments of instructional practice with the results of student growth measures?</p> <p>In what ways are you assisting the better performing teachers to improve as much as you are assisting the lower performers?</p>	<p>How would you describe your efforts to improve instruction?</p> <p>In what ways are you providing feedback on instructional practice that result in improved student learning for those teachers most in need of growth?</p>	<p>How would you describe your efforts to understand what instructional improvements are needed and then communicate that in useful ways?</p> <p>What information are you collecting to help you know what is or is not happening in the classrooms where teachers need improvement?</p>	<p>How are you making a difference in the quality of teaching in your school?</p> <p>What are some of the strategies you are employing that help you be aware of where the greatest problems are in terms of instructional proficiency?</p>

**Proficiency Area 5: Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population.**

Narrative: This proficiency area is aligned with FPLS standard 5. Much of what student’s experience in school is a result of decisions and actions by the adults in the school. Learning environments that are success oriented, student centered, treat diversity as an asset, and focus on eliminating achievement gaps support students preparation for fulfilling lives.

**Indicator 5.1 – Student Centered: The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.**

Narrative: School leaders who monitor what students experience by being enrolled in the leader’s school have better insights on how to make the system work than those who do not monitor impact of policies and practices on students. It is the leader’s responsibility to know whether student life is equitable, respectful, and supportive of engagement in learning.

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader provides clear, convincing, and consistent evidence that they ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all and shares these practices with others throughout the district.  Involves the school and community to collect data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.	The leader provides clear evidence that they create and maintain a learning environment that is generally conducive to ensuring effective teaching practices and learning, although there may be some exceptions.  Collects data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.	The leader provides limited evidence that they create a safe school either in planning or actions.  Collects data on curricular and extra-curricular student involvement.	The leader provides little to no evidence that s/he make plans for a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise.  Does not collect data on curricular and extra-curricular student involvement.
<b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		<b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> <li>Documents that establish safe, respectful, and inclusive school-wide common expectations for students and staff.</li> <li>Agendas, meeting minutes, etc., show recurring attention to student needs.</li> <li>The leader’s documents reveal a pattern of examining student opportunities for achieving success</li> <li>Leader has procedures for students to express needs and concerns direct to the leader.</li> <li>The leader provides programs and supports for student not making adequate progress.</li> <li>School policies, practices, procedures are designed to address student needs.</li> </ul>		<ul style="list-style-type: none"> <li>Teachers can describe a specific policies, practices, and procedures that result in a safe, respectful, and inclusive student-centered learning environment.</li> <li>Student questionnaire results reflect satisfaction with school attention to student needs and interests.</li> <li>Counseling services and safe school programs (e.g. anti-bullying”) are implemented.</li> <li>Tutorial processes are provided and easily accessible by students.</li> <li>Teachers receive training on adapting instruction to student needs.</li> <li>Extended day or weekend programs focused on student</li> </ul>	

<ul style="list-style-type: none"> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>academic needs are operational and monitored</li> <li>• Parent questionnaire results reflect satisfaction with schools attention to student needs and interests.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p><b>Enter data here:</b></p>          	

### Reflection Questions for Indicator 5.1

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
What practices have you engaged in to increase professional knowledge opportunities for colleagues across the school system regarding your efforts to ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all?	What evidence would you accept you were ensuring the creation and maintenance of a learning environment conducive to successful teaching and learning for all?	How would you describe your efforts to provide clear evidence that you create and maintain a learning environment that is generally conducive to ensure effective teaching and learning, although there may be some exceptions?	What strategies are you intentionally implementing to create and maintain a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise?

**Indicator 5.2 - Success Oriented: Initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.**

Narrative: The issues in 5.1 focus on monitoring how school policy and practice affect the quality of student lives. This indicator shifts focus from those broad issues to what happens at the school that creates opportunities for student success and students' perceptions that school life is organized to do something good for them. School should be rigorous and demanding but also implemented in ways that create recurring opportunities for success.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Through all grades and subjects a multi-tiered system of supports is operational providing core universal supports (research-based, high-quality, general education instruction and support; screening and benchmark assessments for all students, and continuous data collection continues to inform instruction).</p> <p>Where student are not successful on core instruction, problem solving is employed to identify and implement targeted supplemental supports (data based interventions and progress monitoring).</p> <p>Where targeted supplemental supports are not successful, intensive individual supports are employed based on individual student needs.</p> <p>Skillful problem solving to ensure staff have adequate time and support, and effectively monitoring teacher's effective use of research-based instruction.</p>	<p>Problem solves skillfully (e.g., conceptualizing, applying, analyzing, synthesizing, and/or evaluating information) to provide adequate time, resources, and support to teachers to deliver the district's curriculum to all students.</p> <p>Celebrations of student success are common events and are focused on recognition of the methods and effort expended so students understand what behaviors led to the success.</p> <p>Most grades and subject track student learning growth on priority instructional targets.</p> <p>MTSS operational across the grades and subjects.</p>	<p>Problem solving efforts are unskillfully used to provide adequate time, resources, and support to teachers to deliver the district's curriculum and state's standards to students.</p> <p>Celebrations of student success are provided but are inconsistent in focusing on how/why students succeeded.</p> <p>MTSS operational in some classes.</p>	<p>No actions other than use of slogans and exhortations to succeed are taken by the leader to address practices and process that actually enable success.</p> <p>MTSS not operational.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>Agendas, memorandum, and other documents provide direction on implementation of MTSS.</li> <li>Agendas, memorandum, and other documents reflect recurring discussion with faculty on continuous progress monitoring practices.</li> <li>The leader recognizes the accomplishments of individual teachers, student, groups and the whole school via newsletters, announcements, websites, social media and face-to-face exchanges)</li> </ul>		<ul style="list-style-type: none"> <li>Teachers' records reveal data-based interventions and progress monitoring.</li> <li>Teacher-directed celebrations of student success identify causes of success.</li> <li>Supplemental supports are provided in classes.</li> <li>Faculty and student describe the leader as one who is genuinely committed to student success in school and life.</li> <li>Faculty teams, departments, grade levels or collegial learning</li> </ul>	

<ul style="list-style-type: none"> <li>Leader solicits student input on processes that support or hamper their success.</li> <li>Leader does surveys and other data collections that assess school conditions that impact student well-being.</li> <li>Data collection processes are employed to collect student, parent, and stakeholder perception data on the school supports for student success.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>teams who have worked together on student success are recognized.</li> <li>Teacher and student tracking of progress results in data on student success.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> <i>(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p><b>Enter data here:</b></p>          	

### Reflection Questions for Indicator 5.2

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
What supports do you need to provide to deepen the faculty's capacity to provide intensive individual supports?  How do you share effective continuous progress practices with other school leaders?	How do you enable teachers proficient at MTSS to share the process with other teachers?  What continuous progress practices should be shared with the entire faculty?	How do you monitor instructional practice to assess the quality of implementation of MTSS?  How do you monitor the impact of targeted supplemental supports?  What barriers to student success are not being addressed in your school?	How do you obtain training on what the MTSS model requires and how do you convey the expectations inherent in the model to your faculty?

Narrative: "Diversity practices" refers to the capacity of teachers and school leaders to recognize the

**Indicator 5.3 – Diversity: To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.**

many variations in students that impact learning growth (e.g. learning processes, prior learning experiences, family and cultural backgrounds); implement practices that respect diversity in learning needs (e.g. multi-tiered system of supports) and make adjustments at the classroom level that make use of student strengths and promote growth needs.

### Rating Rubric

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader shares with others throughout the district strategies that help them put into action their belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>The leader provides an instructional program where recurring adaptations in instructional to address variations in student learning needs, styles, and learning strengths are routine events in all classes.</p>	<p>The leader systematically acts on the belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>Classroom practices consistently reflect appropriate adjustments based on cultural, racial, ethnic backgrounds of students.</p> <p>The leader's expectations that teachers adapt instructional strategies to meet individual student needs are an accepted part of the shared vision of the leader and faculty.</p>	<p>The leader inconsistently acts on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>The leader has taken some actions that set expectations for teachers adapting instructional strategies to meet individual student needs and such individualization is evident in some but not most classes.</p>	<p>The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum, instruction, and assessment that are culturally, racially, or ethnically insensitive and/or inappropriate.</p> <p>Takes no actions that set expectations for teachers adapting instructional strategies to meet individual student needs.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Documents that support the use of diversity as an asset in the development and implementation of procedures and practices.</li> <li>• Agendas, memorandum, etc., reflecting recurring attention at faculty meetings to capacity to recognize diversity issues and adapt instruction accordingly.</li> <li>• Leader's actions in providing professional learning for faculty that deepens understanding of a range of diversity issues and evidence of monitoring for implementation in the classroom of appropriate diversity practices.</li> <li>• School policies, practices, procedures that validate and value similarities and differences among students.</li> <li>• The school leader collects and reviews agenda and minutes from departmental or team meetings to monitor attention to diversity issues in pursuit of student learning growth.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers can describe a specific policies, practices, and procedures that validate and value similarities and differences among students.</li> <li>• Professional development opportunities are provided for new teachers regarding ways to adapt instruction to address diversity issues in the student body and community.</li> <li>• Student questionnaire results reflect belief that their individual characteristics are respected by school leader and faculty.</li> <li>• Parent questionnaire results reflect belief that their individual characteristics are respected by school leader and faculty.</li> <li>• A multi-tiered system of supports (MTSS) is implemented in the classrooms in ways that respect and make adjustments for diversity factors.</li> <li>• The school provides an interactive website for students, parents, and the community designed to be "user friendly" and sensitive to diversity issues in the community, providing information of interest to various segments of the school community</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	

**Scale Levels:** (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

**Highly Effective**       **Effective**       **Needs Improvement**       **Unsatisfactory**

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

**Reflection Questions for Indicator 5.3**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
What procedures might you establish to increase your ability to help your colleagues develop curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?	What strategies might you employ so that you could share with others throughout the district practices that help them put into action your belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?	How might you increase the consistency with which you act on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?	How might you expand the opportunities for all students to meet high expectations by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?

Narrative: Where indicator 5.3 is focused on the broad array of diversity factors that impact success of

**Indicator 5.4 – Achievement Gaps: The leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.**

individual students and student sub-groups, indicator 5.4 focuses on academic growth of specific sub-groups whose academic performance lags behind what they are capable of achieving. The leader is expected to prepare the faculty to do what is needed to meet the academic improvement needs of the sub-group(s).

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader has created a self-regulating system based on data that guarantees regular and predictable success of all sub-groups, even if conditions change from one year to another.</p> <p>Achievements gaps have been eliminated or substantially minimized with trend lines consistently moving toward elimination of such gaps.</p>	<p>Processes to minimize achievement gaps within all impacted sub-groups are employed for all sub-groups with positive trend lines showing reduction of gaps for all subgroups.</p> <p>The leader consistently applies the process of inquiry and/or has enabled development of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.</p>	<p>Sub-groups within the school and associated with achievement gaps have been identified and some processes are underway to understand root causes.</p> <p>Some actions to minimize the gaps have been implemented but either do not reach all sub-group students or have inconsistent or minimal results.</p> <p>The leader inconsistently applies the process of inquiry and/or has enabled only limited efforts to develop of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.</p>	<p>The leader does not identify nor implement strategies to understand the causes of sub-group achievement gaps.</p> <p>No changes in practices or processes have been implemented under the leader's direction that is designed to address achievement gaps.</p> <p>The leader does not apply the process of inquiry and/or develop processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• The leader uses statistical analyses identifying academic needs of sub-group members.</li> <li>• Written goals are developed and provided to faculty that focus on reducing or eliminating achievement gaps for students in under-performing sub-groups and for students with disabilities.</li> <li>• Documents reflecting the leader's work in deepening faculty understanding of cultural and development issues related to improvement of academic learning growth by sub-group students.</li> <li>• The leader develops school policies, practices, procedures that validate and value similarities and differences among students.</li> <li>• Leader's actions in support of engaging sub-group students in self-help processes and goal setting related to academic achievement.</li> <li>• The leader personally engages students in under-performing sub-groups with support, encouragement, and high expectations.</li> <li>• Leader's take actions in aligning parent and community resources with efforts to reduce achievement gaps.</li> </ul>		<ul style="list-style-type: none"> <li>• Faculty and staff can describe the school-wide achievement goals focused on narrowing achievement gaps and relate how that implement those goals to impact individual students.</li> <li>• Under-achieving sub-group students are enrolled in advanced classes and presented with high expectations.</li> <li>• Teachers can describe specific policies, practices, and procedures that help them use culture and developmental issues to improve student learning.</li> <li>• Faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels.</li> <li>• English language learners, and students with disabilities</li> <li>• Teacher records reflecting tracking sub-group student progress on targeted learning goals related to academic achievement.</li> <li>• Student questionnaire results (from sub-group students) reflecting recognition of school efforts to improve their academic performance.</li> <li>• Parent questionnaire results from sub-group parents reflecting recognition of school efforts to improve student achievement.</li> <li>• Lesson study groups focused on improving lessons to impact</li> </ul>	



<ul style="list-style-type: none"> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>achievement gap.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p><b>Enter data here:</b></p>	

### Reflection Questions for Indicator 5.4

Reflection Questions			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
What strategies might you employ to increase your ability to help your colleagues understand how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment, etc.) in order to improve student achievement?	What are one or two critical steps you could take that would shift your examination of culture to a point that they become a self-regulating system based on data that guarantees regular and predictable success even if conditions change?	How might you systematically apply the process of inquiry to develop methods of generating greater understanding of the cultures of individuals within the building and how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment) to improve student achievement?	Why do sub-groups students like those in your school not perform as well as similar groups in other schools?  In what ways might you demonstrate greater understanding of cultures and their impact on the current systems in your school to improve student learning?

## Domain 3: Organizational Leadership

Narrative: This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Narrative: This proficiency area is aligned to FPLS standard #6. How decisions are made can be as important as what decisions are made. The leader's proficiency at balancing the various aspects of decision-making is the focus of this area.

**Indicator 6.1 – Prioritization Practices: The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.**

Narrative: Leaders make many decisions. Those that impact student learning and teacher proficiency require priority attention. The focus is the leader's ability to make sure that decisions on student learning and faculty proficiency are not lost among the lower priority issues or given inadequate attention because of all the other things leaders do.

### Rating Rubric

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader produces clear, convincing, and consistent evidence that demonstrates an understanding of learning, teaching, and student development to inform all decisions and continuously uses this information to enhance teaching and learning.</p> <p>The leader produces clear, convincing, and consistent evidence that, on an ongoing basis, all decisions are made in a way that promotes the school's vision and mission.</p> <p>Effective decision-making practices are frequently shared with other administrators and colleagues throughout the system.</p>	<p>The leader's decisions consistently demonstrate an understanding of learning, teaching, and student development.</p> <p>The leader produces clear evidence of making most decisions in a way that supports the school's vision and mission regarding student learning and faculty proficiency.</p>	<p>The leader provides limited evidence that demonstrates understanding of learning, teaching, and student development to inform decisions or is inconsistent in using this information to enhance decisions about teaching and learning.</p> <p>The leader produces limited evidence that the school's vision and mission impacts decision making.</p>	<p>The leader provides little or no evidence that demonstrate awareness of learning, teaching, and student development to inform decisions.</p> <p>The leader produces little to no evidence of making decisions that are linked to the school's vision and mission.</p> <p>Decisions adverse to student growth and/or faculty development are made.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>The school's vision and mission statement developed under this leader is focused on student growth and improving faculty proficiency.</li> <li>Staff evaluations and professional development documents emphasize student learning or faculty proficiency growth.</li> <li>Documents showing the development and modification of teacher and student schedules are based on data about student needs.</li> <li>Leader's meeting schedules reflect recurring attention to student learning and faculty proficiency issues.</li> </ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>Teachers can describe a decision-making process that reflects an emphasis on vision, mission, student learning, and teacher proficiency requirements.</li> <li>Teachers can recall decisions that were made resulting in changes to their teaching schedule to support student learning.</li> <li>Team and department meeting minutes reflect student learning and faculty proficiency as priority issues.</li> <li>Sub-ordinate leaders give priority attention to issues impacting student learning and teacher proficiency.</li> <li>Principal's secretary prioritizes mail based on relation to student</li> </ul>	

<ul style="list-style-type: none"> <li>Artifacts substantiating school improvement and curriculum review/revision are based on student learning needs or assessments of teacher proficiency.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>learning and faculty growth.</li> <li>Office staff handles routine events to protect leader's time for instructional and faculty development issues.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>	

**Reflection Questions for Indicator 6.1**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>What procedures have you established to increase professional knowledge opportunities for colleagues across the school system?</p> <p>How do you promote and foster continuous improvement with new staff? What changes might you make to your decision-making process for further improvement?</p>	<p>What system do you use to prioritize learning needs and empower faculty to create individual learning plans?</p> <p>How might you reinforce and establish your efforts so that direct reports and your entire school community understand the link between decisions and your priorities?</p>	<p>What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?</p> <p>Why is it necessary to explicitly reference your vision and mission, even though they are visibly posted in high traffic areas of your school?</p>	<p>How should your awareness of learning, teaching, and student development inform decisions?</p> <p>How might you better align your decisions with the vision and mission of your school?</p>

**Indicator 6.2 – Problem Solving: The leader uses critical thinking and data-based problem solving techniques to define problems and identify solutions.**

Narrative: Problem solving is an essential support to decision making. The leader’s skill in using thinking skills and data to define problems and identify solutions is the focus here.

**Rating Rubric**

<p><b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader demonstrates the ability to construct a clear and insightful problem statement with evidence of relevant contextual factors.</p> <p>The leader identifies multiple approaches for solving a problem and proposes one or more solutions/hypotheses that indicate a deep comprehension of the problem. The solutions are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.</p> <p>The leader’s evaluation of solutions is comprehensive and includes all of the following: history of the problem, logic/reasoning, feasibility and impact of the solution.</p> <p>The solution is implemented in a manner that addresses each of the contextual factors of the problem. A thorough review of the results is conducted to determine need for further work.</p>	<p>The leader demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors and the problem statement is adequately detailed.</p> <p>The leader identifies multiple approaches for solving a problem.</p> <p>The leader’s solutions are sensitive to contextual factors as well as at least one of the following: ethical, logical, or cultural dimensions of the problem.</p> <p>Evaluation of solutions is adequate and includes: history of the problem, reviews logic and reasoning, examines feasibility of solution, and weighs impact.</p> <p>The solution is implemented and the results reviewed with some consideration for further work.</p>	<p>The leader is beginning to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but the problem statements are superficial or inconsistent in quality.</p> <p>Typically, a single “off the shelf” solution is identified rather than designing a solution to address the contextual factors.</p> <p>The solution is implemented in a manner that addresses the problem statement but ignores relevant factors. Results are reviewed with little, if any, consideration for further work.</p>	<p>The leader demonstrates a limited ability to identify a problem statement or related contextual factors.</p> <p>Solutions are vague or only indirectly address the problem statement.</p> <p>Solutions are implemented in a manner that does not directly address the problem statement and are reviewed superficially with no consideration for further work.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Samples of problem statements, contextual factors, recommended approaches, proposed solutions, evaluation, and review with consideration for further work are presented.</li> <li>• A well-established problem-solving process can be described by the leader.</li> <li>• Data records reveal the range of problems addressed and after-implementation data collections.</li> <li>• Reports and newsletters to stakeholders inform of problems addressed and the impact of solutions implemented.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers can personally attest to the problem-solving skills of the leader.</li> <li>• Teachers report a high degree of satisfaction with the problem-solving process established by the leader.</li> <li>• Teacher and/or students describe participating in problem solving led by the school leader.</li> <li>• Multi-tiered System of Supports (MTSS) is fully operational in classrooms.</li> <li>• Sub-ordinate leaders are engaged in data-based problem solving.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	

**Scale Levels:** (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

**Highly Effective**       **Effective**       **Needs Improvement**       **Unsatisfactory**

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

### Reflection Questions for Indicator 6.2

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
What might be some of the things you learned about problem solving that will influence your leadership practice in the future?	What can you do to enable your sub-ordinate leaders to be more effective in problem solving?	What are some specific recollections (data) that come to mind that define your thinking about effective problem solving?	How would you describe your problem solving process?

**Indicator 6.3 – Quality Control: The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implementing actions as needed.**

Narrative: Decisions are made....but there is a follow-up process. What was the impact of the decisions? The focus here is the leader's follow-up on decisions and capacity to make revisions where needed.

**Rating Rubric**

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader can provide clear and consistent evidence of decisions that have been changed based on new data.</p> <p>The leader has a regular pattern of decision reviews and "sunsetting" in which previous decisions are reevaluated in light of the most current data.</p> <p>There is a culture of open acknowledgement of undesired outcomes in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.</p>	<p>The leader has a record of evaluating and revising decisions based on new data.</p> <p>Review of decision and follow-up actions are consistently timely.</p>	<p>The leader has some processes for acquiring new information on impact of decisions and appears to be willing to reconsider previous decisions, but does not have a clear or consistent record of making changes where needed or as soon as needed.</p>	<p>There is little or no evidence of reflection and reevaluation of previous decisions.</p> <p>Sub-ordinate leaders are not encouraged to evaluate prior decisions.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Examples of documents related to previous decisions that indicate re-evaluation in light of emerging data or trends.</li> <li>• Evidence that re-evaluations in light of emerging data or trends resulted in changes or adjustments in actions.</li> <li>• A well-articulated problem-solving process can be produced.</li> <li>• Principal's work schedule reflects time for monitoring the implementation of priority decisions.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers can attest to having participated in a re-evaluation of a decision based on emerging trends and data.</li> <li>• Teachers report confidence in the decisions being made by the leader.</li> <li>• Sub-ordinate leaders' records reveal time committed to gathering data and following up on impact and implementation of leader's decisions.</li> <li>• Sub-ordinate leaders' records reveal time committed to gathering data and following up on impact and implementation of the sub-ordinate leaders' decisions.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>                      <input type="checkbox"/> <b>Effective</b>                      <input type="checkbox"/> <b>Needs Improvement</b>                      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

### Reflection Questions for Indicator 6.3

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
How do you continue to clarify the decision-making process in a dynamic, changing environment?	Why is it necessary for you as a school leader to reevaluate prior decisions and programs in light of emerging research, personal experience, and changing situations?	What will you do from now on to ensure previous decisions and programs are revisited and evaluated on a routine basis?	When do you take time with your leadership team to reflect on decisions that have been made? In what ways do you evaluate decisions on the basis of student achievement?

**Indicator 6.4 – Distributive Leadership: The leader empowers others and distributes leadership when appropriate.**

Narrative: A school is too complex for one person to make all decisions. Some of the functions of leadership must be shared with others. Developing capacity for success in a workforce requires enabling other people to be responsible for meaningful decisions. The leader’s capacity to share the “right stuff” and distribute decision making among other appropriate staff is the focus here.

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Innovation and improvement in instructional processes, faculty development, or school operations have resulted from distributive leadership.</p> <p>The leader encourages staff members to accept leadership responsibilities outside of the school building.</p> <p>The leader incorporates teacher and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers.</p>	<p>The leader creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles.</p> <p>The leader supports the decisions made as part of the collective decision-making process.</p> <p>Decision-making delegations are clear: Sub-ordinates know what decisions are made by the leader, which by the leader after input from others, and which are delegated to sub-ordinates to decide.</p>	<p>Some well-understood leadership roles other than the school principal are functioning and contributing to effective and timely decisions on some school priorities, but there are recurring delays in reaching decisions on other issues.</p> <p>Decisions are often rushed or made without appropriate input due to lack of planning and implementation of development activities by staff members.</p>	<p>There is no or only minimal evidence that anyone other than the principal has a meaningful role in making timely decisions.</p> <p>The leader rarely seeks input on significant issues from a variety of stakeholder groups (e.g. faculty leaders, teachers, student, parents, community, or business leaders).</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Organizational charts or other documents reveal how leadership is distributed and informs who is involved in what.</li> <li>• School improvement plan process reflects involvement by a variety of parties.</li> <li>• Evidence of shared decision-making and distributed leadership is present in leader’s memorandums, e-mails, and other communications.</li> <li>• Leader’s communication to faculty and stakeholders recognizes the role of those to whom leadership functions were distributed.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Sub-ordinate leaders and teacher leaders report meaningful roles in decision making.</li> <li>• Minutes, agendas, and other records of meetings held by sub-ordinate leaders reflect their involvement in significant decision making.</li> <li>• Teachers are able to identify which colleagues have a leadership or decision making role in any given issue.</li> <li>• Teacher and or parent surveys reflect satisfaction with access to sub-ordinate and teacher leaders rather than requiring access only to the principal.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			



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**Reflection Questions for Indicator 6.4**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>To what extent do you have a systematic process in place for delegating authority to subordinates?</p>	<p>How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams?</p> <p>In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?</p>	<p>Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty?</p> <p>How might you use the function of delegation to empower staff and faculty at your school?</p>	<p>What factors prevent you from releasing responsibilities to staff?</p>

**Indicator 6.5 – Technology Integration: The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.**

Narrative: Technology was a separate standard in the 2005 Florida Principal Leadership Standards (FPLS). By 2011 the state had made great strides toward accepting technology into the schools. In the 2011 FPLS, technology moved from a separate general “pro-technology” standard to focused applications of technology embedded in several standards. This indicator focuses on technology integration and the leader’s use of technology to improve decision-making processes in several priority areas.

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader mentors other school leaders on effective means of acquiring technology and integrating it into the decision-making process.</p> <p>The leader provides direct mentoring and coaching supports so that new staff and new sub-ordinate leaders are quickly engaged in effective use of technology supports needed to enhance decision-making quality.</p>	<p>Technology support for decision-making processes is provided for all of the staff involved in decision making on school instructional and faculty improvement efforts.</p> <p>Technology integration supports all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership.</p> <p>Engages sub-ordinate leaders in developing strategies for coaching staff on integration of technology.</p>	<p>Technology support for decision-making processes is provided for some, but not all of the staff involved in decision making on school instructional and faculty improvement efforts.</p> <p>Technology integration supports some, but not all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership.</p>	<p>There is no or only minimal evidence that decision-making prioritization, problem solving, decision evaluation or distributed leadership processes are supported by technology integration.</p> <p>Decision making is not supported by a well-understood system of procedures to identify problems and generate solutions.</p> <p>Technology integration does not support data exchanges, project management, and feedback processes.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• School improvement plan reflects technology integration as a support in improvement plans.</li> <li>• Leader has a technology integration plan used to provide technology supports to the degree possible with available resources.</li> <li>• School website provides stakeholders with information about and access to the leader.</li> <li>• Technology tools are used to aid in data collection and analyses and distribution of data findings.</li> <li>• Evidence that shared decision -making and distributed leadership is supported by technology.</li> <li>• Technology used to enhance coaching and mentoring functions.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Sub-ordinate leaders integrate technology into their work functions and use technology to streamline the process.</li> <li>• Data from faculty that supports decision making and monitoring impact of decisions are shared via technology.</li> <li>• PowerPoint presentations, e-mails, and web pages of faculty members support involvement in decision making and dissemination of decisions made.</li> <li>• Faculty use social network methods to involve students and parents in data collection that supports decision making and to inform stakeholders of decisions made.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>                      <input type="checkbox"/> <b>Effective</b>                      <input type="checkbox"/> <b>Needs Improvement</b>                      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples</p>			

above are illustrative and do not reflect an exclusive list of what is expected):

**Reflection Questions for Indicator 6.4**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
To what extent do you have a systematic process in place for delegating authority to subordinates?	How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams? In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?	Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty? How might you use the function of delegation to empower staff and faculty at your school?	What factors prevent you from releasing responsibilities to staff?

**Proficiency Area 7. Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.**

Narrative: This proficiency area aligns to Standard 7. Leaders are developed by other leaders. This is a process critical to an organization’s capacity to improve over time and sustain quality processes. This proficiency area focuses on what leaders do to develop leadership in others.

**Indicator 7.1 – Leadership Team: The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.**

Narrative: The FPLS are based on a presumption that the school leader works with and through a team of other people to insure coordination and focus of school operations and improvements. Leadership teams get things done!

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The participants in the school’s leadership team function independently with clear and efficient implementation of their role(s) and work in a collegial partnership with other leadership team participants to coordinate operations on student growth and faculty development.</p> <p>Leadership development processes employed by the school leader are shared with other school leaders as a model for developing quality leadership teams.</p> <p>The leader has specifically identified at least two emerging leaders in the past year, and has entered them into the ranks of leadership training or provided personal mentoring on site.</p> <p>Other school leaders cite this leader as a mentor in identifying and cultivating emergent leaders.</p>	<p>Those who are assigned or have accepted leadership functions have consistent support from the school leader in focusing their efforts on instructional improvement and faculty development.</p> <p>The leader has specifically identified and cultivated potential and emerging leaders for the major functions of the school.</p> <p>The leader has personally mentored at least one emerging leader to assume leadership responsibility in instructional leadership or at an administrative level, with positive results.</p>	<p>The leader has identified staff for leadership functions, follows district personnel guidelines for accepting applications for new leaders, but has not implemented any systemic process for identifying emergent leaders, or is inconsistent in application of such a process.</p> <p>The leader provides some training to some of the people assigned leadership functions, but does not involve staff other than those in the designated roles.</p>	<p>The leader does not recognize the need for leadership by other people. Staff with leadership titles (e.g., department heads, team leaders, deans, assistant principals) has little or no involvement in processes that build leadership capacities.</p> <p>Persons under the leader’s direction are unable or unwilling to assume added responsibilities.</p> <p>There is no or only minimal evidence of effort to develop leadership potential in others.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Organizational charts identify the leadership roles and team members.</li> <li>• The leader has a system for identifying and mentoring potential leaders.</li> <li>• The leader can cite examples in which s/he coached several emerging leaders to assume greater levels of responsibility within the organization.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers at the school can describe informal and formal opportunities to demonstrate and develop leadership competencies.</li> <li>• Teachers at the school report that leadership development is supported and encouraged.</li> <li>• Current leadership team members can describe training or mentoring they receive from the school leader regarding</li> </ul>	

<ul style="list-style-type: none"> <li>Minutes, e-mails, and memorandums reflecting exchanges among leadership team members are focused on school improvement goals, student growth, and faculty development.</li> <li>The leader's communications to faculty and stakeholders reflect recognition of the leadership team.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>	<p>leadership.</p> <ul style="list-style-type: none"> <li>Teachers can describe processes that encourage them to be involved in school improvement and prepare for leadership roles.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>                      <input type="checkbox"/> <b>Effective</b>                      <input type="checkbox"/> <b>Needs Improvement</b>                      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>    	

### Reflection Questions for Indicator 7.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How do you provide guidance and mentorship to emerging leaders outside of your personal job description and leadership responsibilities?</p> <p>How would you describe the system you use to ensure that emerging leaders pursue job opportunities when they are available? How might you embed this preparation into their job duties, and what changes will you need to make to help build such leadership capacity at your school?</p>	<p>How have you designed the school improvement process to develop leadership capacity from existing faculty?</p> <p>What strategies and lessons might you impart to your direct reports to better prepare them for expanded leadership opportunities?</p>	<p>What process do you employ to encourage participation in leadership development?</p> <p>When do you release responsibility to your assistants to own key decisions? How do you leverage school improvement activities to build leadership capacity for assistants and emerging teacher leaders?</p>	<p>What process is available to you that help you screen and develop potential leaders?</p> <p>How might you spend time explicitly preparing your assistants to assume your role as principal? What steps would you take to spend more time in preparing your assistants to assume your role as principal?</p>

**Indicator 7.2 – Delegation: The leader establishes delegated areas of responsibility for sub-ordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.**

Narrative: Leadership teams engage other skilled people in the business of the school. However, involvement does not insure effective organizations. This indicator focuses on the distribution of responsibility and whether sub-ordinate leaders have been delegated all that is needed to succeed.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Staff throughout the organization is empowered in formal and informal ways.</p> <p>Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business.</p>	<p>The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.</p> <p>Clarity of the scope of delegated authority is inconsistent from one delegation to another.</p> <p>Actions taken by those to whom tasks are delegated are sometimes overruled without explanation.</p>	<p>The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment.</p> <p>If delegation has occurred there is a lack of clarity on what was to be accomplished or what resources were available to carry out delegated tasks.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• A Responsibility Matrix or chart of "who does what" provides evidence that the leader trust others within the school by identifying how leadership responsibilities are delegated to other faculty members on his or her staff.</li> <li>• The leader's processes keep people from performing redundant activities.</li> <li>• The leader has crafted "job descriptions" for sub-ordinate leaders' roles that clarify what they are to do and have the delegated authority to do.</li> <li>• Communications to delegated leaders provide predetermined decision-making responsibility.</li> <li>• Documents initiating projects and tasks identify personal responsibility for success at the beginning of the project.</li> <li>• Delegation and trust are evident in personnel evaluations.</li> <li>• Delegation and trust are evident in the school improvement plan as a variety of school staff are identified as being directly responsible for various components of the planning effort.</li> <li>• Meeting minutes provide evidence of delegation and trust being extended to select members of the faculty.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers report that areas of delegated responsibility include authority to make decisions and take action within defined parameters.</li> <li>• Faculty and staff can cite examples of delegation where the leader supported the staff member's decision.</li> <li>• Faculty report that building leaders express high levels of confidence in their capacity to fulfill obligations relevant to the shared task of educating children.</li> <li>• Staff to whom responsibility has been delegated in turn delegates appropriate aspects of their tasks to other staff thus expanding engagement.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	

**Scale Levels:** (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

**Highly Effective**       **Effective**       **Needs Improvement**       **Unsatisfactory**

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

**Reflection Questions for Indicator 7.2**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
To what extent do you have a systematic process in place for delegating authority to subordinates?	How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams?  In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?	Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty?  How might you use the function of delegation to empower staff and faculty at your school?	What factors prevent you from releasing responsibilities to staff?

**Indicator 7.3 – Succession Planning: The leader plans for and implements succession management in key positions.**

Narrative: When the leader is off campus – who is in charge? When the leader changes jobs or retires, who is prepared to take over? What about the school’s sub-ordinate leaders? Who takes over for them? Succession planning is building relationships and preparation processes for involving others in ways that prepare them to move into key positions as they become vacant.

**Rating Rubric**

<p><b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>In addition to the practices at the effective level, the leader systematically evaluates the success of the succession program, making adjustments as needed and engaging sub-ordinate leaders in succession management processes in their own areas of responsibility.</p> <p>Central office personnel rely upon this leader to share highly successful succession planning practices with other leaders throughout the district.</p>	<p>The leader proficiently implements a plan for succession management in key positions that includes identification of key and hard-to-fill positions for which critical competencies have been identified.</p> <p>In conjunction with central office staff, the leader identifies and evaluates applicant pools, collects information on competency levels of employees in identified applicant pools and identifies competency gaps.</p> <p>Based on an analysis of these gaps, the leader develops and uses programs and strategies for smooth succession including temporary strategies for getting work done during vacancy periods.</p>	<p>Inasmuch as the leader understands the need to establish a plan for succession management, the plan remains simply that - a plan - as thoughts about the plan and its component parts have yet to be implemented.</p> <p>The leader primarily relies on central office staff to identify and evaluate applicant pools, the competency levels of employees in identified applicant pools, and the competency gaps.</p> <p>Little to no effort on the part of the leader is made to increase the competency level of the potential successor leaders within the faculty or such efforts are limited in scope.</p>	<p>The leader takes little or no actions to establish a plan for succession management.</p> <p>Staff are hired to fill vacancies in key positions who do not possess the critical instructional capabilities required of the school, which compromises the school’s efforts to increase student academic achievement, and no processes to remedy the trend are taken.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development that addresses succession management priorities.</li> <li>• The leader has processes to monitor potential staff departures.</li> <li>• The leader accesses district applicant pools to review options as soon as district processes permit.</li> <li>• Informal dialogues with faculty routinely explore their interests in expanded involvement and future leadership roles.</li> <li>• Leader has documents or processes to inform potential leaders of the tasks and qualifications involved in moving into leadership roles.</li> <li>• A succession management plan that identifies succession problems, key and hard-to-fill positions for which critical competencies have been identified, and key contacts within the school community.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Select teachers can attest to having been identified into applicant pools for leadership in key and hard-to-fill positions that may develop in the future.</li> <li>• Select teachers report that the principal has identified various competency levels needed for key or hard-to-fill leadership positions.</li> <li>• Select teachers describe providing the leader feedback as to gaps in their personal competency for which the leader has developed professional learning experiences.</li> <li>• Teachers can describe transparent processes for being considered for leadership positions within the school.</li> <li>• Sub-ordinate leaders engage other faculty in competency building tasks that prepare them for future leadership roles.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	



**Scale Levels:** (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

**Highly Effective**       **Effective**       **Needs Improvement**       **Unsatisfactory**

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

**Reflection Questions for Indicator 7.3**

<b>Reflection Questions</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>In what ways might you further extend your reach within the district to help others throughout the district benefit from your knowledge and skill in succession management practices?</p> <p>What have you prepared to assist your successor when the time comes?</p>	<p>In what ways are you interacting with central office personal to share highly effective succession planning practices with other leaders throughout the district?</p> <p>What are some of your strategies you have employed that help your school get work done during vacancy periods?</p>	<p>What are the key components of within your succession management plan?</p> <p>What might be the one or two personal leadership practices to which you will pay particular attention as you implement your succession management plan?</p>	<p>In what ways would a plan for succession management be helpful to you as you move to replace key and hard-to-fill positions at your school?</p>

**Indicator 7.4 – Relationships: The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.**

Narrative: This is a fundamentally important skill set. Leaders get quality work done through other people. The skill set of relationship building, including networking and engaging others in a shared vision, are hallmarks of quality leaders.

**Rating Rubric**

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>While maintaining on-site work relationships with faculty and students as a priority, the leader finds ways to develop, support, and sustain key stakeholder relationships with parent organizations, community leaders, and businesses, and mentors other school leaders in quality relationship building.</p> <p>The leader has effective relationships throughout all stakeholder groups and models effective relationship building for other school leaders.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) networks with all key stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) in order to cultivate, support, and develop potential and emerging leaders.</p> <p>Leader has effective collegial relationships with most faculty and subordinates.</p>	<p>The leader is inconsistent in planning and taking action to network with stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) to support leadership development.</p> <p>Relationship skills are employed inconsistently.</p>	<p>The leader makes no attempt to or has difficulty working with a diverse group of people. Consequently, the leader does not network with individuals and groups in other organizations to build collaborative partnerships in support of leadership development.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>Documentation can be provided describing the leader's plan—with goals, measurable strategies, and a frequent-monthly-monitoring schedule—to develop sustainable and supportive relationships with key stakeholder groups in support of potential and emerging leaders.</li> <li>Documentation can be provided as to the relationships with other building leaders the leader has established in support of potential and emerging leaders within the school.</li> <li>Documentation can be provided as to the relationships with parents, community members, higher education, and business leaders the leader has established in support of potential and emerging leaders within the school.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>Parents report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school.</li> <li>Community members report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school.</li> <li>Higher education members within the area report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school.</li> <li>Business leaders within the area report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

### Reflection Questions for Indicator 7.4

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
In what ways might you further extend your reach within the district to help others throughout the district benefit from your knowledge and skill in establishing relationships among key stakeholder groups?	What strategies are you employing so you can share your experiences relative to establishing relationships with key stakeholders to support potential and emerging leaders?	In what ways are you working to establish networks with key stakeholder groups to cultivate and support potential and emerging leaders in your school?	How might your relationships with faculty and key stakeholder groups help to cultivate and support potential and emerging leaders in your school?

**Proficiency Area 8. School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.**

Narrative: This proficiency area aligns with Standard 8. A school is an “organization.” School leaders manage implementation of many rules, regulations, and policies. However, the “organization” is the people working together to provide learning to students. What leaders do to manage those people and the environment in which they work is the focus of this area.

**Indicator 8.1 – Organizational Skills: The leader organizes time, tasks, and projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.**

Narrative: Time, tasks, and projects all need organization to have the desired impact. This indicator focuses on the key aspects of organization essential to school success.

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization.</p> <p>The leader uses complex project management to build system thinking throughout the organization.</p> <p>Project plans are visible in heavily trafficked areas, so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p> <p>Successful project results can be documented.</p>	<p>Project management documents are revised and updated as milestones are achieved or deadlines are changed.</p> <p>The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization.</p> <p>Task and project management and tracking of deadlines are routinely monitored with an emphasis of issues related to instruction and faculty development.</p>	<p>Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep tasks and projects on time and within budget.</p> <p>The impact of changes in an action plan or deadline is inconsistently documented and communicated to people within the organization.</p>	<p>There is little or no evidence of time, task or project management focused on goals, resources, timelines, and results.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Examples of projects that have been adjusted based on the input from a variety of sources.</li> <li>• Examples of timely completion of learning environment improvement projects focused on issues like safety, efficiency, effectiveness, or legal compliance.</li> <li>• Examples of multiple projects and timelines managed by the leader by strategically delegating time, resources, and responsibilities.</li> <li>• School Improvement Plan implementation records reveal planning of tasks with clear stages of progress and timelines to measure progress.</li> <li>• Leadership responsibility matrix or chart describes how</li> </ul>		<ul style="list-style-type: none"> <li>• Reports that require teacher input are submitted on time and in compliance with expectations.</li> <li>• Sub-ordinate leaders’ records reveal specific levels of fiscal support to projects delegated to them and processes for tracking the expenses are implemented.</li> <li>• Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe ongoing projects and tasks.</li> <li>• Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe how school leadership monitors work in progress and due dates.</li> <li>• Minutes, agendas, records and/or anecdotal information from</li> </ul>	

<p>management of tasks and projects are allocated and reflects monitoring tasks.</p> <ul style="list-style-type: none"> <li>• School financial information showing meeting deadlines and procedures and processes for assessing the adequacy of fiscal resources budgeted to tasks. (Is there a way to recognize when funds will run short or if there will be an excess which can be repurposed?)</li> <li>• Examples of “systems planning tools” (e.g., tree diagram, matrix diagram, flowchart, PERT Chart, Gant Chart) are used that display the chronological interdependence of the project events that unfold over time.</li> <li>• Tasks and reports for parties outside the school are monitored for timely completion.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<p>teachers reveal the preponderance of teacher meetings have clear objectives or purposes focused on system instructional goal, professional learning, or improvement planning.</p> <ul style="list-style-type: none"> <li>• School-wide teacher questionnaire results related to school management issues reflect awareness of a positive impact of organization on school operations.</li> <li>• Teachers are aware of time and task management processes and contribute data to them.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>                      <input type="checkbox"/> <b>Effective</b>                      <input type="checkbox"/> <b>Needs Improvement</b>                      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>    	

### Reflection Questions for Indicator 8.1

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>How much of your work on organization of time and projects is reactive to establish conformity with deadlines and short term situations and how much is proactive focused on creating capacity for continuous improvement.?</p> <p>Are you able to identify and articulate to others the systemic connections between the various projects and tasks you manage?</p>	<p>To what extent are tasks and major tasks delineated in your overall project design? What might you do to emphasize the most important components over minor tasks?</p> <p>How do you distinguish between the support needed for high priority projects and tasks that impact student achievement or faculty development and compliance with projects that have fixed due dates for parties outside the building?</p>	<p>How do you ensure unanticipated changes do not derail or prevent completion of key projects at your school?</p> <p>How do you monitor whether work needed to meet deadlines is proceeding at a necessary pace?</p>	<p>What changes in your practice are needed to ensure necessary projects are identified, realistically designed, carefully implemented, and supported with sufficient time and resources?</p> <p>How to you distribute workloads so the appropriate people are involved and with sufficient clarity on goals and timeframes to get work done?</p>

**Indicator 8.2 – Strategic Instructional Resourcing: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.**

Narrative: Resources are always limited. How well a leader does at putting resources where they are needed and when they are needed to support instructional goals is the focus here. Do teachers and students get what they need when they need it?

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities.</p> <p>The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.</p>	<p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p> <p>The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments.</p> <p>The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, and instructional strategies.</p>	<p>The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines.</p> <p>The leader lacks proficiency in using the budget to focus resources on school improvement priorities.</p> <p>Resources are not committed or used until late in the year or are carried over to another year due to lack of planning and coordination.</p> <p>The leader makes minimal attempts to secure added resources.</p>	<p>The leader has no clear plan for focusing resources on instructional priorities and little or no record of keeping commitments for schedules and budgets.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• School financial information shows alignment of spending with instructional needs.</li> <li>• Documents are provided to faculty that indicate clear protocols for accessing school resources.</li> <li>• School Improvement Plan and spending plans are aligned.</li> <li>• Leader's documents reveal recurring involvement in aligning time, facility use, and human resources with priority school needs.</li> <li>• Schedules and calendars for use of the facility reflect attention to instructional priorities.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• School-wide teacher questionnaire results reveal satisfaction with resources provided for instructional and faculty development.</li> <li>• Staff receipt books, activity agreements, and fundraiser requests reflect priority attention to instructional needs.</li> <li>• Teachers can describe the process for accessing and spending money in support of instructional priorities.</li> <li>• Teachers can provide examples of resource problems being taken on by school leadership as a priority issue to be resolved.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:  <input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

### Reflection Questions for Indicator 8.2

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
How would you describe the systematic method for pursuing grants, partnerships, and combining community resources you have implemented to support increases to student achievement?	To what extent are faculty and staff aware of your budgeting expectations? How are your budgeting expectations delineated, published, and communicated?	Have there been instances in which you failed to meet deadlines or where expenditures resulted in budget overruns? What did you learn from that experience and how did you apply lessons from it?	When resources are limited, what actions do you take as the school leader to allocate them most efficiently?

Narrative: Team learning is an essential element in a learning organization. Does the leader provide needed supports to collegial

**Indicator 8.3 – Collegial Learning Resources: The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.**

learning? Are barriers to success removed? Everyone working in isolation reduces the probability of improvements. Collegial processes need resource support. This indicator assesses the leader’s proficiency at providing that support.

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize the impact of available dollars on collegial processes and faculty development.</p> <p>Results indicate the positive impact of deployed resources in achieving a culture of deliberate practice focused on school improvement needs.</p> <p>The leader has established processes to support collegial processes and faculty development through grants, business or higher education partnerships, and/or community resourcefulness.</p>	<p>The leader has established routines regarding allocation of time and facility resources that result in wide faculty participation in collegial processes and faculty development.</p> <p>School fiscal resources are allocated to support collegial processes and faculty development.</p> <p>Clear delegations of responsibility are evident that involve highly effective faculty in sustaining collegial processes and faculty development.</p>	<p>The leader lacks proficiency in using budget, work schedules, and/ or delegation of involvement to focus time and resources on collegial processes and faculty development.</p> <p>There is a lack of sustained and focused resource allocation on these issues.</p>	<p>The leader has little or no record of making plans or keeping commitments to provide resources or build schedules of events that support collegial processes and faculty development.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• School financial information identifies resources employed in support of collegial learning.</li> <li>• Procedures for collegial groups to reserve rooms for meetings are provided to all faculty.</li> <li>• Protocol for accessing school resources to support collegial learning needs.</li> <li>• School Improvement Plan reflects role(s) of collegial learning teams.</li> <li>• Leader’s memorandums, e-mails, and other documents reflect support for team learning processes both on-campus and via digital participation on communities of practice.</li> <li>• Master schedules are modified to promote collegial use through common planning times.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers routinely recount examples of collegial work, team learning or problem solving focused on student achievement.</li> <li>• Lesson study groups, PLC’s, and other forms of collegial learning teams are operational.</li> <li>• School-wide teacher questionnaire results reflect teacher participation in collegial learning groups.</li> <li>• Teachers’ professional learning plans incorporate participation in collegial learning.</li> <li>• Department, team, or grade level meetings devote a majority of their time to collegial learning processes.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:  <input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			



**Reflection Questions for Indicator 8.3**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>How would you describe the systematic method for pursuing grants, partnerships, and combining community resources you have implemented to support increases in the quality of collegial processes?</p>	<p>To what extent are faculty and staff aware of your focus on collegial processes?</p> <p>How are faculty given opportunities to request or recommend time or resource allocations that support collegial processes and faculty development?</p>	<p>Have there been instances in which you failed to act on opportunities to support collegial processes or faculty development?</p> <p>What did you learn from that experience and how did you apply lessons from it?</p>	<p>When resources are limited, what actions do you take as the school leader to reallocate them to the high impact functions like collegial processes and faculty development?</p>

**Proficiency Area 9. Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by:**

- **Practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;**
- **Managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; and**
- **Recognizing individuals for good work; and maintaining high visibility at school and in the community.**

Narrative: The “voice of the school” represents a core set of communication processes that shape perceptions about the school – the leader’s communications central among them. The leader must manage the “voice of the school” so clear, coherent and accurate information flows to faculty, students, and stakeholders. The perceptions of those involved in the success of the school need to be heard, acknowledged, and understood.

**Indicator 9.1 – Constructive Conversations: The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.**

Narrative: Skillful “speaking” is important. So is skillful listening. People can engage in conversation on many things, but some things are more important to school improvement than others. Making sure speaking and listening occurs on the important issues is a leader’s task.

### Rating Rubric

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to the practices at the effective level, the highly effective leader routinely mentors others within the district to effectively employ key active listening skills (e.g. wait time, paraphrasing, asking clarifying questions) when interacting with diverse stakeholder groups about high achievement for all students.  There is evidence of the leader making use of what was learned in constructive conversations with others in the leader’s subsequent actions, presentations, and adjustments to actions.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) and reciprocally listens to and communicates with students, parents, staff, and community using multiple methods (i.e., oral, written, and electronic) to seek input/feedback and to inform instructional and leadership practices.  The leader systematically communicates with diverse stakeholders about high achievement for all students.	The leader’s involvement in regard to listening to and communicating with students, parents, staff, and community is primarily unplanned and/or initiated by others rather than the leader “reaching out.”  The leader has only a few methods to seek input/feedback with the intent to inform instructional and leadership practices.  The leader’s communications with stakeholders about high achievement for all students are not carefully planned and implemented.	The leader’s visibility within the community is virtually non-existent; conducts little to no interactions with stakeholders regarding the work of the school.  The leader is isolated from students, parents, staff, and community and engages in no or minimal listening to and communicating with them to seek input/feedback and inform instructional and leadership practices.  The leader avoids engaging faculty and/or stakeholders in conversations on controversial issues that need to be addressed in the interest of school improvement.
<b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the		<b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to	

following: <ul style="list-style-type: none"> <li>• Samples of communication methods used by the leader.</li> <li>• A School Improvement Plan that demonstrates knowledge of the specific school community and the impact of community factors on learning needs of students and faculty.</li> <li>• A school-wide plan to engage families and community in understanding student needs and participating in school improvement efforts.</li> <li>• Evidence of opportunities for families to provide feedback about students' educational experiences.</li> <li>• Logs of community interaction (e.g., number of volunteers, community members in the school, telephone conversations and community presence at school activities).</li> <li>• Leader writes articles for school or community newspapers.</li> <li>• Leader makes presentations at PTSA or community organizations.</li> <li>• Leader hosts informal "conversations" with faculty, parents, and/or business leaders to share perceptions about the school and pertinent educational issues.</li> <li>• The leader can identify influential "opinion leaders" in the school community and has processes for engaging them in school improvement efforts.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	the following: <ul style="list-style-type: none"> <li>• Students confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback.</li> <li>• Faculty members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback.</li> <li>• Parents and community members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback.</li> <li>• Local newspaper articles report involvement of school leader and faculty in school improvement actions.</li> <li>• Letters and e-mails from stakeholders reflect exchanges on important issues.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>          	

### Reflection Questions for Indicator 9.1

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
How might you further expand your influence over your colleagues within the district relative to the implementation of effective listening and communication techniques?	What support might you provide your colleagues within the school that would help them become as capable in the area of listening and communicating as you?	How would you describe your efforts to implement a plan to communicate with various stakeholders within your school community?  What might be some of the things you are taking away from this experience that will influence your communication practice in the future?	How might listening with the intent to learn from students, staff, parents, and community stakeholders be beneficial to the successful operation of the school?

**Indicator 9.2 – Clear Goals and Expectations: The leader communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.**

Narrative: Proficiency in the competencies addressed in this indicator impacts success on many other indicators. The most successful school leaders are able to provide clear goals and expectations on every aspect of school operations and instructional leadership. You need to do the “school leader’s two step.” Having clear goals and expectations is step one, communicating them so others can act on them is step two.

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Clear evidence communication on goals and expectations is present, including open forums, focus groups, surveys, personal visits, and use of available technology.</p> <p>Ensures that all community stakeholders and educators are aware of the school goals for instruction, student achievement, and strategies and progress toward meeting these goals.</p> <p>The leader coaches others within the district to effectively employ the Florida common language of instruction in communicating school goals and expectations.</p>	<p>The leader conducts frequent interactions with students, faculty, and stakeholders to communicate and enforce clear expectations, structures, and fair rules and procedures.</p> <p>Utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community.</p> <p>Is proficient in use of the Florida common language of instruction to align school goals with district and state initiatives.</p>	<p>Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding some student and faculty performance issues.</p> <p>Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community on goals and expectations, but it is inconsistently implemented.</p> <p>Has a limited capacity to employ Florida’s common language of instruction in aligning school goals and expectations with district and state initiatives.</p>	<p>Expectations and goals regarding student and faculty performance are not provided or are not communicated in a timely, comprehensible and actionable form.</p> <p>The leader’s actions demonstrate a lack of understanding of the importance of establishing clear expectations, structures, rules, and procedures for students and staff.</p> <p>Uses terms in the Florida common language of instruction incorrectly thus misleading others.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Evidence of visibility and accessibility (e.g., agendas of meetings, newsletters, e-mail correspondence, appointment book, etc.) is provided.</li> <li>• Evidence of formal and informal systems of communication that include a variety of formats (e.g., written, oral) in multiple ways through different media (e.g., newsletter, electronic) used to communicate goals and expectations for how to accomplish the goals.</li> <li>• School safety and behavioral expectations are accessible to all.</li> <li>• Dissemination of clear norms and ground rules for standards-based instruction and Multi-tiered System of Supports (MTSS) is provided.</li> <li>• School Improvement Plan is based on clear actionable goals.</li> <li>• Leader is able to access Florida’s common language of instruction via online resources.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Faculty routinely access <a href="http://www.floridastandards.org">www.floridastandards.org</a> to align course content with state standards.</li> <li>• Staff survey results reflect awareness and understanding of priority goals and expectations.</li> <li>• Parent survey results reflect understanding of the priority academic improvement goals of the school.</li> <li>• Parents’ communications to the school reflect understanding of the goals and expectations that apply to their children.</li> <li>• PTSA/Booster club operations and participation addresses support for school academic goals.</li> <li>• Student survey results reflect understanding of goals and expectations that apply to the students.</li> <li>• Sub-ordinate leaders use Florida’s common language of instruction.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	

**Scale Levels:** (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

**Highly Effective**       **Effective**       **Needs Improvement**       **Unsatisfactory**

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

**Reflection Questions for Indicator 9.2**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>What additional strategies have you established to diffuse your practices on goals and expectations among your colleagues across the school system?</p> <p>How does feedback from key stakeholder groups inform the work of the school?</p>	<p>How might you articulate to faculty the benefits that could be gained by the school if parents and community members understood the rationale for most decisions on goals and expectations?</p>	<p>How might you improve your consistency of interactions with stakeholders regarding the work of the school?</p> <p>Knowing that some teachers and parents are reluctant to initiate conversations with school leaders, what strategies have you employed or considered in which you—as the leader—would initiate communication on priority goals and expectations?</p>	<p>What are your priority goals for school improvement?</p> <p>How do you know whether others find them clear and comprehensible?</p>

Narrative: Leaders need to be seen by those they are to lead...and those who are asked to engage in rigorous effort on the

**Indicator 9.3 – Accessibility: Maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.**

leader’s goals need access to the leader. While leaders must manage their time, they must also make sure those who need access can get it in reasonable ways and timeframes. In a 21<sup>st</sup> century technological society use of social networking and other technologies to promote accessibility is a valuable leadership competency.

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>In addition to the practices at the effective level, the leader initiates processes that promote subordinate leaders access to all through a variety of methods stressing the need for engagement with stakeholder groups.</p> <p>The leader serves as the “voice of the school” reaching out to stakeholders and advocating for school needs.</p> <p>The leader mentors other school leaders on quality processes for accessibility, engaging stakeholders, and using technologies to expand impact.</p>	<p>Leader provides timely access to all through a variety of methods using staff and scheduling practices to preserve time on instructional priorities while providing processes to enable access for parents and community.</p> <p>Leader is consistently visible within the school and community focusing attention and involvement on school improvement and recognition of success.</p> <p>Stakeholders have access via technology tools (e.g., e-mails, phone texts, video conferencing, websites) so that access is provided in ways that do not minimize the leader’s time for instructional leadership and faculty development.</p>	<p>Leader’s actions to be visible and accessible are inconsistent or limited in scope.</p> <p>Limited use of technology to expand access and involvement.</p> <p>Leadership is focused within the school with minimal outreach to stakeholders.</p>	<p>Leader is not accessible to staff, student, or stakeholders and does not engage stakeholders in the work of the school.</p> <p>Leader has low visibility to students, staff, and community.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Leader’s work schedule reflects equivalent of two work days a week in classrooms and interacting with students and teachers on instructional issues.</li> <li>• Meeting schedules reflect frequency of access by various stakeholders.</li> <li>• Executive business partnerships engaging local business leaders in ongoing support of school improvement.</li> <li>• E-mail exchanges with parents and other stakeholders.</li> <li>• Websites or weblogs provide school messaging into the community.</li> <li>• Leader’s participation in community events.</li> <li>• Leader has established policies that inform students, faculty, and parents on how to get access to the leader.</li> <li>• Leader monitors office staff implementation of access policies to insure timely and responsive accessibility.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• School office staff have effective procedures for routing parents and stakeholders to appropriate parties for assistance and informing the leader when direct involvement of the leader is necessary.</li> <li>• Sub-ordinate leaders’ involvement in community events where school issues may be addressed.</li> <li>• “User friendly” processes for greeting and determining needs of visitors.</li> <li>• Newspaper accounts reflecting leader’s accessibility.</li> <li>• Teacher and student anecdotal evidence of ease of access</li> <li>• Parent surveys reflect belief that access is welcomed.</li> <li>• Office staff handles routine requests for access in ways that satisfy stakeholders’ needs without disrupting leader’s time on instructional issues, but gives school leader timely notice when his/her personal involvement should occur without delay.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a</p>			

proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

**Highly Effective**       **Effective**       **Needs Improvement**       **Unsatisfactory**

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

**Reflection Questions for Indicator 9.3**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
How can you involve subordinate leaders as high visibility assets of the school?	What uses can you make of modern technology to deepen community engagement and expand your accessibility to all?	How can you assess what students, faculty, and stakeholders think of your level of accessibility?	What work habits would you need to change to be more visible to students, faculty, and stakeholders?

**Indicator 9.4 – Recognitions: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.**

Narrative: Leading is about enabling others to succeed. Recognition of the successes and contributions of others is a key leadership function. Recognition from the leader is motivating and focusing. The recognition needed is more than “good job.” It identifies what people did to generate the success being recognized. Recognizing the way in which people succeed encourages them to continue those practices and informs others “by what methods” they may do the same.

**Rating Rubric**

<p><b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>In addition to meeting effective level criteria, the leader utilizes recognition reward, and advancement as a way to promote the accomplishments of the school.</p> <p>Shares the methods that lead to success with other leaders.</p> <p>Engages community groups in supporting and recognizing rigorous efforts to overcome past failures.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) recognizes individuals for praise, and where appropriate rewards and promotes based on established criteria.</p> <p>Recognizes individual and collective contributions toward attainment of strategic goals by focusing on what was done to generate the success being celebrated.</p>	<p>The leader uses established criteria for performance as the primary basis for recognition, and reward, but is inconsistent or untimely in doing so, with some people deserving of recognition not receiving it.</p>	<p>The leader does not celebrate accomplishments of the school and staff, or has minimal participation in such recognitions.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Faculty meeting agendas routinely include recognitions of progress and success on goals.</li> <li>• Rigorous effort and progress points of collegial work groups are recognized and the methods they employed shared.</li> <li>• Samples of recognition criteria and reward structures are utilized.</li> <li>• Documents (e.g. written correspondence, awards, agendas, minutes, etc.) supporting the recognition of individuals are based on established criteria.</li> <li>• Communications to community groups are arranged recognizing student, faculty, and school accomplishments.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers attest to the leader’s recognition of them as individuals and as team members.</li> <li>• Teachers describe feedback from the leader that acknowledges specific instructional strengths or improvements.</li> <li>• Teachers report that the leader uses a combination of methods to promote the accomplishments of the school.</li> <li>• Students report both formal and informal acknowledgements of their growth.</li> <li>• Bulletin boards or other media display evidence of student growth.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:  <input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

**Reflection Questions for Indicator 9.4**



<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>What might be some of the potential benefits that would come from you sharing your talents in this area with your colleagues in the district?</p>	<p>In what ways are you utilizing the recognition of failure as an opportunity to improve?</p> <p>How do you enable those that make progress to share "by what method" they did so?</p>	<p>How might you compare your beliefs about the importance of providing individual and collective praise to your actual practice?</p> <p>What do you want to be most aware of as you make future plans in this area?</p>	<p>As you assess the importance of acknowledging failures and celebrating accomplishments, what assumptions are guiding you?</p>

## Domain 4 - Professional and Ethical Behavior

Narrative: This domain is focused on the professional integrity and dedication to excellence of the school leader. The indicators in this domain focus on behaviors essential to success as a school leader.

Narrative: There are two broad proficiency areas that are the focus of evaluation of behavior and ethics. One is approached as Proficiency Area 10 of the FSLA which is focused on Florida Principal Leadership Standard #10 (FPLS). The indicators in proficiency area 10 address resiliency, professional learning, commitment, and conduct. The other major professional behavior area, Deliberate Practice, is a separate metric, scored separately and, when combined with the overall FLSA score, generates the Leadership Practice Score.

**Indicator 10.1 – Resiliency: The leader demonstrates resiliency in pursuit of student learning and faculty development by:**

- **staying focused on the school vision,**
- **reacting constructively to adversity and barriers to success,**
- **acknowledging and learning from errors,**
- **constructively managing disagreement and dissent with leadership,**
- **bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and**
- **productive attitudes in the face of adversity.**

Narrative: The lead indicator in this FSLA domain is focused on resiliency. Leadership takes strength of character and a capacity to “weather the storm(s)” to get quality results. It includes learning from mistakes and sticking with it until you get it right.

### Rating Rubric

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising “good mistakes” where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.</p> <p>The leader encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is made better and more broadly supported as a result.</p> <p>The leader is able to bounce back quickly from adversity while remaining focused on the vision of the organization.</p> <p>The leader offers frank</p>	<p>The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning.</p> <p>The leader uses dissent to inform final decisions, improve the quality of decision-making, and broaden support for his or her final decision.</p> <p>The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues.</p> <p>Non-defensive attitude exists in accepting feedback and discussing errors and failures.</p> <p>There is evidence of learning from past errors. Defined structures and processes are in</p>	<p>The leader is able to accept evidence of personal and organizational failures or mistakes when offered by others, but does not initiate or support the evidence gathering.</p> <p>Some evidence of learning from mistakes is present.</p> <p>The leader tolerates dissent, but there is very little of it in public.</p> <p>The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner.</p> <p>The leader tolerates dissent, but there are minimal to no systemic processes to enable revision of levels of engagement, mental models, and/or misconceptions.</p> <p>The leader is aware of</p>	<p>The leader is unwilling to acknowledge errors.</p> <p>When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes.</p> <p>The leader ignores or subverts policy decisions or initiatives focused on student learning or faculty development that are unpopular or difficult.</p> <p>Dissent or dialogue about the need for improvements is absent due to a climate of fear and intimidation and/or apathy.</p> <p>No evidence or reference to previous leadership evaluations is present in the leader's choices of tasks and priorities.</p>

<p>acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.</p> <p>The influence of previous evaluations has a positive impact not only on the leader, but on the entire organization.</p>	<p>place for eliciting input.</p> <p>Improvement needs noted in the leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.</p>	<p>improvement needs noted in previous evaluations, but has not translated them into an action plan.</p>	
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.</li> <li>The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.</li> <li>The leader demonstrates willingness to question district authority and policy leaders appropriately with evidence and constructive criticism, but once a district decision is made, fully supports, and professionally implements organizational policy and leadership decisions.</li> <li>The leader recognizes and rewards thoughtful dissent.</li> <li>The leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.</li> <li>The leader offers evidence of learning from dissenting views</li> <li>Improvement plans reflect changes in leadership practices. (either from one year to the next or amending of current plans based on new insights).</li> <li>The leader accepts and implements leadership and policy with fidelity and district and state initiatives are represented by the leader in a thorough way citing the student data, research base, and performance goals relevant to these initiatives.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>Faculty, staff, parents, and community members express perceptions that their concerns and dissent receive fair consideration and are welcome input from the leader even when they disagree with policies or practices being implemented.</li> <li>Faculty or students share anecdotes of practices/policies they previously challenged or resisted but, due to principal's resilience, they have changed ways of working without acting in dysfunctional or harmful ways to others within the organization.</li> <li>The principal's resilience in pursuit of school improvements has generated a school climate where faculty and staff feel comfortable voicing concerns and disagreements and perceive that their concerns are treated as a basis for deepening understanding.</li> <li>Previously resisted policies and practices are now perceived by faculty or students as appropriate and are being implemented with fidelity.</li> <li>Results of staff, student, or community questionnaire regarding the leader's vision and impact on school improvement efforts.</li> <li>Changes advocated by the leader and implemented despite resistance have had a positive impact on student growth.</li> <li>Faculty and staff describe the school leader as unwavering in commitment to raising student achievement.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

### Reflection Questions for Indicator 10.1

Reflection Questions			
Highly effective	Effective	Needs Improvement	Unsatisfactory
<p>What additional insights are you gaining about the challenges of reconciling points of view disagreements and fully supporting and executing organizational policy and</p>	<p>How might you reconcile your opinions with final decisions in supporting and implementing organizational policy and leadership decisions?</p> <p>How can you help your staff</p>	<p>When or how is it appropriate to challenge policy and leadership decisions, if at all?</p> <p>What leadership practices, structures, and processes could you put in place that would help</p>	<p>How do you deal with decisions with which you are uncomfortable? Do you think about the impact when unpopular or difficult policy decisions are undermined,</p>

<p>leadership decisions?</p> <p>What additional insights have you gained about the value of supporting processes that enable faculty to reflect on and modify their own mental models based on evidence rather than assumptions?</p>	<p>grow to acknowledge and implement systems for gaining multiple perspectives in decision-making?</p>	<p>staff know that dissent is welcomed as part of an informed decision-making process?</p>	<p>ignored, or executed with public disagreement or lack of enthusiasm from yourself or your staff?</p> <p>What needs to be done to establish enough trust that faculty and staff feel free to present opposing views with you in an open, sharing way?</p>
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**Indicator 10.2 – Professional Learning: The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.**

Narrative: Professional learning is addressed in several FSLA indicators, each from a different perspective. Indicator 4.5 is focused on what the leader does to engage faculty in meaningful professional learning (which includes being involved in what the faculty is learning). Indicator 4.4 focuses on professional learning needed to implement priority initiatives. Indicator 4.6 addresses alignment of faculty professional learning with improvement of instruction. The Deliberate Practice metric concentrates on a very few issues where the leader drives for deep learning and personal mastery of a few “thin slices.” Indicator 10.2 is focused on the impact of the leader’s professional learning – does the leader’s learning result in improved performance?

### Rating Rubric

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Performance improvements linked to professional learning are shared with other leaders thus expanding impact.</p> <p>The leader approaches every professional learning opportunity with a view toward multidimensional impact.</p> <p>Knowledge and skills are shared throughout the organization and with other departments, schools, and districts.</p> <p>Rather than merely adopting the tools of external professional learning, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are “home-grown” rather than externally generated.</p> <p>The leader provides evidence of leverage, applying each learning opportunity throughout the organization. This leader creates forms, checklists, self-assessments, and other tools so that concepts learned in professional development are applied in the daily lives of teachers and leaders throughout the organization.</p>	<p>The leader routinely shows improvement in areas where professional learning was implemented.</p> <p>The leader engages in professional learning that is directly linked to organizational needs.</p> <p>The priority is given to building on personal leadership strengths.</p> <p>The leader personally attends and actively participates in the professional learning that is required of other leaders in the organization.</p> <p>The leader personally attends and actively participates in the professional learning required of teachers.</p> <p>There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional learning programs that lack clear evidence of success when applied in the organization.</p>	<p>The leader demonstrates some growth in some areas based on professional learning.</p> <p>The leader actively participates in professional learning, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization.</p> <p>The leader attends professional learning for colleagues, but does not fully engage in it and set an example of active participation.</p> <p>The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization.</p>	<p>There is no or only minimal impact of professional learning on the leader’s performance.</p> <p>The leader might introduce a professional learning program, but does not participate in the learning activities along with the staff.</p> <p>The leader is not strategic in planning a personal professional learning focus aligned with the school or district goals.</p> <p>Even on those rare occasions when the leader engages in professional learning, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional learning is an expense, not an investment in constructive improvements.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>The leader is an active participant in professional learning provided for faculty.</li> </ul>		<ul style="list-style-type: none"> <li>Teachers’ anecdotal evidence of the leader’s support for and participation in professional learning.</li> </ul>	



**Indicator 10.3 – Commitment: The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.**

Narrative: Leaders are committed to carrying out the role of school leader in ways that benefit others: Students – faculty – community. Barriers to having that impact are not seen as reasons to give up but as problems to be solved.

**Rating Rubric**

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The messaging and support systems of the effective principal are expanded to engage parents and the community at large in participating in actions that promote student success and mitigate or eliminate multiple barriers to success. The principal's actions on behalf of students form a foundation of mutual respect between students, faculty and the community.</p>	<p>There are programs and processes within the school that focus all students on the importance of success in school and multiple tiers of support to assist them in overcoming barriers to success. Positive slogans and exhortations to succeed are supported with specific and realistic guidance and supports on how to succeed and overcome barriers. The schools vision of success for all students is shared with the community at large.</p>	<p>The leader demonstrates professional concern for students and for the development of the student's potential but implementation of processes to identify barriers to student success have limited scope and have resulted in actions to mitigate those barriers and provide supports for success only for some students. There are gaps in processes that engage all faculty in understanding the student population and the community in which they live. Some student sub-groups do not perceive the school as focused on their best interests.</p>	<p>Other than slogans and exhortations to do better, there is minimal or no evidence of principal leadership being employed to implement the FEAPs and FPLS for the benefit of students in the school, and the leader is not perceived by staff, students, or community as a sincere and effective advocate for the students.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Agenda, memorandum, and other documents show a recurring emphasis on student success with specific efforts to remove barriers to success.</li> <li>• Agenda, memorandum, and other documents show a recurring emphasis on deepening faculty understanding of the students and the community in which they live.</li> <li>• The leader can describe the challenges present in the students' lives and provide specific examples of efforts undertaken to support student success.</li> <li>• Barriers to student achievement or faculty development are identified in the SIP, and strategies are implemented to address them.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Student results show growth in all sub-groups.</li> <li>• Faculty members' anecdotal evidence describes a leader focused on and committed to student success.</li> <li>• Parent and community involvement in student supports are plentiful and address the needs of a wide range of students.</li> <li>• Student work is commonly displayed throughout the community.</li> <li>• News reports in local media draw attention to positive actions of students and school.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:  <input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

**Reflection Questions for Indicator 10.3**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
What actions are needed to	What outreach can you initiate to	Have you presented an effective	Do you know enough about the

<p>sustain the role of the school in generating a community wide effort to insure students succeed?</p>	<p>expand the involvement of parents and community leaders in supporting student success and deepening understanding of the barriers and actions that mitigate them?</p>	<p>challenge to perceptions that student apathy or lack of parent involvement are acceptable explanations for lack of success by some students or sub-groups?</p>	<p>students and the community in which they live to recognize the barriers that prevent success by all of the students?</p>
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**Indicator 10.4 – Professional Conduct. The leader Adheres to the Code of Ethics (Rules 6B-1.001) of the Education Profession in Florida and to the Principles of Professional Conduct for the education profession (Rules 6B-1.006, F.A.C.).**

Narrative: State Board Rules define specific expectations for the conduct and ethical behaviors for Florida educators.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>There is clear, convincing, and consistent evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida, and inspires others within the organization to abide by that same behavior.</p> <p>The leader clearly demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community, as a result the leader achieves and sustains the highest degree of ethical conduct and serves as a model for others within the district.</p>	<p>There is clear evidence that the leader values the worth and dignity of all people, the pursuit of truth, devotion to excellence (i.e., sets high expectations and goals for all learners, then tries in every way possible to help students reach them) acquisition of knowledge, and the nurture of democratic citizenship.</p> <p>The leader's primary professional concern is for the student and for the development of the student's potential. Therefore, the leader acquires the knowledge and skills to exercise the best professional judgment and integrity.</p> <p>The leader demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community. As a result the leader adheres to the prescribed ethical conduct.</p>	<p>The leader's behaviors enable recurring misunderstanding and misperceptions about the leader's conduct and ethics as expressed in the Code and Principles.</p> <p>There are segments of the school community whose developmental needs are not addressed and leadership efforts to understand and address those needs is not evident.</p> <p>The leader has only a general recollection of issues addressed in the Code and Principles and there is limited evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida.</p>	<p>The leader's patterns of behavior are inconsistent with the Code of Ethics, Rule 6B-1.001, or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Samples of written feedback from teachers regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization.</li> <li>• Samples of written feedback provided by parents regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization.</li> <li>• School improvement plan's focus on student success and evidence of actions taken to accomplish such plans.</li> <li>• School safety and behavioral expectations promoted by the leader for the benefit of students.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Teacher, student, parent anecdotal evidence reflecting respect for the principal's ethics and conduct.</li> <li>• Recognition by community and parent organizations of the principal's impact as a role model for student and adults in the community.</li> <li>• Parent or student questionnaire results.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p>			
<p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples</p>			

above are illustrative and do not reflect an exclusive list of what is expected):

**Reflection Questions for Indicator 10.4**

<p><b>Highly Effective:</b> Leaders action's or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>How might you expand your influence within the district so that others achieve and sustain your high degree of ethical conduct?</p>	<p>What might be some strategies you could pursue that would inspire others within the organization to demonstrate your level of ethical behavior?</p>	<p>How might you be more overt in demonstrating that you abide by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida?</p>	<p>In what ways are you demonstrating that you abide by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida?</p>

## EVALUTION FORM: Annual PERFORMANCE LEVEL

This form is used to calculate a Summative Performance Level

Name: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

Evaluator: \_\_\_\_\_ District: \_\_\_\_\_

Evaluator's Title: \_\_\_\_\_ Date Completed: \_\_\_\_\_

Examine all sources of evidence for each of the four domains, using the results from the FSLA process as it applies to the school leader's performance. Incorporate the Deliberate Practice Score. Refer to the Scoring Guide to rate FSLA and Deliberate Practice... Assign an overall evaluation of the school leader's performance, sign the form and obtain the signature of the school leader.

A. Leadership Practice Score

FSLA score \_\_\_\_\_ x .80 = \_\_\_\_\_

Deliberate Practice Score x .20 = \_\_\_\_\_

Combined score is Leadership Practice Score: \_\_\_\_\_

B. Student growth Measure Score: \_\_\_\_\_

C. Performance Score: \_\_\_\_\_

Performance Score ranges	Performance Level Rating
480 to 600	Highly Effective
301 to 479	Effective
150 to 300	Needs Improvement
0 to 81	Unsatisfactory

Performance level is     Highly Effective     Effective     Needs Improvement     Unsatisfactory

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School Leader Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**APPENDIX P**

**SKY Academy Salary Schedule**

# SKY Academy Charter School's Salary Schedule

## Initial Base Salary For New Employees

Yr	Salary	Yr	Salary	Yr	Salary	Yr	Salary
1	\$ 39,000	7	\$ 39,900	13	\$ 40,800	19	\$ 41,700
2	\$ 39,150	8	\$ 40,050	14	\$ 40,950	20	\$ 41,850
3	\$ 39,300	9	\$ 40,200	15	\$ 41,100	21	\$ 42,000
4	\$ 39,450	10	\$ 40,350	16	\$ 41,250	22	\$ 42,150
5	\$ 39,600	11	\$ 40,500	17	\$ 41,400	23	\$ 42,300
6	\$ 39,750	12	\$ 40,650	18	\$ 41,550	24	\$ 42,450

## Annual Performance Adjustments

Percent	Code	Title
\$1,500.00	4	Highly Effective Staff Members
\$750.00	3	Effective Staff Members
\$0.00	2	Needs Improvement / Developing
\$0.00	1	Unsatisfactory

\$150.00	Cost of Living Adjustment
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## Annual Salary Supplements

Dollars	Code	Title
\$ 500.00	A	Advanced degree in area of certification
\$ 1,000.00	B	Masters degree in area of certification
\$ 2,000.00	C	Doctorate degree in area of certification
\$ -	D	Title 1 School Supplement
\$ -	E	Teaching at a "F" or "DDD" school
\$ -	F	Teacher Shortage Area
\$ 1,000.00	G	Additional Responsibilities
\$ 500.00	H	Team Lead
\$ 2,500.00	I	Testing Coordinator
\$ 4,500.00	J	Athletic Director
\$ 500.00	K	Department Head
\$ 7,500.00	L	ESE/ESOL Liasion /Team Lead
\$ 1,500.00	M	STEM Lead

# SKY Academy Charter School's Salary Schedule

## Annual Performance Adjustments

Initial Teacher Salary	\$ 39,000.00
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## Annual Performance Adjustments

Percent	Code	Title
\$1,500.00	4	Highly Effective Staff Members
\$750.00	3	Effective Staff Members
\$0.00	2	Needs Improvement / Developing
\$0.00	1	Unsatisfactory

\$150.00	Cost of Living Adjustment
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## Annual Salary Supplements

Dollars	Code	Title
\$ 500.00	A	Advanced degree in area of certification
\$ 1,000.00	B	Masters degree in area of certification
\$ 2,000.00	C	Doctorate degree in area of certification
\$ -	D	Title 1 School Supplement
\$ -	E	Teaching at a "F" or "DDD" school
\$ -	F	Teacher Shortage Area
\$ 1,000.00	G	Additional Responsibilities
\$ 500.00	H	Team Lead
\$ 2,500.00	I	Testing Coordinator
\$ 4,500.00	J	Athletic Director
\$ 500.00	K	Department Head
\$ 7,500.00	L	ESE/ESOL Liaison /Team Lead
\$ 1,500.00	M	STEM Lead

## **APPENDIX Q**

### **SKY Academy Englewood – Proposed Finances**

- **Five Year Annual Financial Plan**
- **Five Year Cash Flow**

Englewood SKY Academy  
Five Year Annual Financial Plan

Year		2015	2016	2017	2018	2019
Enrollment Projection		200	300	350	375	375
<b>REVENUE PROJECTIONS</b>						
Basic 4-8		1,077,000.00	1,450,000.00	1,612,000.00	1,736,000.00	1,736,000.00
ESE Guaranteed Allocation		20,500.00	20,500.00	20,500.00	20,500.00	20,500.00
Supplemental Academic Instruction		47,117.00	62,822.67	73,293.11	78,528.33	78,528.33
Discretionary Milage		15,271.00	20,361.33	23,754.89	0.00	0.00
Referendum Milage Allocation		208,631.00	278,174.67	324,537.11	347,718.33	347,718.33
Transportation		55,715.00	74,286.67	86,667.78	92,858.33	92,858.33
Program Related Requirements(Safe Schools)		963.00	1,284.00	1,498.00	1,605.00	1,605.00
Discretionary Lottery		393.00	524.00	611.33	655.00	655.00
Classrooms for Kids		257,973.00	343,964.00	401,291.33	429,955.00	429,955.00
Capital Funds (after 3rd year)		0.00	0.00	0.00	150,000.00	150,000.00
CSP Grant/ Grants Other		350,000.00	10,000.00	5,000.00	25,000.00	55,000.00
State Categorical Instr. Materials		40,800.00	54,400.00	63,466.67	68,000.00	68,000.00
<b>TOTAL PROJECTED</b>		<b>2,074,363.00</b>	<b>2,316,317.33</b>	<b>2,612,620.22</b>	<b>2,950,820.00</b>	<b>2,980,820.00</b>
Less District Five Percent Admin Fee		103,718.15	115,815.87	130,631.01	147,541.00	149,041.00
Less 5% for estimated enrollment shortfall						
lines 4+5x(.05)=		28,000.00	73,525.00	81,625.00	87,825.00	87,825.00
<b>TOTAL</b>		<b>1,942,644.85</b>	<b>2,126,976.47</b>	<b>2,400,364.21</b>	<b>2,715,454.00</b>	<b>2,743,954.00</b>
<b>EXPENSES</b>						
100 Salaries		581,504.00	850,000.00	990,000.00	1,163,600.00	1,225,000.00
140 Substitutes		19,800.00	23,760.00	27,720.00	31,680.00	35,640.00
200 Employee Benefits		145,376.00	178,524.00	224,496.00	290,900.00	331,764.00
annually for cost of living increase		0.00	26,778.60	33,674.40	43,635.00	49,764.60
<b>Total Salary Expenses</b>		<b>746,680.00</b>	<b>1,079,062.60</b>	<b>1,275,890.40</b>	<b>1,529,815.00</b>	<b>1,642,168.60</b>
Revenues minus Salary Expenses		181,137.23	341,325.30	417,564.60	571,057.69	720,844.33
<b>OBJECT</b>						
<b>300 Purchased Services</b>						
310 Professional and Technical Services			6,514.00	8,729.00	9,152.00	9,771.00
330 Travel		500.00	416.00	557.00	584.00	624.00
350 Repairs and Maintenance		1,500.00	3,663.00	4,579.00	5,147.00	5,495.00
360 Rentals		200,000.00	155,000.00	200,000.00	200,000.00	200,000.00
370 Communications		1,000.00	1,500.00	2,000.00	2,500.00	3,000.00
390 Other Purchased Services		3,000.00	3,267.00	4,378.00	4,590.00	4,901.00
<b>500 Materials and Supplies</b>						
510 Supplies		10,000.00	12,841.00	17,267.00	18,042.00	19,262.00
520 Textbooks		32,000.00	25,000.00	25,000.00	25,000.00	20,000.00
530 Periodicals		1,000.00	156.00	209.00	219.00	234.00
590 Other Materials and Supplies (transportation)		32,547.00	43,396.00	54,245.00	65,094.00	50,000.00
<b>600 Capital Outlay</b>						
610 Library Books		2,000.00	25,000.00	2,393.00	2,509.00	2,679.00
620 Audio-Visual Materials (non-consumable)		1,000.00	2,000.00	3,000.00	4,000.00	4,500.00
621 Capitalized AV Materials		50,000.00	50,000.00	25,000.00		
622 Noncapitalized AV Materials		50,000.00	50,000.00	701.00	735.00	785.00
630 Building and Equipment		100,000.00	59,000.00	15,000.00	150,000.00	
640 Furniture, Fixtures and Equipment		75,000.00	10,000.00			
641 Capitalized Furniture, Fixtures and Equipment		50,000.00	15,000.00	15,000.00	15,000.00	15,000.00
642 Noncapitalized Furniture, Fixtures and Equipment		25,000.00	2,872.00	3,848.00	4,035.00	4,308.00
643 Capitalized Computer Hardware		35,000.00	21,050.00	21,407.00	51,475.00	50,000.00
644 Noncapitalized Computer Hardware			81.00	109.00	114.00	122.00
651 Buses						
670 Improvements Other Than Buildings			20,000.00	15,000.00	15,000.00	15,000.00
680 Remodeling and Renovations						
690 Computer Software		10,000.00	10,000.00	15,000.00	20,000.00	20,000.00
691 Capitalized Software		5,000.00	10,000.00	10,000.00	10,000.00	15,000.00
692 Noncapitalized Software			597.00	800.00	839.00	896.00
<b>700 Other Expenses</b>						
730 Dues and Fees			455.00	596.00	625.00	668.00
750 Other Personal Services		55,000.00	100,000.00	125,000.00	150,000.00	150,000.00
<b>FUNCTION</b>						
<b>6100 Pupil Personnel Services</b>						
6110 Attendance and Social Work		500.00	1,000.00	1,340.00	1,405.00	1,500.00
6120 Guidance Services		5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
6130 Health Services		750.00	1,000.00	1,340.00	1,405.00	1,500.00
6140 Psychological Services		5,000.00	14,400.00	19,296.00	20,232.00	21,600.00
6150 Parent Involvement		500.00	1,000.00	1,340.00	1,405.00	1,500.00
6190 Other Pupil Personnel Services		21,000.00	25,000.00	30,000.00	35,000.00	40,000.00
7500 Fiscal Services		25,000.00	25,000.00	25,000.00	25,000.00	25,000.00
7600 Food Services		5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
9200 Debt Service/ other		45,000.00	45,000.00	100,000.00	250,000.00	350,000.00
<b>TOTAL NON-Salary EXPENDITURES</b>		<b>847,297.00</b>	<b>675,208.00</b>	<b>628,134.00</b>	<b>819,107.00</b>	<b>663,345.00</b>
<b>TOTAL SALARY EXPENDITURES</b>		<b>746,680.00</b>	<b>1,079,062.60</b>	<b>1,275,890.40</b>	<b>1,529,815.00</b>	<b>1,642,168.60</b>
<b>TOTAL EXPENDITURES</b>		<b>1,593,977.00</b>	<b>1,754,270.60</b>	<b>1,904,024.40</b>	<b>2,348,922.00</b>	<b>2,305,513.60</b>
<b>TOTAL REVENUES</b>		<b>1,942,644.85</b>	<b>2,126,976.47</b>	<b>2,400,364.21</b>	<b>2,715,454.00</b>	<b>2,743,954.00</b>
<b>CONTINGENCY FUND 3%</b>		<b>29,329.59</b>	<b>35,000.00</b>	<b>48,043.00</b>	<b>63,026.00</b>	<b>73,952.00</b>
<b>ANTICIPATED FUND BALANCE</b>		<b>319,338.26</b>	<b>292,705.87</b>	<b>348,296.81</b>	<b>53,506.00</b>	<b>14,488.40</b>
Cumulative fund Balance			612,044.13	960,340.94	1,013,846.94	1,028,335.34



## Englewood SKY

Based on the Third Calculation of the FEFP 2013-14

School District: Sarasota

**1. 2013-14 FEFP State and Local Funding**

Base Student Allocation \$3,752.30 District Cost Differential: 1.0010

(a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3		1.125	0.0000	\$ -
111 Basic K-3 with ESE Services		1.125	0.0000	\$ -
102 Basic 4-8	175.00	1.000	175.0000	\$ 657,309
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12		1.011	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.011	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)	15.00	3.558	53.3700	\$ 200,461
254 ESE Level 4 (Grade Level 9-12)		3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)	10.00	5.089	50.8900	\$ 191,146
255 ESE Level 5 (Grade Level 9-12)		5.089	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.145	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.145	0.0000	\$ -
130 ESOL (Grade Level 9-12)		1.145	0.0000	\$ -
300 Career Education (Grades 9-12)		1.011	0.0000	\$ -
<b>Totals</b>	<b>200.00</b>		<b>279.2600</b>	<b>\$ 1,048,916</b>

**2. ESE Guaranteed Allocation:**

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the		PK-3	251	\$ 1,028	\$ -
ESE Guaranteed Allocation.		PK-3	252	\$ 3,318	\$ -
Enter the FTE from 111, 112, &		PK-3	253	\$ 6,771	\$ -
113 by grade and matrix level.		4-8	251	\$ 1,152	\$ -
Students who do not have a		4-8	252	\$ 3,442	\$ -
matrix level should be considered		4-8	253	\$ 6,895	\$ -
251. This total should equal all	25.00	9-12	251	\$ 820	\$ 20,500
FTE from programs 111, 112 &		9-12	252	\$ 3,110	\$ -
113 above.		9-12	253	\$ 6,563	\$ -
<b>Total FTE with ESE Services</b>	<b>25.00</b>		<b>Total from ESE Guarantee</b>	<b>\$</b>	<b>20,500</b>

**3. Supplemental Academic Instruction:**

District SAI Allocation	\$8,348,718	Per Student
<i>divided by district FTE</i>	40,936.58	\$ 204
<i>(with eligible services)</i>		\$ 40,800

**4. Reading Allocation:**

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

**Total Base Funding, ESE Guarantee, and SAI \$ 1,110,216**

**5. Class size Reduction Funds:**

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors		
PK - 3	0.0000		1.0010	1316.85	=	0
4-8	279.2600		1.0010	898.23	=	251,091
9-12	0.0000		1.0010	900.39	=	0
<b>Total *</b>	<b>279.2600</b>			<b>Total Class Size Reduction Funds</b>	<b>\$</b>	<b>251,091</b>

(\*Total FTE should equal total in Section 1, column (d).)

<b>6A. Divide school's Weighted FTE (WFTE) total computed</b>					
in (d) above:	<u>279.2600</u>	by district's WFTE:	<u>44,677.76</u>		
to obtain school's WFTE share.					0.6251%
<b>6B. Divide school's Unweighted FTE (UFTE) total computed</b>					
in (b) above:	<u>200.00</u>	by district's UFTE:	<u>40,936.58</u>		
to obtain school's UFTE share.					0.4886%
<b>Letters Refer to Notes At Bottom:</b>					
<b>7. Other FEFP (WFTE share)</b>	(a)	<u>1,127,537</u>	x	0.6251%	\$ <u>7,048</u>
<b>Applicable to all Charter Schools:</b>					
Declining Enrollment		0			
Sparsity Supplement		0			
<b>Program Related Requirements:</b>					
Safe Schools		1,127,537			
Lab School Discretionary		0			
<b>8. Discretionary Local Effort (WFTE share)</b>	(d)	<u>31,359,408</u>	x	0.6251%	\$ <u>196,028</u>
<b>9. Discretionary Millage Compression Allocation .748 mills (UFTE share)</b>	(b)	<u>250</u>	x	0.4886%	\$ <u>1</u>
<b>10. Proration to Funds Available (WFTE share)</b>	(a)	<u>0</u>	x	0.6251%	\$ <u>-</u>
<b>11. Discretionary Lottery (WFTE share)</b>	(a)	<u>0</u>	x	0.6251%	\$ <u>-</u>
<b>12. Instructional Materials Allocation (UFTE share)</b>	(b)	<u>3,125,495</u>	x	0.4886%	\$ <u>15,271</u>
<b>Dual Enrollment Instructional Materials Allocation (See footnote i below)</b>					
<b>ESE Applications Allocation:</b>					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.					
<b>13. Student Transportation</b>	(e)				
Enter All Riders		<u>100.00</u>	x	#####	\$ <u>35,600</u>
Enter ESE Student Riders		<u>15.00</u>	x	#####	\$ <u>20,115</u>
<b>14. Teacher Salary Allocation (WFTE share)</b>	(j)	<u>7,336,780</u>	x	0.6251%	\$ <u>45,862</u>
<b>15. Additional Allocation (WFTE share)</b>	(k)	<u>149,945</u>	x	0.6251%	\$ <u>937</u>
<b>16. Florida Teachers Lead Program Stipend</b>					
<b>17. Food Service Allocation</b>		150			<u>3</u>
				<b>Total</b>	\$ <u>1,682,172</u>
<b>18. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)</b>					
If you have more than a 75% ESE student population please place a 1 in the following box:				\$	<u>-</u>

**NOTES:**

- (a) District allocations multiplied by percentage from item 6A.
- (b) District allocations multiplied by percentage from item 6B.
- (d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
- (e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
- (f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes
- (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
- (i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.
- (j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.
- (k) An additional allocation of \$9,810,000, due to a change in administered funds, is included in the 2013-14 FEFP Calculation.

*Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*

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

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

*Revenues flow to districts from state sources and from county tax collectors on 4600s distribution schedules.*

<b>6A. Divide school's Weighted FTE (WFTE) total computed</b>					
in (d) above:	<u>379.2600</u>	by district's WFTE:	<u>44,677.76</u>		
to obtain school's WFTE share.				<u>0.8489%</u>	
<b>6B. Divide school's Unweighted FTE (UFTE) total computed</b>					
in (b) above:	<u>300.00</u>	by district's UFTE:	<u>40,936.58</u>		
to obtain school's UFTE share.				<u>0.7328%</u>	
<b>Letters Refer to Notes At Bottom:</b>					
<b>7. Other FEFP (WFTE share)</b>	(a)	<u>1,127,537</u>	x	<u>0.8489%</u>	<u>\$ 9,572</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Program Related Requirements:					
Safe Schools		1,127,537			
Lab School Discretionary		0			
<b>8. Discretionary Local Effort (WFTE share)</b>	(d)	<u>31,359,408</u>	x	<u>0.8489%</u>	<u>\$ 266,210</u>
<b>9. Discretionary Millage Compression Allocation</b>					
.748 mills (UFTE share)	(b)	<u>250</u>	x	<u>0.7328%</u>	<u>\$ 2</u>
<b>10. Proration to Funds Available (WFTE share)</b>	(a)	<u>0</u>	x	<u>0.8489%</u>	<u>\$ -</u>
<b>11. Discretionary Lottery (WFTE share)</b>	(a)	<u>0</u>	x	<u>0.8489%</u>	<u>\$ -</u>
<b>12. Instructional Materials Allocation (UFTE share)</b>	(b)	<u>3,125,495</u>	x	<u>0.7328%</u>	<u>\$ 22,904</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
ESE Applications Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.					
<b>13. Student Transportation</b>	(e)				
Enter All Riders		<u>100.00</u>	x	#####	<u>\$ 35,600</u>
Enter ESE Student Riders		<u>15.00</u>	x	#####	<u>\$ 20,115</u>
<b>14. Teacher Salary Allocation (WFTE share)</b>	(j)	<u>7,336,780</u>	x	<u>0.8489%</u>	<u>\$ 62,282</u>
<b>15. Additional Allocation (WFTE share)</b>	(k)	<u>149,945</u>	x	<u>0.8489%</u>	<u>\$ 1,273</u>
<b>16. Florida Teachers Lead Program Stipend</b>					
<b>17. Food Service Allocation</b>		<u>150</u>			<u>3</u>
				<b>Total</b>	<u>\$ 2,265,185</u>
<b>18. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)</b>					
If you have more than a 75% ESE student population please place a 1 in the following box:				\$	<u>-</u>

**NOTES:**

- (a) District allocations multiplied by percentage from item 6A.
- (b) District allocations multiplied by percentage from item 6B.
- (d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
- (e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
- (f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes
- (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
- (i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.
- (j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.
- (k) An additional allocation of \$9,810,000, due to a change in administered funds, is included in the 2013-14 FEFP Calculation.

*Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*

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

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

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

## Englewood SKY

Based on the Third Calculation of the FEFP 2013-14

School District: Sarasota

**1. 2013-14 FEFP State and Local Funding**

Base Student Allocation \$3,752.30 District Cost Differential: 1.0010

(a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3		1.125	0.0000	\$ -
111 Basic K-3 with ESE Services		1.125	0.0000	\$ -
102 Basic 4-8	275.00	1.000	275.0000	\$ 1,032,914
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12		1.011	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.011	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)	15.00	3.558	53.3700	\$ 200,461
254 ESE Level 4 (Grade Level 9-12)		3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)	10.00	5.089	50.8900	\$ 191,146
255 ESE Level 5 (Grade Level 9-12)		5.089	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.145	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.145	0.0000	\$ -
130 ESOL (Grade Level 9-12)		1.145	0.0000	\$ -
300 Career Education (Grades 9-12)		1.011	0.0000	\$ -
<b>Totals</b>	<b>300.00</b>		<b>379.2600</b>	<b>\$ 1,424,521</b>

**2. ESE Guaranteed Allocation:**

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation.		PK-3	251	\$ 1,028	\$ -
Enter the FTE from 111,112, & 113 by grade and matrix level.		PK-3	252	\$ 3,318	\$ -
Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.		PK-3	253	\$ 6,771	\$ -
		4-8	251	\$ 1,152	\$ -
		4-8	252	\$ 3,442	\$ -
		4-8	253	\$ 6,895	\$ -
	25.00	9-12	251	\$ 820	\$ 20,500
		9-12	252	\$ 3,110	\$ -
		9-12	253	\$ 6,563	\$ -
<b>Total FTE with ESE Services</b>	<b>25.00</b>			<b>Total from ESE Guarantee</b>	<b>\$ 20,500</b>

**3. Supplemental Academic Instruction:**

District SAI Allocation	\$8,348,718	Per Student
<i>divided by district FTE (with eligible services)</i>	40,936.58	\$ 204 \$ 61,200

**4. Reading Allocation:**

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

**Total Base Funding, ESE Guarantee, and SAI \$ 1,506,221**

**5. Class size Reduction Funds:**

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	=	
PK - 3	0.0000		1.0010	1316.85	=	0
4-8	379.2600		1.0010	898.23	=	341,003
9-12	0.0000		1.0010	900.39	=	0
<b>Total *</b>	<b>379.2600</b>			<b>Total Class Size Reduction Funds</b>		<b>\$ 341,003</b>

(\*Total FTE should equal total in Section 1, column (d).)

<b>6A. Divide school's Weighted FTE (WFTE) total computed</b>					
in (d) above:	<u>429.2600</u>	by district's WFTE:	<u>44,677.76</u>		
to obtain school's WFTE share.					<u>0.9608%</u>
<b>6B. Divide school's Unweighted FTE (UFTE) total computed</b>					
in (b) above:	<u>350.00</u>	by district's UFTE:	<u>40,936.58</u>		
to obtain school's UFTE share.					<u>0.8550%</u>
<b>Letters Refer to Notes At Bottom:</b>					
<b>7. Other FEFP (WFTE share)</b>	(a)	<u>1,127,537</u>	x	0.9608%	\$ <u>10,833</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Program Related Requirements:					
Safe Schools		1,127,537			
Lab School Discretionary		0			
<b>8. Discretionary Local Effort (WFTE share)</b>	(d)	<u>31,359,408</u>	x	0.9608%	\$ <u>301,301</u>
<b>9. Discretionary Millage Compression Allocation</b>					
.748 mills (UFTE share)	(b)	<u>250</u>	x	0.8550%	\$ <u>2</u>
<b>10. Proration to Funds Available (WFTE share)</b>	(a)	<u>0</u>	x	0.9608%	\$ <u>-</u>
<b>11. Discretionary Lottery (WFTE share)</b>	(a)	<u>0</u>	x	0.9608%	\$ <u>-</u>
<b>12. Instructional Materials Allocation (UFTE share)</b>	(b)	<u>3,125,495</u>	x	0.8550%	\$ <u>26,723</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
ESE Applications Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.					
<b>13. Student Transportation</b>	(e)				
Enter All Riders		<u>100.00</u>	x	#####	\$ <u>35,600</u>
Enter ESE Student Riders		<u>15.00</u>	x	#####	\$ <u>20,115</u>
<b>14. Teacher Salary Allocation (WFTE share)</b>	(j)	<u>7,336,780</u>	x	0.9608%	\$ <u>70,492</u>
<b>15. Additional Allocation (WFTE share)</b>	(k)	<u>149,945</u>	x	0.9608%	\$ <u>1,441</u>
<b>16. Florida Teachers Lead Program Stipend</b>					
<b>17. Food Service Allocation</b>		<u>150</u>			<u>3</u>
				<b>Total</b>	<b>\$ <u>2,556,694</u></b>
<b>18. Funding for the purpose of calculating the administrative fee for ESE Charters.</b>	(h)				
If you have more than a 75% ESE student population please place a 1 in the following box:				\$	<u>-</u>

**NOTES:**

- (a) District allocations multiplied by percentage from item 6A.
  - (b) District allocations multiplied by percentage from item 6B.
  - (d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
  - (e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
  - (f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes
  - (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
  - (h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
  - (i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.
  - (j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.
  - (k) An additional allocation of \$9,810,000, due to a change in administered funds, is included in the 2013-14 FEFP Calculation.
- Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*
- For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.*
- FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.*
- Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.*

## Englewood SKY

Based on the Third Calculation of the FEFP 2013-14

School District: Sarasota

**1. 2013-14 FEFP State and Local Funding**

Base Student Allocation \$3,752.30 District Cost Differential: 1.0010

(a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3		1.125	0.0000	\$ -
111 Basic K-3 with ESE Services		1.125	0.0000	\$ -
102 Basic 4-8	325.00	1.000	325.0000	\$ 1,220,717
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12		1.011	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.011	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)	15.00	3.558	53.3700	\$ 200,461
254 ESE Level 4 (Grade Level 9-12)		3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)	10.00	5.089	50.8900	\$ 191,146
255 ESE Level 5 (Grade Level 9-12)		5.089	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.145	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.145	0.0000	\$ -
130 ESOL (Grade Level 9-12)		1.145	0.0000	\$ -
300 Career Education (Grades 9-12)		1.011	0.0000	\$ -
<b>Totals</b>	<b>350.00</b>		<b>429.2600</b>	<b>\$ 1,612,324</b>

**2. ESE Guaranteed Allocation:**

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation.		PK-3	251	\$ 1,028	\$ -
Enter the FTE from 111,112, & 113 by grade and matrix level.		PK-3	252	\$ 3,318	\$ -
Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.		PK-3	253	\$ 6,771	\$ -
		4-8	251	\$ 1,152	\$ -
		4-8	252	\$ 3,442	\$ -
		4-8	253	\$ 6,895	\$ -
	25.00	9-12	251	\$ 820	\$ 20,500
		9-12	252	\$ 3,110	\$ -
		9-12	253	\$ 6,563	\$ -
<b>Total FTE with ESE Services</b>	<b>25.00</b>			<b>Total from ESE Guarantee</b>	<b>\$ 20,500</b>

**3. Supplemental Academic Instruction:**

District SAI Allocation	\$8,348,718	Per Student	
<i>divided by district FTE (with eligible services)</i>	40,936.58	\$ 204	\$ 71,400

**4. Reading Allocation:**

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

**Total Base Funding, ESE Guarantee, and SAI \$ 1,704,224**

**5. Class size Reduction Funds:**

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	=	
PK - 3	0.0000		1.0010	1316.85	=	0
4-8	429.2600		1.0010	898.23	=	385,960
9-12	0.0000		1.0010	900.39	=	0
<b>Total *</b>	<b>429.2600</b>			<b>Total Class Size Reduction Funds</b>	<b>\$</b>	<b>385,960</b>

(\*Total FTE should equal total in Section 1, column (d).)

## Englewood SKY

Based on the Third Calculation of the FEFP 2013-14

School District: Sarasota

**1. 2013-14 FEFP State and Local Funding**

Base Student Allocation \$3,752.30 District Cost Differential: 1.0010

(a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3		1.125	0.0000	\$ -
111 Basic K-3 with ESE Services		1.125	0.0000	\$ -
102 Basic 4-8	350.00	1.000	350.0000	\$ 1,314,618
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12		1.011	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.011	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)	15.00	3.558	53.3700	\$ 200,461
254 ESE Level 4 (Grade Level 9-12)		3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)	10.00	5.089	50.8900	\$ 191,146
255 ESE Level 5 (Grade Level 9-12)		5.089	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.145	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.145	0.0000	\$ -
130 ESOL (Grade Level 9-12)		1.145	0.0000	\$ -
300 Career Education (Grades 9-12)		1.011	0.0000	\$ -
<b>Totals</b>	<b>375.00</b>		<b>454.2600</b>	<b>\$ 1,706,225</b>

**2. ESE Guaranteed Allocation:**

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation.		PK-3	251	\$ 1,028	\$ -
Enter the FTE from 111,112, & 113 by grade and matrix level.		PK-3	252	\$ 3,318	\$ -
Students who do not have a matrix level should be considered		PK-3	253	\$ 6,771	\$ -
251. This total should equal all FTE from programs 111, 112 & 113 above.		4-8	251	\$ 1,152	\$ -
		4-8	252	\$ 3,442	\$ -
		4-8	253	\$ 6,895	\$ -
	25.00	9-12	251	\$ 820	\$ 20,500
		9-12	252	\$ 3,110	\$ -
		9-12	253	\$ 6,563	\$ -
<b>Total FTE with ESE Services</b>	<b>25.00</b>			<b>Total from ESE Guarantee</b>	<b>\$ 20,500</b>

**3. Supplemental Academic Instruction:**

District SAI Allocation	\$8,348,718	Per Student	
<i>divided by district FTE (with eligible services)</i>	40,936.58	\$ 204	\$ 76,500

**4. Reading Allocation:**

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

**Total Base Funding, ESE Guarantee, and SAI \$ 1,803,225**

**5. Class size Reduction Funds:**

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	=	
PK - 3	0.0000		1.0010	1316.85	=	0
4-8	454.2600		1.0010	898.23	=	408,438
9-12	0.0000		1.0010	900.39	=	0
<b>Total *</b>	<b>454.2600</b>			<b>Total Class Size Reduction Funds</b>	<b>\$</b>	<b>408,438</b>

(\*Total FTE should equal total in Section 1, column (d).)

<b>6A. Divide school's Weighted FTE (WFTE) total computed</b>					
in (d) above:	<u>454.2600</u>	by district's WFTE:	<u>44,677.76</u>		
to obtain school's WFTE share.					1.0167%
<b>6B. Divide school's Unweighted FTE (UFTE) total computed</b>					
in (b) above:	<u>375.00</u>	by district's UFTE:	<u>40,936.58</u>		
to obtain school's UFTE share.					0.9161%
<b>Letters Refer to Notes At Bottom:</b>					
<b>7. Other FEFP (WFTE share)</b>	(a)	<u>1,127,537</u>	x	1.0167%	\$ <u>11,464</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Program Related Requirements:					
Safe Schools		1,127,537			
Lab School Discretionary		0			
<b>8. Discretionary Local Effort (WFTE share)</b>	(d)	<u>31,359,408</u>	x	1.0167%	\$ <u>318,831</u>
<b>9. Discretionary Millage Compression Allocation</b>					
.748 mills (UFTE share)	(b)	<u>250</u>	x	0.9161%	\$ <u>2</u>
<b>10. Proration to Funds Available (WFTE share)</b>	(a)	<u>0</u>	x	1.0167%	\$ <u>-</u>
<b>11. Discretionary Lottery (WFTE share)</b>	(a)	<u>0</u>	x	1.0167%	\$ <u>-</u>
<b>12. Instructional Materials Allocation (UFTE share)</b>	(b)	<u>3,125,495</u>	x	0.9161%	\$ <u>28,633</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
ESE Applications Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.					
<b>13. Student Transportation</b>	(e)				
Enter All Riders		<u>100.00</u>	x	#####	\$ <u>35,600</u>
Enter ESE Student Riders		<u>15.00</u>	x	#####	\$ <u>20,115</u>
<b>14. Teacher Salary Allocation (WFTE share)</b>	(j)	<u>7,336,780</u>	x	1.0167%	\$ <u>74,593</u>
<b>15. Additional Allocation (WFTE share)</b>	(k)	<u>149,945</u>	x	1.0167%	\$ <u>1,524</u>
<b>16. Florida Teachers Lead Program Stipend</b>					
<b>17. Food Service Allocation</b>		<u>150</u>			<u>3</u>
				<b>Total</b>	\$ <u>2,702,428</u>
<b>18. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)</b>					
If you have more than a 75% ESE student population please place a 1 in the following box:				\$	<u>-</u>

**NOTES:**

- (a) District allocations multiplied by percentage from item 6A.
- (b) District allocations multiplied by percentage from item 6B.
- (d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
- (e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
- (f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes
- (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
- (i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(i), Florida Statutes.
- (j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.
- (k) An additional allocation of \$9,810,000, due to a change in administered funds, is included in the 2013-14 FEFP Calculation.

*Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*

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

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

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



CASH FLOW YEAR -1

Year		2015	July	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	June
<b>Enrollment Projection</b>		200												
<b>REVENUE PROJECTIONS</b>														
Basic 4-8	0	1,077,000.00	89,750.00	89,750.00	89,750.00	89,750.00	89,750.00	89,750.00	89,750.00	89,750.00	89,750.00	89,750.00	89,750.00	89,750.00
ESE Guaranteed Allocation		20,500.00	1,708.33	1,708.33	1,708.33	1,708.33	1,708.33	1,708.33	1,708.33	1,708.33	1,708.33	1,708.33	1,708.33	1,708.33
Supplemental Academic Instruction		47,117.00	3,926.42	3,926.42	3,926.42	3,926.42	3,926.42	3,926.42	3,926.42	3,926.42	3,926.42	3,926.42	3,926.42	3,926.42
Discretionary Milage		15,271.00	1,272.58	1,272.58	1,272.58	1,272.58	1,272.58	1,272.58	1,272.58	1,272.58	1,272.58	1,272.58	1,272.58	1,272.58
Referendum Milage Allocation		208,631.00	17,385.92	17,385.92	17,385.92	17,385.92	17,385.92	17,385.92	17,385.92	17,385.92	17,385.92	17,385.92	17,385.92	17,385.92
Transportation		55,715.00	4,642.92	4,642.92	4,642.92	4,642.92	4,642.92	4,642.92	4,642.92	4,642.92	4,642.92	4,642.92	4,642.92	4,642.92
Program Related Requirements(Safe Schools)		963.00	80.25	80.25	80.25	80.25	80.25	80.25	80.25	80.25	80.25	80.25	80.25	80.25
Discretionary Lottery		393.00	32.75	32.75	32.75	32.75	32.75	32.75	32.75	32.75	32.75	32.75	32.75	32.75
Classrooms for Kids		257,973.00	21,497.75	21,497.75	21,497.75	21,497.75	21,497.75	21,497.75	21,497.75	21,497.75	21,497.75	21,497.75	21,497.75	21,497.75
Capital Funds (after 3rd year)		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
CSP Grant/ Grants Other		350,000.00	29,166.67	29,166.67	29,166.67	29,166.67	29,166.67	29,166.67	29,166.67	29,166.67	29,166.67	29,166.67	29,166.67	29,166.67
State Categorical Instr. Materials		40,800.00	3,400.00	3,400.00	3,400.00	3,400.00	3,400.00	3,400.00	3,400.00	3,400.00	3,400.00	3,400.00	3,400.00	3,400.00
<b>TOTAL PROJECTED</b>		<b>2,074,363.00</b>	<b>172,863.58</b>	<b>172,863.58</b>	<b>172,863.58</b>	<b>172,863.58</b>	<b>172,863.58</b>	<b>172,863.58</b>	<b>172,863.58</b>	<b>172,863.58</b>	<b>172,863.58</b>	<b>172,863.58</b>	<b>172,863.58</b>	<b>172,863.58</b>
Less District Five Percent Admin Fee		103,718.15	8,643.18	8,643.18	8,643.18	8,643.18	8,643.18	8,643.18	8,643.18	8,643.18	8,643.18	8,643.18	8,643.18	8,643.18
Less 5% for estimated enrollment shortfall			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
lines 4+5x(.05)=		28,000.00	2,333.33	2,333.33	2,333.33	2,333.33	2,333.33	2,333.33	2,333.33	2,333.33	2,333.33	2,333.33	2,333.33	2,333.33
<b>TOTAL</b>		<b>1,942,644.85</b>	<b>161,887.07</b>	<b>161,887.07</b>	<b>161,887.07</b>	<b>161,887.07</b>	<b>161,887.07</b>	<b>161,887.07</b>	<b>161,887.07</b>	<b>161,887.07</b>	<b>161,887.07</b>	<b>161,887.07</b>	<b>161,887.07</b>	<b>161,887.07</b>
<b>EXPENSES</b>			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
100 Salaries		581,504.00	48,458.67	48,458.67	48,458.67	48,458.67	48,458.67	48,458.67	48,458.67	48,458.67	48,458.67	48,458.67	48,458.67	48,458.67
140 Substitutes		19,800.00	1,650.00	1,650.00	1,650.00	1,650.00	1,650.00	1,650.00	1,650.00	1,650.00	1,650.00	1,650.00	1,650.00	1,650.00
200 Employee Benefits		145,376.00	12,114.67	12,114.67	12,114.67	12,114.67	12,114.67	12,114.67	12,114.67	12,114.67	12,114.67	12,114.67	12,114.67	12,114.67
annually for cost of living increase		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total Salary Expenses</b>		<b>746,680.00</b>	<b>62,223.33</b>	<b>62,223.33</b>	<b>62,223.33</b>	<b>62,223.33</b>	<b>62,223.33</b>	<b>62,223.33</b>	<b>62,223.33</b>	<b>62,223.33</b>	<b>62,223.33</b>	<b>62,223.33</b>	<b>62,223.33</b>	<b>62,223.33</b>
<b>Revenues minus Salary Expenses</b>		<b>181,137.23</b>	<b>15,094.77</b>	<b>15,094.77</b>	<b>15,094.77</b>	<b>15,094.77</b>	<b>15,094.77</b>	<b>15,094.77</b>	<b>15,094.77</b>	<b>15,094.77</b>	<b>15,094.77</b>	<b>15,094.77</b>	<b>15,094.77</b>	<b>15,094.77</b>
<b>OBJECT</b>			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>300 Purchased Services</b>			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
310 Professional and Technical Services			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
330 Travel		500.00	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67
350 Repairs and Maintenance		1,500.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00
360 Rentals		200,000.00	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67
370 Communications		1,000.00	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33
390 Other Purchased Services		3,000.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00
<b>500 Materials and Supplies</b>			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
510 Supplies		10,000.00	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33
520 Textbooks		32,000.00	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67
530 Periodicals		1,000.00	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33
590 Other Materials and Supplies (transportation)		32,547.00	2,712.25	2,712.25	2,712.25	2,712.25	2,712.25	2,712.25	2,712.25	2,712.25	2,712.25	2,712.25	2,712.25	2,712.25
<b>600 Capital Outlay</b>			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
610 Library Books		2,000.00	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67
620 Audio-Visual Materials (non-consumable)		1,000.00	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33
621 Capitalized AV Materials		50,000.00	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67
622 Noncapitalized AV Materials		50,000.00	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67
630 Building and Equipment		100,000.00	8,333.33	8,333.33	8,333.33	8,333.33	8,333.33	8,333.33	8,333.33	8,333.33	8,333.33	8,333.33	8,333.33	8,333.33
640 Furniture, Fixtures and Equipment		75,000.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00
641 Capitalized Furniture, Fixtures and Equipment		50,000.00	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67
642 Noncapitalized Furniture, Fixtures and Equipment		25,000.00	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33
643 Capitalized Computer Hardware		35,000.00	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67
644 Noncapitalized Computer Hardware			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
651 Buses			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
670 Improvements Other Than Buildings			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
680 Remodeling and Renovations			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
690 Computer Software		10,000.00	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33
691 Capitalized Software		5,000.00	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67
692 Noncapitalized Software			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>700 Other Expenses</b>			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
730 Dues and Fees			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
750 Other Personal Services		55,000.00	4,583.33	4,583.33	4,583.33	4,583.33	4,583.33	4,583.33	4,583.33	4,583.33	4,583.33	4,583.33	4,583.33	4,583.33
<b>FUNCTION</b>			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6100 Pupil Personnel Services			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6110 Attendance and Social Work		500.00	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67
6120 Guidance Services		5,000.00	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67
6130 Health Services		750.00	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50
6140 Psychological Services		5,000.00	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67
6150 Parent Involvement		500.00	41.67	41.67	41.67									

9200 Debt Service/ other	45,000.00	3,750.00	3,750.00	3,750.00	3,750.00	3,750.00	3,750.00	3,750.00	3,750.00	3,750.00	3,750.00	3,750.00	3,750.00
TOTAL NON-Salary EXPENDITURES	847,297.00	70,608.08	70,608.08	70,608.08	70,608.08	70,608.08	70,608.08	70,608.08	70,608.08	70,608.08	70,608.08	70,608.08	70,608.08
TOTAL SALARY EXPENDITURES	746,660.00	62,223.33	62,223.33	62,223.33	62,223.33	62,223.33	62,223.33	62,223.33	62,223.33	62,223.33	62,223.33	62,223.33	62,223.33
TOTAL EXPENDITURES	1,593,977.00	132,831.42	132,831.42	132,831.42	132,831.42	132,831.42	132,831.42	132,831.42	132,831.42	132,831.42	132,831.42	132,831.42	132,831.42
TOTAL REVENUES	1,942,644.85	161,887.07	161,887.07	161,887.07	161,887.07	161,887.07	161,887.07	161,887.07	161,887.07	161,887.07	161,887.07	161,887.07	161,887.07
CONTINGENCY FUND 3%	29,329.59	2,444.13	2,444.13	2,444.13	2,444.13	2,444.13	2,444.13	2,444.13	2,444.13	2,444.13	2,444.13	2,444.13	2,444.13
ANTICIPATED FUND BALANCE	319,338.26	26,611.52	26,611.52	26,611.52	26,611.52	26,611.52	26,611.52	26,611.52	26,611.52	26,611.52	26,611.52	26,611.52	26,611.52





LMOH 2009 YEAR-3

Year	2015	2016	2017	JULY	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Enrollment Projection	200	300	350												
<b>REVENUE PROJECTIONS</b>															
Basic 4-8	1,077,000.00	1,450,000.00	1,612,000.00	134,333.33	134,333.33	134,333.33	134,333.33	134,333.33	134,333.33	134,333.33	134,333.33	134,333.33	134,333.33	134,333.33	134,333.33
ESE Guaranteed Allocation	20,500.00	20,500.00	20,500.00	1,708.33	1,708.33	1,708.33	1,708.33	1,708.33	1,708.33	1,708.33	1,708.33	1,708.33	1,708.33	1,708.33	1,708.33
Supplemental Academic Instruction	47,117.00	62,822.67	73,293.11	6,107.76	6,107.76	6,107.76	6,107.76	6,107.76	6,107.76	6,107.76	6,107.76	6,107.76	6,107.76	6,107.76	6,107.76
Discretionary Milage	15,271.00	20,361.33	23,754.89	1,979.57	1,979.57	1,979.57	1,979.57	1,979.57	1,979.57	1,979.57	1,979.57	1,979.57	1,979.57	1,979.57	1,979.57
Referendum Milage Allocation	208,631.00	278,174.67	324,537.11	27,044.76	27,044.76	27,044.76	27,044.76	27,044.76	27,044.76	27,044.76	27,044.76	27,044.76	27,044.76	27,044.76	27,044.76
Transportation	55,715.00	74,286.67	86,667.78	7,222.31	7,222.31	7,222.31	7,222.31	7,222.31	7,222.31	7,222.31	7,222.31	7,222.31	7,222.31	7,222.31	7,222.31
Program Related Requirements(Safe Schools)	963.00	1,284.00	1,498.00	124.83	124.83	124.83	124.83	124.83	124.83	124.83	124.83	124.83	124.83	124.83	124.83
Discretionary Lottery	393.00	524.00	611.33	50.94	50.94	50.94	50.94	50.94	50.94	50.94	50.94	50.94	50.94	50.94	50.94
Classrooms for Kids	257,973.00	343,964.00	401,291.33	33,440.94	33,440.94	33,440.94	33,440.94	33,440.94	33,440.94	33,440.94	33,440.94	33,440.94	33,440.94	33,440.94	33,440.94
Capital Funds (after 3rd year)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
CSP Grant/ Grants Other	350,000.00	10,000.00	5,000.00	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67
State Categorical Instr. Materials	40,800.00	54,400.00	63,466.67	5,288.89	5,288.89	5,288.89	5,288.89	5,288.89	5,288.89	5,288.89	5,288.89	5,288.89	5,288.89	5,288.89	5,288.89
<b>TOTAL PROJECTED</b>	<b>2,074,363.00</b>	<b>2,316,317.33</b>	<b>2,612,620.22</b>	<b>217,718.35</b>	<b>217,718.35</b>	<b>217,718.35</b>	<b>217,718.35</b>	<b>217,718.35</b>	<b>217,718.35</b>	<b>217,718.35</b>	<b>217,718.35</b>	<b>217,718.35</b>	<b>217,718.35</b>	<b>217,718.35</b>	<b>217,718.35</b>
Less District Five Percent Admin Fee	103,718.15	115,815.87	130,631.01	10,885.92	10,885.92	10,885.92	10,885.92	10,885.92	10,885.92	10,885.92	10,885.92	10,885.92	10,885.92	10,885.92	10,885.92
Less 5% for estimated enrollment shortfall				0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
lines 4+5x(.05)=	28,000.00	73,525.00	81,625.00	6,802.08	6,802.08	6,802.08	6,802.08	6,802.08	6,802.08	6,802.08	6,802.08	6,802.08	6,802.08	6,802.08	6,802.08
<b>TOTAL</b>	<b>1,942,644.85</b>	<b>2,126,976.47</b>	<b>2,400,364.21</b>	<b>200,030.35</b>	<b>200,030.35</b>	<b>200,030.35</b>	<b>200,030.35</b>	<b>200,030.35</b>	<b>200,030.35</b>	<b>200,030.35</b>	<b>200,030.35</b>	<b>200,030.35</b>	<b>200,030.35</b>	<b>200,030.35</b>	<b>200,030.35</b>
<b>EXPENSES</b>															
100 Salaries	581,504.00	850,000.00	990,000.00	82,500.00	82,500.00	82,500.00	82,500.00	82,500.00	82,500.00	82,500.00	82,500.00	82,500.00	82,500.00	82,500.00	82,500.00
140 Substitutes	19,800.00	23,780.00	27,720.00	2,310.00	2,310.00	2,310.00	2,310.00	2,310.00	2,310.00	2,310.00	2,310.00	2,310.00	2,310.00	2,310.00	2,310.00
200 Employee Benefits	145,376.00	178,524.00	224,496.00	18,708.00	18,708.00	18,708.00	18,708.00	18,708.00	18,708.00	18,708.00	18,708.00	18,708.00	18,708.00	18,708.00	18,708.00
annually for cost of living increase	0.00	26,778.60	33,674.40	2,806.20	2,806.20	2,806.20	2,806.20	2,806.20	2,806.20	2,806.20	2,806.20	2,806.20	2,806.20	2,806.20	2,806.20
<b>Total Salary Expenses</b>	<b>746,680.00</b>	<b>1,079,062.60</b>	<b>1,275,890.40</b>	<b>106,324.20</b>	<b>106,324.20</b>	<b>106,324.20</b>	<b>106,324.20</b>	<b>106,324.20</b>	<b>106,324.20</b>	<b>106,324.20</b>	<b>106,324.20</b>	<b>106,324.20</b>	<b>106,324.20</b>	<b>106,324.20</b>	<b>106,324.20</b>
<b>Revenues minus Salary Expenses</b>	<b>181,137.23</b>	<b>341,325.30</b>	<b>417,564.60</b>	<b>34,797.05</b>	<b>34,797.05</b>	<b>34,797.05</b>	<b>34,797.05</b>	<b>34,797.05</b>	<b>34,797.05</b>	<b>34,797.05</b>	<b>34,797.05</b>	<b>34,797.05</b>	<b>34,797.05</b>	<b>34,797.05</b>	<b>34,797.05</b>
<b>OBJECT</b>															
300 Purchased Services				0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
310 Professional and Technical Services		6,514.00	8,729.00	727.42	727.42	727.42	727.42	727.42	727.42	727.42	727.42	727.42	727.42	727.42	727.42
330 Travel	500.00	416.00	557.00	46.42	46.42	46.42	46.42	46.42	46.42	46.42	46.42	46.42	46.42	46.42	46.42
350 Repairs and Maintenance	1,500.00	3,863.00	4,579.00	381.58	381.58	381.58	381.58	381.58	381.58	381.58	381.58	381.58	381.58	381.58	381.58
360 Rentals	200,000.00	155,000.00	200,000.00	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67
370 Communications	1,000.00	1,500.00	2,000.00	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67
390 Other Purchased Services	3,000.00	3,267.00	4,378.00	364.83	364.83	364.83	364.83	364.83	364.83	364.83	364.83	364.83	364.83	364.83	364.83
<b>500 Materials and Supplies</b>				0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
510 Supplies	10,000.00	12,841.00	17,267.00	1,438.92	1,438.92	1,438.92	1,438.92	1,438.92	1,438.92	1,438.92	1,438.92	1,438.92	1,438.92	1,438.92	1,438.92
520 Textbooks	32,000.00	25,000.00	25,000.00	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33
530 Periodicals	1,000.00	156.00	209.00	17.42	17.42	17.42	17.42	17.42	17.42	17.42	17.42	17.42	17.42	17.42	17.42
590 Other Materials and Supplies (transportation)	32,547.00	43,396.00	54,245.00	4,520.42	4,520.42	4,520.42	4,520.42	4,520.42	4,520.42	4,520.42	4,520.42	4,520.42	4,520.42	4,520.42	4,520.42
600 Capital Outlay				0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
610 Library Books	2,000.00	25,000.00	2,393.00	199.42	199.42	199.42	199.42	199.42	199.42	199.42	199.42	199.42	199.42	199.42	199.42
620 Audio-Visual Materials (non-consumable)	1,000.00	2,000.00	3,000.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00
621 Capitalized AV Materials	50,000.00	50,000.00	25,000.00	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33
622 Noncapitalized AV Materials	50,000.00	50,000.00	701.00	58.42	58.42	58.42	58.42	58.42	58.42	58.42	58.42	58.42	58.42	58.42	58.42
630 Building and Equipment	100,000.00	59,000.00	15,000.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00
640 Furniture, Fixtures and Equipment	75,000.00	10,000.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
641 Capitalized Furniture, Fixtures and Equipment	50,000.00	15,000.00	15,000.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00
642 Noncapitalized Furniture, Fixtures and Equipment	25,000.00	2,872.00	3,848.00	320.67	320.67	320.67	320.67	320.67	320.67	320.67	320.67	320.67	320.67	320.67	320.67
643 Capitalized Computer Hardware	35,000.00	21,050.00	21,407.00	1,783.92	1,783.92	1,783.92	1,783.92	1,783.92	1,783.92	1,783.92	1,783.92	1,783.92	1,783.92	1,783.92	1,783.92
644 Noncapitalized Computer Hardware		81.00	109.00	9.08	9.08	9.08	9.08	9.08	9.08	9.08	9.08	9.08	9.08	9.08	9.08
651 Buses				0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
670 Improvements Other Than Buildings		20,000.00	15,000.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00
680 Remodeling and Renovations				0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
690 Computer Software	10,000.00	10,000.00	15,000.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00
691 Capitalized Software	5,000.00	10,000.00	10,000.00	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33
692 Noncapitalized Software		597.00	800.00	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67
<b>700 Other Expenses</b>				0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
730 Dues and Fees		455.00	596.00	49.67	49.67	49.67	49.67	49.67	49.67	49.67	49.67	49.67	49.67	49.67	49.67
750 Other Personal Services	55,000.00	100													



*CASH FLOW YEAR -4*

Year	2015	2016	2017	2018	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April
Enrollment Projection	200	300	350	375										
<b>REVENUE PROJECTIONS</b>														
Basic 4-8	1,077,000.00	1,450,000.00	1,612,000.00	1,736,000.00	1,736,000.00	1,736,000.00	1,736,000.00	1,736,000.00	1,736,000.00	1,736,000.00	1,736,000.00	1,736,000.00	1,736,000.00	1,736,000.00
ESE Guaranteed Allocation	20,500.00	20,500.00	20,500.00	20,500.00	20,500.00	20,500.00	20,500.00	20,500.00	20,500.00	20,500.00	20,500.00	20,500.00	20,500.00	20,500.00
Supplemental Academic Instruction	47,117.00	62,822.67	73,293.11	78,528.33	78,528.33	78,528.33	78,528.33	78,528.33	78,528.33	78,528.33	78,528.33	78,528.33	78,528.33	78,528.33
Discretionary Milage	15,271.00	20,361.33	23,754.89	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Referendum Milage Allocation	208,631.00	278,174.67	324,537.11	347,718.33	347,718.33	347,718.33	347,718.33	347,718.33	347,718.33	347,718.33	347,718.33	347,718.33	347,718.33	347,718.33
Transportation	55,715.00	74,286.67	86,667.78	92,858.33	92,858.33	92,858.33	92,858.33	92,858.33	92,858.33	92,858.33	92,858.33	92,858.33	92,858.33	92,858.33
Program Related Requirements(Safe Schools)	963.00	1,284.00	1,498.00	1,605.00	1,605.00	1,605.00	1,605.00	1,605.00	1,605.00	1,605.00	1,605.00	1,605.00	1,605.00	1,605.00
Discretionary Lottery	393.00	524.00	611.33	655.00	655.00	655.00	655.00	655.00	655.00	655.00	655.00	655.00	655.00	655.00
Classrooms for Kids	257,973.00	343,964.00	401,291.33	429,955.00	429,955.00	429,955.00	429,955.00	429,955.00	429,955.00	429,955.00	429,955.00	429,955.00	429,955.00	429,955.00
Capital Funds (after 3rd year)	0.00	0.00	0.00	150,000.00	150,000.00	150,000.00	150,000.00	150,000.00	150,000.00	150,000.00	150,000.00	150,000.00	150,000.00	150,000.00
CSP Grant/ Grants Other	350,000.00	10,000.00	5,000.00	25,000.00	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33
State Categorical Instr. Materials	40,800.00	54,400.00	63,466.67	68,000.00	68,000.00	68,000.00	68,000.00	68,000.00	68,000.00	68,000.00	68,000.00	68,000.00	68,000.00	68,000.00
<b>TOTAL PROJECTED</b>	<b>2,074,363.00</b>	<b>2,316,317.33</b>	<b>2,612,620.22</b>	<b>2,950,820.00</b>	<b>2,950,820.00</b>	<b>2,950,820.00</b>	<b>2,950,820.00</b>	<b>2,950,820.00</b>	<b>2,950,820.00</b>	<b>2,950,820.00</b>	<b>2,950,820.00</b>	<b>2,950,820.00</b>	<b>2,950,820.00</b>	<b>2,950,820.00</b>
Less District Five Percent Admin Fee	103,718.15	115,815.87	130,631.01	147,541.00	147,541.00	147,541.00	147,541.00	147,541.00	147,541.00	147,541.00	147,541.00	147,541.00	147,541.00	147,541.00
Less 5% for estimated enrollment shortfall					0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
lines 4+5x(.05)=	28,000.00	73,525.00	81,625.00	87,825.00	87,825.00	87,825.00	87,825.00	87,825.00	87,825.00	87,825.00	87,825.00	87,825.00	87,825.00	87,825.00
<b>TOTAL</b>	<b>1,942,644.85</b>	<b>2,126,976.47</b>	<b>2,400,364.21</b>	<b>2,715,454.00</b>	<b>2,715,454.00</b>	<b>2,715,454.00</b>	<b>2,715,454.00</b>	<b>2,715,454.00</b>	<b>2,715,454.00</b>	<b>2,715,454.00</b>	<b>2,715,454.00</b>	<b>2,715,454.00</b>	<b>2,715,454.00</b>	<b>2,715,454.00</b>
<b>EXPENSES</b>														
100 Salaries	581,504.00	850,000.00	990,000.00	1,163,600.00	96,966.67	96,966.67	96,966.67	96,966.67	96,966.67	96,966.67	96,966.67	96,966.67	96,966.67	96,966.67
140 Substitutes	19,800.00	23,760.00	27,720.00	31,680.00	2,640.00	2,640.00	2,640.00	2,640.00	2,640.00	2,640.00	2,640.00	2,640.00	2,640.00	2,640.00
200 Employee Benefits	145,376.00	178,524.00	224,496.00	290,900.00	24,241.67	24,241.67	24,241.67	24,241.67	24,241.67	24,241.67	24,241.67	24,241.67	24,241.67	24,241.67
annually for cost of living increase	0.00	26,778.60	33,674.40	43,635.00	3,636.25	3,636.25	3,636.25	3,636.25	3,636.25	3,636.25	3,636.25	3,636.25	3,636.25	3,636.25
<b>Total Salary Expenses</b>	<b>746,680.00</b>	<b>1,079,062.60</b>	<b>1,275,896.40</b>	<b>1,529,815.00</b>	<b>127,484.58</b>	<b>127,484.58</b>	<b>127,484.58</b>	<b>127,484.58</b>	<b>127,484.58</b>	<b>127,484.58</b>	<b>127,484.58</b>	<b>127,484.58</b>	<b>127,484.58</b>	<b>127,484.58</b>
Revenues minus Salary Expenses	181,137.23	341,325.30	417,564.80	571,057.69	47,588.14	47,588.14	47,588.14	47,588.14	47,588.14	47,588.14	47,588.14	47,588.14	47,588.14	47,588.14
<b>OBJECT</b>														
300 Purchased Services					0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
310 Professional and Technical Services		6,514.00	8,729.00	9,152.00	762.67	762.67	762.67	762.67	762.67	762.67	762.67	762.67	762.67	762.67
330 Travel	500.00	416.00	557.00	584.00	48.67	48.67	48.67	48.67	48.67	48.67	48.67	48.67	48.67	48.67
350 Repairs and Maintenance	1,500.00	3,663.00	4,579.00	5,147.00	428.92	428.92	428.92	428.92	428.92	428.92	428.92	428.92	428.92	428.92
360 Rentals	200,000.00	155,000.00	200,000.00	200,000.00	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67
370 Communications	1,000.00	1,500.00	2,000.00	2,500.00	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33
390 Other Purchased Services	3,000.00	3,267.00	4,378.00	4,590.00	382.50	382.50	382.50	382.50	382.50	382.50	382.50	382.50	382.50	382.50
500 Materials and Supplies					0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
510 Supplies	10,000.00	12,841.00	17,267.00	18,042.00	1,503.50	1,503.50	1,503.50	1,503.50	1,503.50	1,503.50	1,503.50	1,503.50	1,503.50	1,503.50
520 Textbooks	32,000.00	25,000.00	25,000.00	25,000.00	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33
530 Periodicals	1,000.00	156.00	209.00	219.00	18.25	18.25	18.25	18.25	18.25	18.25	18.25	18.25	18.25	18.25
590 Other Materials and Supplies (transportation)	32,547.00	43,396.00	54,245.00	65,094.00	5,424.50	5,424.50	5,424.50	5,424.50	5,424.50	5,424.50	5,424.50	5,424.50	5,424.50	5,424.50
600 Capital Outlay					0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
610 Library Books	2,000.00	25,000.00	2,393.00	2,509.00	209.08	209.08	209.08	209.08	209.08	209.08	209.08	209.08	209.08	209.08
620 Audio-Visual Materials (non-consumable)	1,000.00	2,000.00	3,000.00	4,000.00	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33
621 Capitalized AV Materials	50,000.00	50,000.00	25,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
622 Noncapitalized AV Materials	50,000.00	50,000.00	701.00	735.00	61.25	61.25	61.25	61.25	61.25	61.25	61.25	61.25	61.25	61.25
630 Building and Equipment	100,000.00	59,000.00	15,000.00	150,000.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00
640 Furniture, Fixtures and Equipment	75,000.00	10,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
641 Capitalized Furniture, Fixtures and Equipment	50,000.00	15,000.00	15,000.00	15,000.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00
642 Noncapitalized Furniture, Fixtures and Equipment	25,000.00	2,872.00	3,848.00	4,035.00	336.25	336.25	336.25	336.25	336.25	336.25	336.25	336.25	336.25	336.25
643 Capitalized Computer Hardware	35,000.00	21,050.00	21,407.00	51,475.00	4,289.58	4,289.58	4,289.58	4,289.58	4,289.58	4,289.58	4,289.58	4,289.58	4,289.58	4,289.58
644 Noncapitalized Computer Hardware		81.00	109.00	114.00	9.50	9.50	9.50	9.50	9.50	9.50	9.50	9.50	9.50	9.50
651 Buses					0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
670 Improvements Other Than Buildings		20,000.00	15,000.00	15,000.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00
680 Remodeling and Renovations					0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
690 Computer Software	10,000.00	10,000.00	15,000.00	20,000.00	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67
691 Capitalized Software	5,000.00	10,000.00	10,000.00	10,000.00	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33
692 Noncapitalized Software		597.00	800.00	839.00	69.92	69.92	69.92	69.92	69.92	69.92	69.92	69.92	69.92	69.92
700 Other Expenses					0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
730 Dues and Fees		455.00	596.00	625.00	52.08	52.08	52.08	52.08	52.08	52.08	52.08	52.08	52.08	52.08
750 Other Personal Services	55,000.00	100,000.00	125,000.00	150,000.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00
<b>FUNCTION</b>														
6100 Pupil Personnel Services					0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6110 Attendance and Social Work	500.00	1,000.00	1,340.00	1,405.00	117.08	117.08	117.08	117.08	117.08	117.08	117.08	117.08	117.08	117.08
6120 Guidance Services	5,000.00	5,000.00	5,000.00	5,000.00	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67
6130 Health Services	750.00	1,00												

# CASH FLOW YEAR 4

Englewood SKY Academy  
Five Year Annual Financial Plan

May	June
144,666.67	144,666.67
1,708.33	1,708.33
6,544.03	6,544.03
0.00	0.00
28,976.53	28,976.53
7,738.19	7,738.19
133.75	133.75
54.58	54.58
35,829.58	35,829.58
12,500.00	12,500.00
2,083.33	2,083.33
5,666.67	5,666.67
245,901.67	245,901.67
12,295.08	12,295.08
0.00	0.00
7,318.75	7,318.75
226,287.83	226,287.83
0.00	0.00
96,966.67	96,966.67
2,640.00	2,640.00
24,241.67	24,241.67
3,636.25	3,636.25
127,484.58	127,484.58
47,588.14	47,588.14
0.00	0.00
0.00	0.00
762.67	762.67
48.67	48.67
428.92	428.92
16,666.67	16,666.67
208.33	208.33
382.50	382.50
0.00	0.00
1,503.50	1,503.50
2,083.33	2,083.33
18.25	18.25
5,424.50	5,424.50
0.00	0.00
209.08	209.08
333.33	333.33
0.00	0.00
61.25	61.25
12,500.00	12,500.00
0.00	0.00
1,250.00	1,250.00
336.25	336.25
4,289.58	4,289.58
9.50	9.50
0.00	0.00
1,250.00	1,250.00
0.00	0.00
1,666.67	1,666.67
833.33	833.33
69.92	69.92
0.00	0.00
52.08	52.08
12,500.00	12,500.00
0.00	0.00
0.00	0.00
117.08	117.08
416.67	416.67
117.08	117.08
1,686.00	1,686.00
117.08	117.08
2,916.67	2,916.67
2,083.33	2,083.33
416.67	416.67
20,833.33	20,833.33
68,258.92	68,258.92
127,484.58	127,484.58
195,743.50	195,743.50
226,287.83	226,287.83
5,252.17	5,252.17
4,458.83	4,458.83



LPT Year 2019-2025

Year	2015	2016	2017	2018	2019	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb
Enrollment Projection	200	300	350	375	375								
<b>REVENUE PROJECTIONS</b>													
Basic 4-8	1,077,000.00	1,450,000.00	1,612,000.00	1,736,000.00	1,736,000.00	144,666.67	144,666.67	144,666.67	144,666.67	144,666.67	144,666.67	144,666.67	144,666.67
ESE Guaranteed Allocation	20,500.00	20,500.00	20,500.00	20,500.00	20,500.00	1,708.33	1,708.33	1,708.33	1,708.33	1,708.33	1,708.33	1,708.33	1,708.33
Supplemental Academic Instruction	47,117.00	62,822.67	73,293.11	78,528.33	78,528.33	6,544.03	6,544.03	6,544.03	6,544.03	6,544.03	6,544.03	6,544.03	6,544.03
Discretionary Milage	15,271.00	20,361.33	23,754.89	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Referendum Milage Allocation	208,631.00	278,174.67	324,537.11	347,718.33	347,718.33	28,976.53	28,976.53	28,976.53	28,976.53	28,976.53	28,976.53	28,976.53	28,976.53
Transportation	55,715.00	74,286.67	86,667.78	92,858.33	92,858.33	7,738.19	7,738.19	7,738.19	7,738.19	7,738.19	7,738.19	7,738.19	7,738.19
Program Related Requirements(Safe Schools)	963.00	1,284.00	1,498.00	1,605.00	1,605.00	133.75	133.75	133.75	133.75	133.75	133.75	133.75	133.75
Discretionary Lottery	393.00	524.00	611.33	655.00	655.00	54.58	54.58	54.58	54.58	54.58	54.58	54.58	54.58
Classrooms for Kids	257,973.00	343,964.00	401,291.33	429,955.00	429,955.00	35,829.58	35,829.58	35,829.58	35,829.58	35,829.58	35,829.58	35,829.58	35,829.58
Capital Funds (after 3rd year)	0.00	0.00	0.00	150,000.00	150,000.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00
CSP Grant/ Grants Other	350,000.00	10,000.00	5,000.00	25,000.00	55,000.00	4,583.33	4,583.33	4,583.33	4,583.33	4,583.33	4,583.33	4,583.33	4,583.33
State Categorical Instr. Materials	40,800.00	54,400.00	63,466.67	68,000.00	68,000.00	5,666.67	5,666.67	5,666.67	5,666.67	5,666.67	5,666.67	5,666.67	5,666.67
<b>TOTAL PROJECTED</b>	<b>2,074,363.00</b>	<b>2,316,317.33</b>	<b>2,612,620.22</b>	<b>2,950,820.00</b>	<b>2,950,820.00</b>	<b>248,401.67</b>	<b>248,401.67</b>	<b>248,401.67</b>	<b>248,401.67</b>	<b>248,401.67</b>	<b>248,401.67</b>	<b>248,401.67</b>	<b>248,401.67</b>
Less District Five Percent Admin Fee	103,718.15	115,815.87	130,631.01	147,541.00	149,041.00	12,420.08	12,420.08	12,420.08	12,420.08	12,420.08	12,420.08	12,420.08	12,420.08
Less 5% for estimated enrollment shortfall						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
lines 4+5x(.05)=	28,000.00	73,525.00	81,625.00	87,825.00	87,825.00	7,318.75	7,318.75	7,318.75	7,318.75	7,318.75	7,318.75	7,318.75	7,318.75
<b>TOTAL</b>	<b>1,942,644.85</b>	<b>2,126,976.47</b>	<b>2,400,364.21</b>	<b>2,715,454.00</b>	<b>2,743,954.00</b>	<b>228,662.83</b>	<b>228,662.83</b>	<b>228,662.83</b>	<b>228,662.83</b>	<b>228,662.83</b>	<b>228,662.83</b>	<b>228,662.83</b>	<b>228,662.83</b>
<b>EXPENSES</b>													
100 Salaries	581,504.00	850,000.00	990,000.00	1,163,600.00	1,225,000.00	102,083.33	102,083.33	102,083.33	102,083.33	102,083.33	102,083.33	102,083.33	102,083.33
140 Substitutes	19,800.00	23,760.00	27,720.00	31,680.00	35,640.00	2,970.00	2,970.00	2,970.00	2,970.00	2,970.00	2,970.00	2,970.00	2,970.00
200 Employee Benefits	145,376.00	178,524.00	224,496.00	290,900.00	331,764.00	27,647.00	27,647.00	27,647.00	27,647.00	27,647.00	27,647.00	27,647.00	27,647.00
annually for cost of living increase	0.00	26,778.60	33,674.40	43,635.00	49,764.00	4,147.05	4,147.05	4,147.05	4,147.05	4,147.05	4,147.05	4,147.05	4,147.05
<b>Total Salary Expenses</b>	<b>746,680.00</b>	<b>1,079,062.60</b>	<b>1,275,890.40</b>	<b>1,529,815.00</b>	<b>1,642,168.00</b>	<b>136,847.38</b>	<b>136,847.38</b>	<b>136,847.38</b>	<b>136,847.38</b>	<b>136,847.38</b>	<b>136,847.38</b>	<b>136,847.38</b>	<b>136,847.38</b>
<b>Revenues minus Salary Expenses</b>	<b>181,137.23</b>	<b>341,325.30</b>	<b>417,564.60</b>	<b>571,057.69</b>	<b>720,844.33</b>	<b>60,070.36</b>	<b>60,070.36</b>	<b>60,070.36</b>	<b>60,070.36</b>	<b>60,070.36</b>	<b>60,070.36</b>	<b>60,070.36</b>	<b>60,070.36</b>
<b>OBJECT</b>													
300 Purchased Services						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
310 Professional and Technical Services		6,514.00	8,729.00	9,152.00	9,771.00	814.25	814.25	814.25	814.25	814.25	814.25	814.25	814.25
330 Travel	500.00	416.00	557.00	584.00	624.00	52.00	52.00	52.00	52.00	52.00	52.00	52.00	52.00
350 Repairs and Maintenance	1,500.00	3,663.00	4,579.00	5,147.00	5,495.00	457.92	457.92	457.92	457.92	457.92	457.92	457.92	457.92
360 Rentals	200,000.00	155,000.00	200,000.00	200,000.00	200,000.00	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67
370 Communications	1,000.00	1,500.00	2,000.00	2,500.00	3,000.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00
390 Other Purchased Services	3,000.00	3,267.00	4,378.00	4,590.00	4,901.00	408.42	408.42	408.42	408.42	408.42	408.42	408.42	408.42
<b>500 Materials and Supplies</b>													
510 Supplies	10,000.00	12,841.00	17,267.00	18,042.00	19,262.00	1,605.17	1,605.17	1,605.17	1,605.17	1,605.17	1,605.17	1,605.17	1,605.17
520 Textbooks	32,000.00	25,000.00	25,000.00	25,000.00	20,000.00	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67
530 Periodicals	1,000.00	156.00	209.00	219.00	234.00	19.50	19.50	19.50	19.50	19.50	19.50	19.50	19.50
590 Other Materials and Supplies (transportation)	32,547.00	43,396.00	54,245.00	65,094.00	50,000.00	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67
<b>600 Capital Outlay</b>													
610 Library Books	2,000.00	25,000.00	2,393.00	2,509.00	2,679.00	223.25	223.25	223.25	223.25	223.25	223.25	223.25	223.25
620 Audio-Visual Materials (non-consumable)	1,000.00	2,000.00	3,000.00	4,000.00	4,500.00	375.00	375.00	375.00	375.00	375.00	375.00	375.00	375.00
621 Capitalized AV Materials	50,000.00	50,000.00	25,000.00			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
622 Noncapitalized AV Materials	50,000.00	50,000.00	701.00	735.00	785.00	65.42	65.42	65.42	65.42	65.42	65.42	65.42	65.42
630 Building and Equipment	100,000.00	59,000.00	15,000.00	15,000.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
640 Furniture, Fixtures and Equipment	75,000.00	10,000.00				0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
641 Capitalized Furniture, Fixtures and Equipment	50,000.00	15,000.00	15,000.00	15,000.00	15,000.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00
642 Noncapitalized Furniture, Fixtures and Equipment	25,000.00	2,872.00	3,848.00	4,035.00	4,308.00	359.00	359.00	359.00	359.00	359.00	359.00	359.00	359.00
643 Capitalized Computer Hardware	35,000.00	21,050.00	21,407.00	51,475.00	50,000.00	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67
644 Noncapitalized Computer Hardware		81.00	109.00	114.00	122.00	10.17	10.17	10.17	10.17	10.17	10.17	10.17	10.17
651 Buses						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
670 Improvements Other Than Buildings		20,000.00	15,000.00	15,000.00	15,000.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00
680 Remodeling and Renovations						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
690 Computer Software	10,000.00	10,000.00	15,000.00	20,000.00	20,000.00	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67
691 Capitalized Software	5,000.00	10,000.00	10,000.00	10,000.00	15,000.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00
692 Noncapitalized Software		597.00	800.00	839.00	896.00	74.67	74.67	74.67	74.67	74.67	74.67	74.67	74.67
700 Other Expenses						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
730 Dues and Fees		455.00	596.00	625.00	668.00	55.67	55.67	55.67	55.67	55.67	55.67	55.67	55.67
750 Other Personal Services	55,000.00	100,000.00	125,000.00	150,000.00	150,000.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00
<b>FUNCTION</b>													
6100 Pupil Personnel Services						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6110 Attendance and Social Work	500.00	1,000.00	1,340.00	1,405.00	1,500.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00
6120 Guidance Services	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67
6130 Health Services	750.00	1,000.00	1,340.00	1,405.00	1,500.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00
6140 Psychological Services	5,000.00	14,400.00	19,296.00	20,232.00	21,600.00	1,800.00	1,800.00	1,800.00	1,800.00	1,800.00	1,800.00	1,800.00	1,800.00
6150 Parent Involvement	500.00	1,000.00	1,340.00	1,405.00	1,500.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00
6190 Other Pupil Personnel Services	21,000.00	25,000.00	30,000.00	35,000.00	40,000.00	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33
7500 Fiscal Services	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33
7600 Food Services	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	416.67	416.67	416.67	416.67	416.6			

CASH Flow Yr 5

Englewood SKY Academy  
Five Year Annual Financial Plan

March	April	May	June
144,666.67	144,666.67	144,666.67	144,666.67
1,708.33	1,708.33	1,708.33	1,708.33
6,544.03	6,544.03	6,544.03	6,544.03
0.00	0.00	0.00	0.00
28,976.53	28,976.53	28,976.53	28,976.53
7,738.19	7,738.19	7,738.19	7,738.19
133.75	133.75	133.75	133.75
54.58	54.58	54.58	54.58
35,829.58	35,829.58	35,829.58	35,829.58
12,500.00	12,500.00	12,500.00	12,500.00
4,583.33	4,583.33	4,583.33	4,583.33
5,666.67	5,666.67	5,666.67	5,666.67
248,401.67	248,401.67	248,401.67	248,401.67
12,420.08	12,420.08	12,420.08	12,420.08
0.00	0.00	0.00	0.00
7,318.75	7,318.75	7,318.75	7,318.75
228,662.83	228,662.83	228,662.83	228,662.83
0.00	0.00	0.00	0.00
102,083.33	102,083.33	102,083.33	102,083.33
2,970.00	2,970.00	2,970.00	2,970.00
27,647.00	27,647.00	27,647.00	27,647.00
4,147.05	4,147.05	4,147.05	4,147.05
136,847.38	136,847.38	136,847.38	136,847.38
60,070.36	60,070.36	60,070.36	60,070.36
0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00
814.25	814.25	814.25	814.25
52.00	52.00	52.00	52.00
457.92	457.92	457.92	457.92
16,666.67	16,666.67	16,666.67	16,666.67
250.00	250.00	250.00	250.00
408.42	408.42	408.42	408.42
0.00	0.00	0.00	0.00
1,605.17	1,605.17	1,605.17	1,605.17
1,666.67	1,666.67	1,666.67	1,666.67
19.56	19.50	19.50	19.50
4,166.67	4,166.67	4,166.67	4,166.67
0.00	0.00	0.00	0.00
223.25	223.25	223.25	223.25
375.00	375.00	375.00	375.00
0.00	0.00	0.00	0.00
65.42	65.42	65.42	65.42
0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00
1,250.00	1,250.00	1,250.00	1,250.00
359.00	359.00	359.00	359.00
4,166.67	4,166.67	4,166.67	4,166.67
10.17	10.17	10.17	10.17
0.00	0.00	0.00	0.00
1,250.00	1,250.00	1,250.00	1,250.00
0.00	0.00	0.00	0.00
1,666.67	1,666.67	1,666.67	1,666.67
1,250.00	1,250.00	1,250.00	1,250.00
74.67	74.67	74.67	74.67
0.00	0.00	0.00	0.00
55.67	55.67	55.67	55.67
12,500.00	12,500.00	12,500.00	12,500.00
0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00
125.00	125.00	125.00	125.00
416.67	416.67	416.67	416.67
125.00	125.00	125.00	125.00
1,800.00	1,800.00	1,800.00	1,800.00
125.00	125.00	125.00	125.00
3,333.33	3,333.33	3,333.33	3,333.33
2,083.33	2,083.33	2,083.33	2,083.33
416.67	416.67	416.67	416.67
29,166.67	29,166.67	29,166.67	29,166.67
55,278.75	55,278.75	55,278.75	55,278.75
136,847.38	136,847.38	136,847.38	136,847.38
192,126.13	192,126.13	192,126.13	192,126.13
228,662.83	228,662.83	228,662.83	228,662.83
6,162.67	6,162.67	6,162.67	6,162.67
1,207.37	1,207.37	1,207.37	1,207.37



A	B	C	D	E	F	G	H	I	J	K	L	M
	2014 JUL Actual	2014 AUG Actual	2014 SEP Actual	2014 OCT Actual	2014 NOV Actual	2014 DEC Actual	2015 JAN Actual	2015 FEB Actual	2015 MAR Budget	2015 APR Budget	2015 MAY Budget	2015 JUN Budget
	Ven AS/SKY	Ven gym	Cafeteria	Ven Gymn	SKY Eng,	SKY Eng,	SKY Eng, Ven	Bldg imprv.	Fitness Eqpt	Fitness Eqpt	Fitness Eqpt	No more
Cash flows from:												
<b>Englewood SKY</b>							(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)
Capital gifts								13,814	10,000	10,000	10,000	
Additional anticipated revenue, unbudgeted												
Increase in net assets	(15,886)	(217,337)	74,943	29,777	9,031	137,857	313,960	113,596	85,000	62,000	10,000	(45,000)
Other activities providing cash flow:												
Depreciation and amortization	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583
Redemptions (purchases) of CD's, Repo's	0	0	(72)	0	0	0	103,284	(498,526)				
(Increase) decrease in Foundation Investmt.	0	5,769	(566)	0	0	(27,442)	(30,000)	0				
Decrease (increase) in accounts receivable	101,628	(87,017)	(93,732)	18,748	(35,904)	33,095	6,028	(26,997)				
Decrease (increase) in grants receivable	(17,416)	47,160	58,756	14,676	(80,801)	(79,416)	41,771	(18,437)				
Decrease (increase) in pledges receivable	(45,487)	(44,203)	(15,145)	39,896	199,896	62,970	(518,085)	517,906				
Decrease (increase) in Inventory	0	0	(13,574)	0	0	0	0	0				
Decrease (increase) in prepaid expenses	(5,131)	(96,002)	11,095	11,487	10,443	11,326	11,333	30,868				
Decrease (increase) in interco. receivables	140,428	(27,512)	104,427	(37,175)	84,244	67,895	(191,205)	(136,351)				
Increase (decrease) in accounts payable	241,698	(13,763)	(15,380)	(29)	38,937	15,045	(90,684)	138,549				
Increase (decrease) in accrued payments	(70,507)	56,798	(31,800)	(1,413)	17,459	(961)	(15,827)	16,199				
Decrease (increase) in interco. payables	(136,710)	34,702	(107,268)	30,358	(84,244)	(67,895)	191,204	136,351				
Increase (decrease) in prepaid memberships	(611)	89,389	(18,466)	(9,250)	(17,442)	(18,000)	(37,724)	0				
Principal payments	(76,505)	(11,469)	(11,484)	(3,212)	(76,513)	(11,574)	(68,207)	(11,541)	(31,333)	(91,233)	(31,333)	(23,000)
Purchases ( ) of fixed assets and building	(20,000)	(10,000)	(5,000)	(21,000)	(30,000)	(30,000)	(20,000)	(15,000)	(21,000)	(21,000)	(21,000)	
Net increase (decrease) in cash and equivalents	168,084	(200,902)	9,317	145,446	107,689	165,483	(239,900)	324,681	106,917	24,017	31,917	(3,750)
Cash and equivalents, beginning of month	1,161,570	1,329,654	1,128,752	1,138,069	1,283,515	1,391,204	1,556,687	1,316,786	1,641,468	1,748,384	1,772,401	1,804,318
Cash and equivalents, end of month	1,329,654	1,128,752	1,138,069	1,283,515	1,391,204	1,556,687	1,316,786	1,641,468	1,748,384	1,772,401	1,804,318	1,800,568

**South County Family YMCA, Inc.  
Cash Flow Forecast  
FY 14-15  
Balance Sheets**

	2014 JUL Actual	2014 AUG Actual	2014 SEP Budget	2014 OCT Actual	2014 NOV Actual	2014 DEC Actual	2015 JAN Actual	2015 FEB Actual	2015 MAR Budget	2015 APR Budget	2015 MAY Budget	2015 JUN Budget
Cash	1,329,654	1,128,752	1,138,069	1,283,515	1,391,204	1,556,687	1,316,786	1,641,468	1,748,384	1,772,401	1,804,318	1,800,568
Certificates of Deposit, Repo's	1,115,071	1,115,071	1,115,143	1,115,143	1,115,143	1,115,143	1,011,859	1,510,386	1,510,386	1,510,386	1,510,386	1,510,386
Investments, YMCA Foundation	388,786	383,017	383,583	383,583	383,583	411,025	441,024	441,024	441,024	441,024	441,024	441,024
Accounts receivable	195,295	282,312	376,044	357,296	393,200	360,105	354,076	381,073	381,073	381,073	381,073	381,073
Grants Receivable	308,006	260,846	202,090	187,414	268,215	347,631	305,859	324,296	324,296	324,296	324,296	324,296
Pledges receivable	590,368	634,571	649,716	609,820	409,924	346,954	865,038	347,132	347,132	347,132	347,132	347,132
Inventory	48,117	48,117	61,691	61,691	61,691	61,691	61,691	61,691	61,691	61,691	61,691	61,691
Prepaid expenses and deposits	378,593	474,595	463,500	452,013	441,570	430,244	418,911	388,044	388,044	388,044	388,044	388,044
Intercompany receivables	(132,116)	(104,604)	(209,031)	(171,856)	(256,100)	(323,995)	(132,790)	3,561	3,561	3,561	3,561	3,561
Fixed assets	23,484,435	23,421,852	23,354,269	23,302,686	23,260,103	23,217,520	23,164,937	23,107,354	23,055,771	23,004,188	22,952,605	22,880,022
Total assets	27,706,207	27,644,527	27,535,072	27,581,303	27,468,531	27,523,003	27,807,393	28,206,029	28,261,363	28,233,797	28,214,130	28,137,797
Accounts payable	584,308	570,545	555,165	555,136	594,073	609,118	518,434	656,984	656,984	656,984	656,984	656,984
Accrued payments	305,264	362,062	330,262	328,849	346,308	345,347	329,520	345,720	345,720	345,720	345,720	345,720
Intercompany payables	(128,399)	(93,697)	(200,965)	(170,607)	(254,851)	(322,746)	(131,541)	4,810	4,810	4,810	4,810	4,810
Prepaid memberships	255,073	344,462	325,996	316,746	299,304	281,304	243,581	243,581	243,581	243,581	243,581	243,581
Long term debt	6,579,698	6,568,229	6,556,745	6,553,533	6,477,020	6,465,446	6,397,238	6,385,697	6,354,364	6,263,131	6,231,797	6,208,797
Total liabilities	7,595,945	7,751,602	7,567,204	7,583,658	7,461,855	7,378,470	7,357,232	7,636,791	7,605,458	7,514,225	7,482,891	7,459,891
Suspense	0	0	0	0	0	0	0	0	0	0	0	0
Fund balance	20,110,263	19,892,926	19,967,869	19,997,646	20,006,677	20,144,534	20,450,161	20,569,238	20,655,905	20,719,572	20,731,239	20,677,906
Total liabilities and fund balance	27,706,208	27,644,528	27,535,073	27,581,304	27,468,532	27,523,004	27,807,393	28,206,029	28,261,363	28,233,797	28,214,130	28,137,797

A	B Actual Ven AS/SKY	C Actual Ven gym	D Actual Cafeteria	E Actual Ven Gymn	F Actual SKY Eng,	G Actual SKY Eng,	H Actual SKY Eng, Ven	I Actual Bldg imprv.	J Budget Fitness Eqpt	K Budget Fitness Eqpt	L Budget Fitness Eqpt	M Budget No more
Cash flows from:												
<b>Englewood SKY</b>	146,833	15,682	15,682	15,682	15,682	15,682	15,682	15,682	15,682	15,682	15,682	15,682
Capital gifts								13,814	10,000	10,000	10,000	
Additional anticipated revenue, unbudgeted												
Increase in net assets	(15,886)	(217,337)	74,943	29,777	9,031	137,857	313,960	113,596	85,000	62,000	10,000	(45,000)
Other activities providing cash flow:												
Depreciation and amortization	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583
Redemptions (purchases) of CD's, Repo's	0	0	(72)	0	0	0	103,284	(498,526)				
(Increase) decrease in Foundation Investmt.	0	5,769	(566)	0	0	(27,442)	(30,000)	0				
Decrease (increase) in accounts receivable	101,628	(87,017)	(93,732)	18,748	(35,904)	33,095	6,028	(26,997)				
Decrease (increase) in grants receivable	(17,416)	47,160	58,756	14,676	(80,801)	(79,416)	41,771	(18,437)				
Decrease (increase) in pledges receivable	(45,487)	(44,203)	(15,145)	39,896	199,896	62,970	(518,085)	517,906				
Decrease (increase) in Inventory	0	0	(13,574)	0	0	0	0	0				
Decrease (increase) in prepaid expenses	(5,131)	(96,002)	11,095	11,487	10,443	11,326	11,333	30,868				
Decrease (increase) in interco. receivables	140,428	(27,512)	104,427	(37,175)	84,244	67,895	(191,205)	(136,351)				
Increase (decrease) in accounts payable	241,698	(13,763)	(15,380)	(29)	38,937	15,045	(90,684)	138,549				
Increase (decrease) in accrued payments	(70,507)	56,798	(31,800)	(1,413)	17,459	(961)	(15,827)	16,199				
Decrease (increase) in interco. payables	(136,710)	34,702	(107,268)	30,358	(84,244)	(67,895)	191,204	136,351				
Increase (decrease) in prepaid memberships	(611)	89,389	(18,466)	(9,250)	(17,442)	(18,000)	(37,724)	0				
Principal payments	(76,505)	(11,469)	(11,484)	(3,212)	(76,513)	(11,574)	(68,207)	(11,541)	(31,333)	(91,233)	(31,333)	(23,000)
Purchases ( ) of fixed assets and building	(20,000)	(10,000)	(5,000)	(21,000)	(30,000)	(30,000)	(20,000)	(15,000)	(21,000)	(21,000)	(21,000)	
Net increase (decrease) in cash and equivalents	314,917	(185,220)	24,999	161,128	123,371	181,165	(215,885)	348,696	130,932	48,032	55,932	20,265
Cash and equivalents, beginning of month	1,800,568	2,115,484	1,930,264	1,955,263	2,116,391	2,239,762	2,420,927	2,205,042	2,553,738	2,684,670	2,732,702	2,788,633
Cash and equivalents, end of month	2,115,484	1,930,264	1,955,263	2,116,391	2,239,762	2,420,927	2,205,042	2,553,738	2,684,670	2,732,702	2,788,633	2,808,898

**South County Family YMCA, Inc.  
Cash Flow Forecast  
FY 14-15  
Balance Sheets**

	2015 JUL Actual	2015 AUG Actual	2015 SEP Budget	2015 OCT Actual	2015 NOV Actual	2015 DEC Actual	2016 JAN Actual	2016 FEB Actual	2016 MAR Budget	2016 APR Budget	2016 MAY Budget	2016 JUN Budget
Cash	2,115,484	1,930,264	1,955,263	2,116,391	2,239,762	2,420,927	2,205,042	2,553,738	2,684,670	2,732,702	2,788,633	2,808,898
Certificates of Deposit, Repo's	1,510,386	1,510,386	1,510,458	1,510,458	1,510,458	1,510,458	1,407,174	1,905,700	1,905,700	1,905,700	1,905,700	1,905,700
Investments, YMCA Foundation	441,024	435,255	435,821	435,821	435,821	463,263	493,263	493,263	493,263	493,263	493,263	493,263
Accounts receivable	279,445	366,462	460,194	441,446	477,350	444,255	438,227	465,224	465,224	465,224	465,224	465,224
Grants Receivable	341,712	294,552	235,796	221,120	301,921	381,337	339,566	358,003	358,003	358,003	358,003	358,003
Pledges receivable	392,619	436,822	451,967	412,071	212,175	149,205	667,290	149,384	149,384	149,384	149,384	149,384
Inventory	61,691	61,691	75,265	75,265	75,265	75,265	75,265	75,265	75,265	75,265	75,265	75,265
Prepaid expenses and deposits	393,175	489,177	478,082	466,595	456,152	444,826	433,493	402,625	402,625	402,625	402,625	402,625
Intercompany receivables	(136,867)	(109,355)	(213,782)	(176,607)	(260,851)	(328,746)	(137,541)	(1,190)	(1,190)	(1,190)	(1,190)	(1,190)
Fixed assets	22,827,439	22,764,856	22,697,273	22,645,690	22,603,107	22,560,524	22,507,941	22,450,358	22,398,775	22,347,192	22,295,609	22,223,026
Total assets	28,226,109	28,180,111	28,086,338	28,148,251	28,051,161	28,121,315	28,429,719	28,852,370	28,931,719	28,928,168	28,932,516	28,880,198
Accounts payable	898,682	884,919	869,539	869,510	908,447	923,492	832,808	971,357	971,357	971,357	971,357	971,357
Accrued payments	275,213	332,011	300,211	298,798	316,257	315,296	299,469	315,668	315,668	315,668	315,668	315,668
Intercompany payables	(131,900)	(97,198)	(204,466)	(174,108)	(258,352)	(326,247)	(135,043)	1,308	1,308	1,308	1,308	1,308
Prepaid memberships	242,970	332,359	313,893	304,643	287,201	269,201	231,477	231,477	231,477	231,477	231,477	231,477
Long term debt	6,132,292	6,120,823	6,109,339	6,106,127	6,029,614	6,018,040	5,949,833	5,938,292	5,906,958	5,815,725	5,784,392	5,761,392
Total liabilities	7,417,256	7,572,913	7,388,515	7,404,969	7,283,166	7,199,781	7,178,544	7,458,103	7,426,770	7,335,537	7,304,203	7,281,203
Suspense	0	0	0	0	0	0	0	0	0	0	0	0
Fund balance	20,808,853	20,607,198	20,697,823	20,743,282	20,767,995	20,921,534	21,251,176	21,394,268	21,504,950	21,592,632	21,628,314	21,598,996
Total liabilities and fund balance	28,226,109	28,180,111	28,086,338	28,148,251	28,051,161	28,121,315	28,429,720	28,852,371	28,931,720	28,928,168	28,932,517	28,880,199

*Y CASH FLOW - 2*

A	B	C	D	E	F	G	H	I	J	K	L	M
	2016 JUL Actual	2016 AUG Actual	2016 SEP Actual	2016 OCT Actual	2016 NOV Actual	2016 DEC Actual	2017 JAN Actual	2017 FEB Actual	2017 MAR Budget	2017 APR Budget	2017 MAY Budget	2017 JUN Budget
	Ven AS/SKY	Ven gym	Cafeteria	Ven Gymn	SKY Eng,	SKY Eng,	SKY Eng, Ven	Bldg imprv.	Fitness Eqpt	Fitness Eqpt	Fitness Eqpt	No more
Cash flows from:												
<b>Englewood SKY</b>	24,392	24,392	24,392	24,392	24,392	24,392	24,392	24,392	24,392	24,392	24,392	24,392
Capital gifts									10,000	10,000	10,000	
Additional anticipated revenue, unbudgeted								13,814				
Increase in net assets	(15,886)	(217,337)	74,943	29,777	9,031	137,857	313,960	113,596	85,000	62,000	10,000	(45,000)
Other activities providing cash flow:												
Depreciation and amortization	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583
Redemptions (purchases) of CD's, Repo's	0	0	(72)	0	0	0	103,284	(498,526)				
(Increase) decrease in Foundation Investmt.	0	5,769	(566)	0	0	(27,442)	(30,000)	0				
Decrease (increase) in accounts receivable	101,628	(87,017)	(93,732)	18,748	(35,904)	33,095	6,028	(26,997)				
Decrease (increase) in grants receivable	(17,416)	47,160	58,756	14,676	(80,801)	(79,416)	41,771	(18,437)				
Decrease (increase) in pledges receivable	(45,487)	(44,203)	(15,145)	39,896	199,896	62,970	(518,085)	517,906				
Decrease (increase) in Inventory	0	0	(13,574)	0	0	0	0	0				
Decrease (increase) in prepaid expenses	(5,131)	(96,002)	11,095	11,487	10,443	11,326	11,333	30,868				
Decrease (increase) in interco. receivables	140,428	(27,512)	104,427	(37,175)	84,244	67,895	(191,205)	(136,351)				
Increase (decrease) in accounts payable	241,698	(13,763)	(15,380)	(29)	38,937	15,045	(90,684)	138,549				
Increase (decrease) in accrued payments	(70,507)	56,798	(31,800)	(1,413)	17,459	(961)	(15,827)	16,199				
Decrease (increase) in interco. payables	(136,710)	34,702	(107,268)	30,358	(84,244)	(67,895)	191,204	136,351				
Increase (decrease) in prepaid memberships	(611)	89,389	(18,466)	(9,250)	(17,442)	(18,000)	(37,724)	0				
Principal payments	(76,505)	(11,469)	(11,484)	(3,212)	(76,513)	(11,574)	(68,207)	(11,541)	(31,333)	(91,233)	(31,333)	(23,000)
Purchases ( ) of fixed assets and building	(20,000)	(10,000)	(5,000)	(21,000)	(30,000)	(30,000)	(20,000)	(15,000)	(21,000)	(21,000)	(21,000)	
Net increase (decrease) in cash and equivalents	192,476	(176,510)	33,709	169,838	132,081	189,875	(207,175)	357,406	139,642	56,742	64,642	28,975
Cash and equivalents, beginning of month	2,808,898	3,001,374	2,824,864	2,858,573	3,028,411	3,160,492	3,350,367	3,143,192	3,500,598	3,640,240	3,696,981	3,761,623
Cash and equivalents, end of month	3,001,374	2,824,864	2,858,573	3,028,411	3,160,492	3,350,367	3,143,192	3,500,598	3,640,240	3,696,981	3,761,623	3,790,598

**South County Family YMCA, Inc.**

**Cash Flow Forecast**

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**Balance Sheets**

	2016 JUL Actual	2016 AUG Actual	2016 SEP Budget	2016 OCT Actual	2016 NOV Actual	2016 DEC Actual	2017 JAN Actual	2017 FEB Actual	2017 MAR Budget	2017 APR Budget	2017 MAY Budget	2017 JUN Budget
Cash	3,001,374	2,824,864	2,858,573	3,028,411	3,160,492	3,350,367	3,143,192	3,500,598	3,640,240	3,696,981	3,761,623	3,790,598
Certificates of Deposit, Repo's	2,808,898	2,808,898	2,808,970	2,808,970	2,808,970	2,808,970	2,705,687	3,204,213	3,204,213	3,204,213	3,204,213	3,204,213
Investments, YMCA Foundation	493,263	487,494	488,060	488,060	488,060	515,502	545,501	545,501	545,501	545,501	545,501	545,501
Accounts receivable	363,596	450,613	544,345	525,597	561,501	528,406	522,378	549,374	549,374	549,374	549,374	549,374
Grants Receivable	375,419	328,259	269,503	254,827	335,628	415,044	373,272	391,709	391,709	391,709	391,709	391,709
Pledges receivable	194,871	239,074	254,219	214,323	14,427	(48,543)	469,541	(48,365)	(48,365)	(48,365)	(48,365)	(48,365)
Inventory	75,265	75,265	88,839	88,839	88,839	88,839	88,839	88,839	88,839	88,839	88,839	88,839
Prepaid expenses and deposits	407,756	503,758	492,663	481,176	470,733	459,407	448,075	417,207	417,207	417,207	417,207	417,207
Intercompany receivables	(141,618)	(114,106)	(218,533)	(181,358)	(265,602)	(333,497)	(142,292)	(5,941)	(5,941)	(5,941)	(5,941)	(5,941)
Fixed assets	22,170,443	22,107,860	22,040,277	21,988,694	21,946,111	21,903,528	21,850,945	21,793,362	21,741,779	21,690,196	21,638,613	21,566,030
Total assets	29,749,267	29,711,979	29,626,916	29,697,539	29,609,159	29,688,023	30,005,138	30,436,499	30,524,558	30,529,716	30,542,775	30,499,167
Accounts payable	1,213,055	1,199,292	1,183,912	1,183,883	1,222,820	1,237,865	1,147,182	1,285,731	1,285,731	1,285,731	1,285,731	1,285,731
Accrued payments	245,161	301,959	270,159	268,746	286,205	285,244	269,417	285,617	285,617	285,617	285,617	285,617
Intercompany payables	(135,402)	(100,700)	(207,968)	(177,610)	(261,854)	(329,749)	(138,545)	(2,193)	(2,193)	(2,193)	(2,193)	(2,193)
Prepaid memberships	230,866	320,255	301,789	292,539	275,097	257,097	219,374	219,374	219,374	219,374	219,374	219,374
Long term debt	5,684,887	5,673,418	5,661,934	5,658,722	5,582,209	5,570,635	5,502,427	5,490,886	5,459,553	5,368,320	5,336,986	5,313,986
Total liabilities	7,238,568	7,394,225	7,209,827	7,226,281	7,104,478	7,021,093	6,999,856	7,279,415	7,248,082	7,156,848	7,125,515	7,102,515
Suspense	0	0	0	0	0	0	0	0	0	0	0	0
Fund balance	21,607,501	21,414,556	21,513,891	21,568,060	21,601,483	21,763,732	22,102,084	22,253,886	22,373,278	22,469,670	22,514,062	22,493,454
Total liabilities and fund balance	28,846,070	28,808,782	28,723,719	28,794,342	28,705,962	28,784,826	29,101,940	29,533,301	29,621,360	29,626,519	29,639,577	29,595,969

A	B	C	D	E	F	G	H	I	J	K	L	M
	2017 JUL Actual	2017 AUG Actual	2017 SEP Actual	2017 OCT Actual	2017 NOV Actual	2017 DEC Actual	2018 JAN Actual	2018 FEB Actual	2018 MAR Budget	2018 APR Budget	2018 MAY Budget	2018 JUN Budget
	Ven AS/SKY	Ven gym	Cafeteria	Ven Gymn	SKY Eng,	SKY Eng,	SKY Eng, Ven	Bldg imprv.	Fitness Eqpt	Fitness Eqpt	Fitness Eqpt	No more
Cash flows from: <b>Englewood SKY</b>	24,392	24,392	24,392	29,024	29,024	29,024	29,024	29,024	29,024	29,024	29,024	29,024
Capital gifts									10,000	10,000	10,000	
Additional anticipated revenue, unbudgeted								13,814				
Increase in net assets	(15,886)	(217,337)	74,943	29,777	9,031	137,857	313,960	113,596	85,000	62,000	10,000	(45,000)
Other activities providing cash flow:												
Depreciation and amortization	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583
Redemptions (purchases) of CD's, Repo's	0	0	(72)	0	0	0	103,284	(498,526)				
(Increase) decrease in Foundation Investmt.	0	5,769	(566)	0	0	(27,442)	(30,000)	0				
Decrease (increase) in accounts receivable	101,628	(87,017)	(93,732)	18,748	(35,904)	33,095	6,028	(26,997)				
Decrease (increase) in grants receivable	(17,416)	47,160	58,756	14,676	(80,801)	(79,416)	41,771	(18,437)				
Decrease (increase) in pledges receivable	(45,487)	(44,203)	(15,145)	39,896	199,896	62,970	(518,085)	517,906				
Decrease (increase) in Inventory	0	0	(13,574)	0	0	0	0	0				
Decrease (increase) in prepaid expenses	(5,131)	(96,002)	11,095	11,487	10,443	11,326	11,333	30,868				
Decrease (increase) in interco. receivables	140,428	(27,512)	104,427	(37,175)	84,244	67,895	(191,205)	(136,351)				
Increase (decrease) in accounts payable	241,698	(13,763)	(15,380)	(29)	38,937	15,045	(90,684)	138,549				
Increase (decrease) in accrued payments	(70,507)	56,798	(31,800)	(1,413)	17,459	(961)	(15,827)	16,199				
Decrease (increase) in interco. payables	(136,710)	34,702	(107,268)	30,358	(84,244)	(67,895)	191,204	136,351				
Increase (decrease) in prepaid memberships	(611)	89,389	(18,466)	(9,250)	(17,442)	(18,000)	(37,724)	0				
Principal payments	(76,505)	(11,469)	(11,484)	(3,212)	(76,513)	(11,574)	(68,207)	(11,541)	(31,333)	(91,233)	(31,333)	(23,000)
Purchases ( ) of fixed assets and building	(20,000)	(10,000)	(5,000)	(21,000)	(30,000)	(30,000)	(20,000)	(15,000)	(21,000)	(21,000)	(21,000)	
Net increase (decrease) in cash and equivalents	192,476	(176,510)	33,709	174,470	136,713	194,507	(202,543)	362,038	144,274	61,374	69,274	33,607
Cash and equivalents, beginning of month	3,790,598	3,983,074	3,806,564	3,840,273	4,014,743	4,151,456	4,345,963	4,143,419	4,505,458	4,649,731	4,711,105	4,780,379
Cash and equivalents, end of month	3,983,074	3,806,564	3,840,273	4,014,743	4,151,456	4,345,963	4,143,419	4,505,458	4,649,731	4,711,105	4,780,379	4,813,986

**South County Family YMCA, Inc.**  
**Cash Flow Forecast**  
**FY 17-18**  
**Balance Sheets**

	2017 JUL Actual	2017 AUG Actual	2017 SEP Budget	2017 OCT Actual	2017 NOV Actual	2017 DEC Actual	2018 JAN Actual	2018 FEB Actual	2018 MAR Budget	2018 APR Budget	2018 MAY Budget	2018 JUN Budget
Cash	3,983,074	3,806,564	3,840,273	4,014,743	4,151,456	4,345,963	4,143,419	4,505,458	4,649,731	4,711,105	4,780,379	4,813,986
Certificates of Deposit, Repo's	3,204,213	3,204,213	3,204,285	3,204,285	3,204,285	3,204,285	3,101,001	3,599,528	3,599,528	3,599,528	3,599,528	3,599,528
Investments, YMCA Foundation	545,501	539,732	540,298	540,298	540,298	567,740	597,740	597,740	597,740	597,740	597,740	597,740
Accounts receivable	447,746	534,763	628,495	609,747	645,651	612,556	606,528	633,525	633,525	633,525	633,525	633,525
Grants Receivable	409,125	361,965	303,209	288,533	369,334	448,750	406,979	425,416	425,416	425,416	425,416	425,416
Pledges receivable	437,196	481,399	496,544	456,648	256,752	193,782	711,867	193,961	193,961	193,961	193,961	193,961
Inventory	88,839	88,839	102,413	102,413	102,413	102,413	102,413	102,413	102,413	102,413	102,413	102,413
Prepaid expenses and deposits	422,338	518,340	507,245	495,758	485,315	473,989	462,656	431,789	431,789	431,789	431,789	431,789
Intercompany receivables	(146,369)	(118,857)	(223,284)	(186,109)	(270,353)	(338,248)	(147,043)	(10,691)	(10,691)	(10,691)	(10,691)	(10,691)
Fixed assets	21,513,447	21,450,864	21,383,281	21,331,698	21,289,115	21,246,532	21,193,949	21,136,366	21,084,783	21,033,200	20,981,617	20,909,034
Total assets	30,905,112	30,867,824	30,782,761	30,858,016	30,774,268	30,857,764	31,179,511	31,615,504	31,708,194	31,717,985	31,735,676	31,696,700
Accounts payable	1,527,429	1,513,666	1,498,286	1,498,257	1,537,194	1,552,239	1,461,556	1,600,105	1,600,105	1,600,105	1,600,105	1,600,105
Accrued payments	215,110	271,908	240,108	238,695	256,154	255,193	239,366	255,565	255,565	255,565	255,565	255,565
Intercompany payables	(138,903)	(104,201)	(211,469)	(181,111)	(265,355)	(333,250)	(142,046)	(5,695)	(5,695)	(5,695)	(5,695)	(5,695)
Prepaid memberships	218,763	308,152	289,686	280,436	262,994	244,994	207,270	207,270	207,270	207,270	207,270	207,270
Long term debt	5,237,481	5,226,012	5,214,528	5,211,316	5,134,803	5,123,229	5,055,022	5,043,481	5,012,148	4,920,914	4,889,581	4,866,581
Total liabilities	7,059,880	7,215,537	7,031,139	7,047,593	6,925,790	6,842,405	6,821,168	7,100,727	7,069,393	6,978,160	6,946,827	6,923,827
Suspense	0	0	0	0	0	0	0	0	0	0	0	0
Fund balance	22,501,960	22,309,015	22,408,350	22,467,151	22,505,206	22,672,087	23,015,071	23,171,505	23,295,529	23,396,553	23,445,577	23,429,601
Total liabilities and fund balance	29,561,840	29,524,552	29,439,489	29,514,744	29,430,996	29,514,492	29,836,239	30,272,232	30,364,922	30,374,713	30,392,404	30,353,428

A	B	C	D	E	F	G	H	I	J	K	L	M
	2018 JUL Actual	2018 AUG Actual	2018 SEP Actual	2018 OCT Actual	2018 NOV Actual	2018 DEC Actual	2019 JAN Actual	2019 FEB Actual	2019 MAR Budget	2019 APR Budget	2019 MAY Budget	2019 JUN Budget
	Ven AS/SKY	Ven gym	Cafeteria	Ven Gymn	SKY Eng,	SKY Eng,	SKY Eng, Ven	Bldg imprv.	Fitness Eqpt	Fitness Eqpt	Fitness Eqpt	No more
Cash flows from:												
<b>Englewood SKY</b>	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458
Capital gifts									10,000	10,000	10,000	
								13,814				
Additional anticipated revenue, unbudgeted												
Increase in net assets	(15,886)	(217,337)	74,943	29,777	9,031	137,857	313,960	113,596	85,000	62,000	10,000	(45,000)
Other activities providing cash flow:												
Depreciation and amortization	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583
Redemptions (purchases) of CD's, Repo's	0	0	(72)	0	0	0	103,284	(498,526)				
(Increase) decrease in Foundation Investmt.	0	5,769	(566)	0	0	(27,442)	(30,000)	0				
Decrease (increase) in accounts receivable	101,628	(87,017)	(93,732)	18,748	(35,904)	33,095	6,028	(26,997)				
Decrease (increase) in grants receivable	(17,416)	47,160	58,756	14,676	(80,801)	(79,416)	41,771	(18,437)				
Decrease (increase) in pledges receivable	(45,487)	(44,203)	(15,145)	39,896	199,896	62,970	(518,085)	517,906				
Decrease (increase) in Inventory	0	0	(13,574)	0	0	0	0	0				
Decrease (increase) in prepaid expenses	(5,131)	(96,002)	11,095	11,487	10,443	11,326	11,333	30,868				
Decrease (increase) in interco. receivables	140,428	(27,512)	104,427	(37,175)	84,244	67,895	(191,205)	(136,351)				
Increase (decrease) in accounts payable	241,698	(13,763)	(15,380)	(29)	38,937	15,045	(90,684)	138,549				
Increase (decrease) in accrued payments	(70,507)	56,798	(31,800)	(1,413)	17,459	(961)	(15,827)	16,199				
Decrease (increase) in interco. payables	(136,710)	34,702	(107,268)	30,358	(84,244)	(67,895)	191,204	136,351				
Increase (decrease) in prepaid memberships	(611)	89,389	(18,466)	(9,250)	(17,442)	(18,000)	(37,724)	0				
Principal payments	(76,505)	(11,469)	(11,484)	(3,212)	(76,513)	(11,574)	(68,207)	(11,541)	(31,333)	(91,233)	(31,333)	(23,000)
Purchases ( ) of fixed assets and building	(20,000)	(10,000)	(5,000)	(21,000)	(30,000)	(30,000)	(20,000)	(15,000)	(21,000)	(21,000)	(21,000)	
Net increase (decrease) in cash and equivalents	172,542	(196,444)	13,775	149,904	112,147	169,941	(227,109)	337,472	119,708	36,808	44,708	9,041
Cash and equivalents, beginning of month	4,813,986	4,986,527	4,790,083	4,803,858	4,953,762	5,065,909	5,235,850	5,008,741	5,346,213	5,465,921	5,502,729	5,547,436
Cash and equivalents, end of month	4,986,527	4,790,083	4,803,858	4,953,762	5,065,909	5,235,850	5,008,741	5,346,213	5,465,921	5,502,729	5,547,436	5,556,477

**South County Family YMCA, Inc.**  
**Cash Flow Forecast**  
**FY 17-18**  
**Balance Sheets**

	2018 JUL Actual	2018 AUG Actual	2018 SEP Budget	2018 OCT Actual	2018 NOV Actual	2018 DEC Actual	2019 JAN Actual	2019 FEB Actual	2019 MAR Budget	2019 APR Budget	2019 MAY Budget	2019 JUN Budget
Cash	4,986,527	4,790,083	4,803,858	4,953,762	5,065,909	5,235,850	5,008,741	5,346,213	5,465,921	5,502,729	5,547,436	5,556,477
Certificates of Deposit, Repo's	4,813,986	4,813,986	4,814,058	4,814,058	4,814,058	4,814,058	4,710,774	5,209,300	5,209,300	5,209,300	5,209,300	5,209,300
Investments, YMCA Foundation	597,740	591,971	592,537	592,537	592,537	619,979	649,978	649,978	649,978	649,978	649,978	649,978
Accounts receivable	531,897	618,914	712,646	693,898	729,802	696,707	690,679	717,676	717,676	717,676	717,676	717,676
Grants Receivable	442,832	395,672	336,916	322,240	403,041	482,457	440,685	459,122	459,122	459,122	459,122	459,122
Pledges receivable	239,448	283,651	298,796	258,900	59,004	(3,966)	514,118	(3,788)	(3,788)	(3,788)	(3,788)	(3,788)
Inventory	102,413	102,413	115,987	115,987	115,987	115,987	115,987	115,987	115,987	115,987	115,987	115,987
Prepaid expenses and deposits	436,920	532,922	521,827	510,340	499,897	488,571	477,238	446,371	446,371	446,371	446,371	446,371
Intercompany receivables	(151,119)	(123,607)	(228,034)	(190,859)	(275,103)	(342,998)	(151,794)	(15,442)	(15,442)	(15,442)	(15,442)	(15,442)
Fixed assets	20,856,451	20,793,868	20,726,285	20,674,702	20,632,119	20,589,536	20,536,953	20,479,370	20,427,787	20,376,204	20,324,621	20,252,038
Total assets	32,857,094	32,799,872	32,694,875	32,745,564	32,637,250	32,696,180	32,993,361	33,404,788	33,472,913	33,458,137	33,451,262	33,387,720
Accounts payable	1,841,803	1,828,040	1,812,660	1,812,631	1,851,568	1,866,613	1,775,930	1,914,479	1,914,479	1,914,479	1,914,479	1,914,479
Accrued payments	185,058	241,856	210,056	208,643	226,102	225,141	209,314	225,513	225,513	225,513	225,513	225,513
Intercompany payables	(142,405)	(107,703)	(214,971)	(184,613)	(268,857)	(336,752)	(145,548)	(9,196)	(9,196)	(9,196)	(9,196)	(9,196)
Prepaid memberships	206,659	296,048	277,582	268,332	250,890	232,890	195,167	195,167	195,167	195,167	195,167	195,167
Long term debt	4,790,076	4,778,607	4,767,123	4,763,911	4,687,398	4,675,824	4,607,617	4,596,076	4,564,742	4,473,509	4,442,176	4,419,176
Total liabilities	6,881,192	7,036,849	6,852,451	6,868,905	6,747,102	6,663,717	6,642,479	6,922,038	6,890,705	6,799,472	6,768,138	6,745,138
Suspense	0	0	0	0	0	0	0	0	0	0	0	0
Fund balance	23,418,173	23,205,294	23,284,695	23,318,930	23,332,419	23,474,734	23,793,152	23,925,020	24,024,478	24,100,936	24,125,394	24,084,852
Total liabilities and fund balance	30,299,365	30,242,143	30,137,146	30,187,835	30,079,521	30,138,451	30,435,631	30,847,058	30,915,183	30,900,408	30,893,532	30,829,990

Y CASH FLOW FORECAST

A	B	C	D	E	F	G	H	I	J	K	L	M
	2019 JUL Actual	2019 AUG Actual	2019 SEP Actual	2019 OCT Actual	2019 NOV Actual	2019 DEC Actual	2020 JAN Actual	2020 FEB Actual	2020 MAR Budget	2020 APR Budget	2020 MAY Budget	2020 JUN Budget
	Ven AS/SKY	Ven gym	Cafeteria	Ven Gymn	SKY Eng,	SKY Eng,	SKY Eng, Ven	Bldg imprv.	Fitness Eqpt	Fitness Eqpt	Fitness Eqpt	No more
Cash flows from:												
<u>Englewood SKY</u>	1,207	1,207	1,207	1,207	1,207	1,207	1,207	1,207	1,207	1,207	1,207	1,207
Capital gifts									10,000	10,000	10,000	
								13,814				
Additional anticipated revenue, unbudgeted												
Increase in net assets	(15,886)	(217,337)	74,943	29,777	9,031	137,857	313,960	113,596	85,000	62,000	10,000	(45,000)
Other activities providing cash flow:												
Depreciation and amortization	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583	72,583
Redemptions (purchases) of CD's, Repo's	0	0	(72)	0	0	0	103,284	(498,526)				
(Increase) decrease in Foundation Investmt.	0	5,769	(566)	0	0	(27,442)	(30,000)	0				
Decrease (increase) in accounts receivable	101,628	(87,017)	(93,732)	18,748	(35,904)	33,095	6,028	(26,997)				
Decrease (increase) in grants receivable	(17,416)	47,160	58,756	14,676	(80,801)	(79,416)	41,771	(18,437)				
Decrease (increase) in pledges receivable	(45,487)	(44,203)	(15,145)	39,896	199,896	62,970	(518,085)	517,906				
Decrease (increase) in Inventory	0	0	(13,574)	0	0	0	0	0				
Decrease (increase) in prepaid expenses	(5,131)	(96,002)	11,095	11,487	10,443	11,326	11,333	30,868				
Decrease (increase) in interco. receivables	140,428	(27,512)	104,427	(37,175)	84,244	67,895	(191,205)	(136,351)				
Increase (decrease) in accounts payable	241,698	(13,763)	(15,380)	(29)	38,937	15,045	(90,684)	138,549				
Increase (decrease) in accrued payments	(70,507)	56,798	(31,800)	(1,413)	17,459	(961)	(15,827)	16,199				
Decrease (increase) in interco. payables	(136,710)	34,702	(107,268)	30,358	(84,244)	(67,895)	191,204	136,351				
Increase (decrease) in prepaid memberships	(611)	89,389	(18,466)	(9,250)	(17,442)	(18,000)	(37,724)	0				
Principal payments	(76,505)	(11,469)	(11,484)	(3,212)	(76,513)	(11,574)	(68,207)	(11,541)	(31,333)	(91,233)	(31,333)	(23,000)
Purchases ( ) of fixed assets and building	(20,000)	(10,000)	(5,000)	(21,000)	(30,000)	(30,000)	(20,000)	(15,000)	(21,000)	(21,000)	(21,000)	
Net increase (decrease) in cash and equivalents	169,291	(199,695)	10,524	146,653	108,896	166,690	(230,360)	334,221	116,457	33,557	41,457	5,790
Cash and equivalents, beginning of month	5,556,477	5,725,768	5,526,073	5,536,597	5,683,250	5,792,146	5,958,836	5,728,476	6,062,697	6,179,153	6,212,710	6,254,167
Cash and equivalents, end of month	5,725,768	5,526,073	5,536,597	5,683,250	5,792,146	5,958,836	5,728,476	6,062,697	6,179,153	6,212,710	6,254,167	6,259,957

**South County Family YMCA, Inc.  
Cash Flow Forecast  
FY 17-18  
Balance Sheets**

	2019 JUL Actual	2019 AUG Actual	2019 SEP Budget	2019 OCT Actual	2019 NOV Actual	2019 DEC Actual	2020 JAN Actual	2020 FEB Actual	2020 MAR Budget	2020 APR Budget	2020 MAY Budget	2020 JUN Budget
Cash	5,725,768	5,526,073	5,536,597	5,683,250	5,792,146	5,958,836	5,728,476	6,062,697	6,179,153	6,212,710	6,254,167	6,259,957
Certificates of Deposit, Repo's	5,209,300	5,209,300	5,209,372	5,209,372	5,209,372	5,209,372	5,106,089	5,604,615	5,604,615	5,604,615	5,604,615	5,604,615
Investments, YMCA Foundation	649,978	644,209	644,775	644,775	644,775	672,217	702,217	702,217	702,217	702,217	702,217	702,217
Accounts receivable	123,885	210,902	304,634	285,886	321,790	288,695	282,667	309,664	309,664	309,664	309,664	309,664
Grants Receivable	476,538	429,378	370,622	355,946	436,747	516,163	474,392	492,829	492,829	492,829	492,829	492,829
Pledges receivable	240,654	284,857	300,002	260,106	60,210	(2,760)	515,324	(2,582)	(2,582)	(2,582)	(2,582)	(2,582)
Inventory	4,419,176	4,419,176	4,432,750	4,432,750	4,432,750	4,432,750	4,432,750	4,432,750	4,432,750	4,432,750	4,432,750	4,432,750
Prepaid expenses and deposits	6,750,269	6,846,271	6,835,176	6,823,689	6,813,246	6,801,920	6,790,588	6,759,720	6,759,720	6,759,720	6,759,720	6,759,720
Intercompany receivables	(140,428)	(112,916)	(217,343)	(180,168)	(264,412)	(332,307)	(141,102)	(4,751)	(4,751)	(4,751)	(4,751)	(4,751)
Fixed assets	(52,583)	(115,166)	(182,749)	(234,332)	(276,915)	(319,498)	(372,081)	(429,664)	(481,247)	(532,830)	(584,413)	(656,996)
Total assets	23,402,558	23,342,085	23,233,837	23,281,275	23,169,710	23,225,389	23,519,319	23,927,495	23,992,369	23,974,343	23,964,216	23,897,423
Accounts payable	2,156,177	2,142,414	2,127,034	2,127,005	2,165,942	2,180,987	2,090,303	2,228,853	2,228,853	2,228,853	2,228,853	2,228,853
Accrued payments	155,006	211,804	180,004	178,591	196,050	195,089	179,262	195,462	195,462	195,462	195,462	195,462
Intercompany payables	(145,906)	(111,204)	(218,472)	(188,114)	(272,358)	(340,253)	(149,049)	(12,698)	(12,698)	(12,698)	(12,698)	(12,698)
Prepaid memberships	194,556	283,945	265,479	256,229	238,787	220,787	183,063	183,063	183,063	183,063	183,063	183,063
Long term debt	4,342,671	4,331,202	4,319,718	4,316,506	4,239,993	4,228,419	4,160,211	4,148,670	4,117,337	4,026,104	3,994,770	3,971,770
Total liabilities	6,702,503	6,858,160	6,673,762	6,690,216	6,568,413	6,485,028	6,463,791	6,743,350	6,712,017	6,620,784	6,589,450	6,566,450
Suspense	0	0	0	0	0	0	0	0	0	0	0	0
Fund balance	24,070,173	23,854,043	23,930,193	23,961,177	23,971,415	24,110,479	24,425,646	24,554,263	24,650,470	24,723,677	24,744,884	24,701,091
Total liabilities and fund balance	30,772,676	30,712,203	30,603,955	30,651,393	30,539,828	30,595,507	30,889,437	31,297,613	31,362,486	31,344,460	31,334,334	31,267,541

## **APPENDIX R**

### **SKY Family YMCA Letter of Commitment**

APRIL 28, 2014

**Sarasota County Schools**

**Attn: Lori White, Superintendent of Schools**

**1960 Landings Blvd.**

**Sarasota, FL 34231**

**Dear Ms. White:**

**OUR ORGANIZATION IS EXCITED TO APPLY FOR A CHARTER MIDDLE SCHOOL TO BE LOCATED AT THE ENGLEWOOD YMCA FOR THE 2014-2015 SCHOOL YEAR. WE FEEL THERE IS A NEED FOR A MIDDLE SCHOOL PROGRAM TO SERVE THE PARENTS, STUDENTS AND COMMUNITIES OF SOUTH SARASOTA COUNTY AND CHARLOTTE COUNTY.**

**WE WILL PROVIDE A PROGRAM VERY SIMILAR TO THE EXTREMELY SUCCESSFUL SKY ACADEMY VENICE. THE RELATIONSHIP OF THE YMCA AND THE SCHOOL HAS BEEN A PARTNERSHIP EXEMPLIFIED BY EXCELLENCE. SKY ACADEMY ENGLEWOOD WOULD MARRY UP WITH THE ENGLEWOOD YMCA AT 701 MEDICAL BLVD., ENGLEWOOD, FLA., AND BE ON THE Y'S CAMPUS. THE SCHOOL WOULD OPEN WITH A STUDENT POPULATION OF 120-250 MIDDLE SCHOOL STUDENTS IN GRADES SIX THROUGH EIGHT. FROM THE CONSTRUCTION OF A NEW SCHOOL BUILDING TO THE INVESTMENT IN THE INFRASTRUCTURE REQUIRED TO OPERATE A FIRST-TIER SCHOOL, OUR Y IS FULLY COMMITTED TO SKY ACADEMY ENGLEWOOD. WE HAVE THE FINANCIAL ABILITY AND LEADERSHIP "KNOW-HOW" NECESSARY TO OPEN AND CONTINUE TO RUN OUR SCHOOL FOR THE LONG-TERM.**

**THE MISSION OF SKY ACADEMY IS TO PROMOTE STUDENT ACHIEVEMENT WITH A RIGOROUS INFUSION OF WELLNESS AND FITNESS STRATEGIES INCORPORATED INTO THE LEARNING AND MASTERY OF FLORIDA COMMON CORE STATE STANDARDS TO ENABLE STUDENTS TO LIVE HEALTHY AND PRODUCTIVE LIVES.**

**Sincerely,**



**Ken Modzelewski**

**CEO & President**



## **APPENDIX S**

### **Community Letters of Support**

Dear Sarasota County School District Leaders:

I am writing to let you know about the Englewood community's support of the YMCA's new SKY Academy charter school.

In Englewood, we pride ourselves on being a small, tight-knit community that puts the needs of our children first. This means giving them the best opportunities possible when it comes to their health, education and connection to their neighbors. The addition of the Y's middle school in Englewood would enhance all three of these areas for individual students and our greater community.

Currently students entering the tumultuous middle school years only have one option for continuing their education in a public school. While that school has its merits, we know there are families who want the choice to send their child to a school that embodies all the Y has developed in nearby Venice: a school with a small student population, a focus on the students' total health as well as their education and a proven commitment to developing the character of children.

The Y is a great community organization and the support of Englewood is behind the development of SKY Academy Englewood.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Brandon Dignam', with a large, sweeping flourish extending to the right.

Brandon Dignam, Key Agency Inc.

Dear Sarasota County School District Leaders:

I am writing to let you know about the Englewood community's support of the YMCA's new SKY Academy charter school.

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The Y is a great community organization and the support of Englewood is behind the development of SKY Academy Englewood.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Robert Wilson', with a long horizontal flourish extending to the right.

Robert Wilson

VP/GM Enterprise Holdings

Southwest Florida Group

# Symbiont Service Corp.

**Go Green • Go GeoThermal**

*“One Company, One Call, Complete Comfort!”*



July 21, 2014

Dear Sarasota County School District Leaders:

I am writing to let you know about the Englewood community's support of the YMCA's new SKY Academy charter school.

In Englewood, we pride ourselves on being a small, tight-knit community that puts the needs of our children first. This means giving them the best opportunities possible when it comes to their health, education and connection to their neighbors. The addition of the Y's middle school in Englewood would enhance all three of these areas for individual students and our greater community.

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The Y is a great community organization and the support of Englewood is behind the development of SKY Academy Englewood.

Thank you for your consideration.

Sincerely,  
Symbiont Service Corp.

Sandy L. King  
President

Earl D. Farr (1900-1988)  
Earl Drayton Farr, Jr. (1926-2010)

Guy S. Emerich, LL.M.\*  
Jack O. Hackett II\*\*  
Charles T. Boyle†  
Darol H. M. Carr  
David A. Holmes†

Roger H. Miller III\*\*  
Dorothy L. Korszen  
Will W. Sunter  
Forrest J. Bass  
Natalie C. Lashway

George T. Williamson  
Fletcher H. Rush, LL.M.  
Brett H. Sifrit, CPA  
Sara Potts  
Ann C. Thompson, Of Counsel

99 Nesbit Street, Punta Gorda, FL 33950 • 941.639.1158 • f: 941.639.0028  
33 S. Indiana Ave., Englewood, FL 34223 • 941.460.9334 • f: 941.460.9443  
152 Nokomis Ave. N., Venice, FL 34285 • 941.484.1996 • f: 941.484.9917

\* FL Bar Board Certified in Wills, Trusts & Estates  
\*\* FL Bar Board Certified in Real Estate  
† FL Bar Board Certified in Marital & Family Law  
and Certified Family Law Mediator  
‡ Certified Circuit Court Mediator

July 22, 2014

Dear Sarasota County School District Leaders:

I am writing to let you know about the Englewood community's support of the YMCA's new SKY Academy charter school.

In Englewood, we pride ourselves on being a small, tight-knit community that puts the needs of our children first. This means giving them the best opportunities possible when it comes to their health, education and connection to their neighbors. The addition of the Y's middle school in Englewood would enhance all three of these areas for individual students and our greater community.

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The Y is a great community organization and the support of Englewood is behind the development of SKY Academy Englewood.

Thank you for your consideration.

Very truly yours,



Dorothy L. Korszen  
For the Firm

DLK/ap  
999999.0014.4206