Superintendent Performance Standards Evaluation Summary (Board Member Composite Ratings)					
Board Member	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)
Board Member 1 Individual Evaluation Rating K.R.	☑	☐	☐	☐	☐
Board Member 2 Individual Evaluation Rating T.ENOS	☐	☑	☐	☐	☐
Board Member 3 Individual Evaluation Rating R.M.	☑	☐	☐	☐	☐
Board Member 4 Individual Evaluation Rating B.Z.	☐	☑	☐	☐	☐
Board Member 5 Individual Evaluation Rating T. EDWARDS	☐	☑	☐	☐	☐

Composite Evaluation Rating: ☑ Distinguished (22-25) ☐ Accomplished (17-21) ☐ Effective (12-16) ☐ Developing (7-11) ☐ Ineffective (<7)

Superintendent's Response: SEE SELF ASSESSMENT COMMENTS! I APPRECIATE THE SUPPORT PROVIDED BY EACH BOARD MEMBER AND LOOK FORWARD TO MANY YEARS OF WORKING TOGETHER TO MAKE SARASOTA COUNTY SCHOOLS THE BEST FOR EVERY STUDENT !

Superintendent's Signature: _Terrence Connor_   Date: 6-10-2024

Board Chair's Signature: _Karin Rose_   Date: 6-10-24

Sarasota County Superintendent Evaluation
Part III: Annual Objectives

Annual Superintendent Objectives [2023-2024]				
Annual Objectives (assigned percent of incentive)	**Evidence of Progress or Completion**	**Goal Met**	**Progress Towards**	**Goal Unmet**
SY 2324: Achieve composite rating of effective or higher on the evaluation performance rubric. (20%)	• **SY 2324:** Evaluation Performance Summary	☑	N/A	☐
SY 2324: Execute the transition plan to build a comprehensive understanding of the needs for district improvement. (15%)	• **SY 2324:** Transition Plan Tracker • **SY 2324:** Superintendent Status Reports at Board Meetings • **SY 2324:** Transition Plan Findings Report	☑	☐	☐
SY 2324: Develop effective board governance processes to cultivate strong, productive, professional, and child-centric relationships with the School Board. (15%)	• **SY 2324:** Develop a way of work with Board (one-on-ones, communication plan, • **SY 2324:** Board Workshop Forecast calendar • **SY 2324:** Develop a Policy Review Cycle	☑	☐	☐
SY 2324: Develop a system of monitoring school based instructional practice to improve student achievement. (15%)	• **SY 2324:** Focused Framework for Advancing School Performance • **SY 2324:** Impact Review Protocol with Action Plans • **SY 2324:** Progress Monitoring Data	☑	☐	☐
SY 2324: Develop a revised strategic plan that aligns priorities to enhance academic outcomes. (15%)	• **SY 2324:** Revised Strategic Plan Document	☑	☐	☐
SY 2324: Completion of a revised teacher and administrative evaluation system. (10%)	• **SY 2324:** Revised teacher and administrator evaluation documents	☑	☐	☐
SY 2324: Implement a revised organizational structure to align support for increased student achievement. (5%)	• **SY 2324:** Approved Organizational Chart	☑	☐	☐
SY2324: Implement a plan to appropriately sunset ESSER funds that results in a minimum fund balance percentage of at least 7.5%. (5%)	• **SY 2324:** ESSER Closeout Action Plan Summary • **SY2324:** 2024 Annual Financial Report	☑	☐	☐

Superintendent's Signature: _____ Date: 6-10-2024

Board Chair's Signature: _____ Date: 6-10-2024

Superintendent Self-Assessment

Terry Connor

1 Professional and Ethical Norms
Effective Superintendents act ethically and according to professional norms to promote the academic success and well-being of all students.

2 Vision and Mission
Effective Superintendents collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission and core values to promote the academic success and well-being of all students.

3 School Operations, Management and Safety
Effective Superintendents manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.

4 Student Learning and Continuous School Improvement
Effective Superintendents enable continuous improvement to promote the academic success and well-being of all students.

5 Learning Environment
Effective Superintendents cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.

6 Recruitment and Professional Learning
Effective Superintendents build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.

7 Building Leadership Expertise
Effective Superintendents cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.

8 Meaningful Parent, Family and Community Engagement
Effective Superintendents utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students.

9 Board Governance & Policy
Effective Superintendents work effectively with the school board, exhibit a shared understanding of board and superintendent roles, lead and manages the district consistent with board policies, and demonstrate the skills to work effectively with the board.

Timeline for Superintendent Evaluation	
Timeline	**Action**
October 17, 2023	Superintendent and Board develop and agree to the evaluation performance rubric and annual goals.
November 7, 2023	2023 The Board formally adopts the Superintendent Evaluation rubric and annual goals.
Annually by September 1	Superintendent complete a self-appraisal using the evaluation performance rubric and annual goals and shares it with the Board.
Annually by October 1	Each Board Member completes the Performance Evaluation Rubric.

Rating Scale Descriptors				
Distinguished	**Accomplished**	**Effective**	**Developing**	**Ineffective**
Performance is exceptional and exceeds the criteria.	Performance has continually exceeded the criteria.	*Performance consistently meets the criteria.*	*Performance is inconsistent and partially meets the criteria.*	*Performance does not meet the criteria and require significant improvement.*
Noteworthy evidence and data demonstrate the superintendent's performance has had an outstanding and profoundly favorable impact on students, staff, community relations, and/or program outcomes.	*Noteworthy evidence and data demonstrate the superintendent's performance has had an exceedingly positive impact on students, staff, community relations, and/or program outcomes.*	*Noteworthy evidence and data demonstrate the superintendent's performance, maintains effective results and good relations with students, staff, community members and satisfactory program outcomes.*	*Noteworthy evidence and data demonstrate the superintendent partially met the criteria and the desired results. Performance has made some gains toward relations with students, staff, and the community members, and has moderately impacted program results.*	*Noteworthy evidence and data demonstrate the superintendent's performance has not met the criteria or desired results. Performance has not made any gains in program results. More towards relations with students, staff, and community members.*

Rating the Superintendent on Performance Standards

- Each Board Member will rate the Superintendent's professional practice on the provided rubric that is adapted from the Florida Leadership Standards.
- Board Members will indicate the level that best describes the Superintendent's performance in each area using the rating scale descriptors.
- An Overall Standard Rating will be calculated based on the prescribed rating scale.
- The Overall Standard Ratings will be combined to determine an overall Individual Board Member Rating.
- The Individual Board Member Ratings will be combined to determine a Composite Evaluation Rating.

Rating the Superintendent on Annual Objectives

- The Board Chair and Superintendent will collaborate to evaluate the progress toward meeting the annual objectives prescribed in Part III of the evaluation.
- Each objective has an assigned percentage of the incentive prescribed in the Superintendent's Employment Contract.
- Upon meeting an objective, the Superintendent will be awarded the full amount of the assigned percentage. Objectives rated as No Progress Toward will not be awarded the assigned percentage.
- An objective shall be rated Progress Towards when the Superintendent can demonstrate that objective is at least 50% achieved. Objectives rated as Progress Toward will be awarded half of the assigned percentage.

	Standard 1: Professional and Ethical Norms					
	Effective superintendents act ethically and according to professional norms to promote the academic success and well-being of all students.					
Professional Practice	**Distinguished (5)**	**Accomplished (4)**	**Effective (3)**	**Developing (2)**	**Ineffective (1)**	**Possible Evidence (may be adjusted)**
1.1 Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida and adhere to guidelines for student welfare, the rights of students and parents, and state, local school, and governing board policies.	☒	☐	☐	☐	☐	☒ Policy Documents ☒ Communication Records ☒ Student Performance Reports ☒ Financial Reports
1.2 Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom.	☒	☐	☐	☐	☐	
1.3 Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families and local community.	☒	☐	☐	☐	☐	**Comments: [See narrative attached]**
1.4 Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources and all other aspects of leadership.	☒	☐	☐	☐	☐	
Overall Standard Rating: ☒ Distinguished (18-20) ☐ Accomplished (14-17) ☐ Effective (10-13) ☐ Developing (6-9) ☐ Ineffective (<6)						

Standard 2: Vision and Mission						
Effective superintendents collaborate with stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.						
Professional Practice	**Distinguished (5)**	**Accomplished (4)**	**Effective (3)**	**Developing (2)**	**Ineffective (1)**	**Possible Evidence (may be adjusted)**
2.1 Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies.	☐	☒	☐	☐	☐	☒ Strategic Plan ☒ Professional Development Plans ☒ Impact Review Action Plans ☒ Progress Monitoring Data ☒ Organizational Charts
2.2 Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students.	☐	☒	☐	☐	☐	☒ Recognition Initiatives ☒ Policies ☒ Graduation Rates ☒ Percentage of Students with Plan After Graduation
2.3 Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students.	☐	☒	☐	☐	☐	**Comments: [See narrative attached]**
2.4 Strategically develop and implement systems to achieve the vision and mission of the school district – reflecting and adjusting when applicable.	☐	☒	☐	☐	☐	
2.5 Recognize individuals for their contributions toward the District's vision and mission.	☐	☐	☒	☐	☐	

Overall Standard Rating: ☐ Distinguished (22-25)   ☒ Accomplished (17-21)   ☐ Effective (12-16)   ☐ Developing (7-11)   ☐ Ineffective (<7)

Standard 3: School Operations, Management and Safety

Effective superintendents manage district operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence (may be adjusted)
3.1 Manage fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making and accounting practices.	☐	☒	☐	☐	☐	☒ Strategic Plan
3.2 Manage resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.	☐	☐	☒	☐	☐	☒ Technology Plan
3.3 Organize time, tasks, and projects effectively to protect personnel's work and learning, as well as their own, to optimize productivity and student learning.	☐	☒	☐	☐	☐	☒ Financial Budget Status ☒ Reviews and Audits ☒ Capital Improvement Plan ☒ Survey Feedback ☒ Meeting Agenda, calendars, etc. ☒ Correspondences; newsletters ☒ Training schedules ☒ Incident Data
3.4 Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management.	☐	☒	☐	☐	☐	**Comments: [See narrative attached]**
3.5 Utilize and coach best practices in conflict resolution, constructive conversations and management for all stakeholders related to school needs.	☐	☐	☒	☐	☐	
3.6 Inform the community of current local, state, and federal laws regulations and best practices to promote the safety, success and well-being of all students and adults.	☐	☐	☒	☐	☐	
3.7 Create and maintain systems and structures that promote school security to ensure that students, school personnel, families and community are safe.	☐	☒	☐	☐	☐	
3.9 Utilize a continuous improvement model to evaluate specific concerns for safety and security.	☐	☐	☒	☐	☐	

Overall Standard Rating: ☐ Distinguished (40-44)   ☐ Accomplished (31-39)   ☒ Effective (22-30)   ☐ Developing (13-21)   ☐ Ineffective (<13)

Standard 4: Student Learning and Continuous School Improvement

Effective superintendents utilize continuous improvement to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence (may be adjusted)
4.1 Create and maintain a climate and culture of high expectations and enable personnel to support the academic growth and well-being of all students.	☒	☐	☐	☐	☐	☒ Curriculum Maps ☒ Professional Learning Plans ☒ Impact Review Action Plans ☒ PLC Agendas ☒ Data Reports ☒ Progress Monitoring Data ☒ Correspondences or newsletters
4.2 Ensure alignment of the district's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.	☐	☒	☐	☐	☐	
4.3 Develop a structure that enables personnel to work as a system and focus on providing evidence-based intervention, acceleration and enrichment that meet student needs.	☐	☒	☐	☐	☐	
4.4 Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and narrow achievement gaps.	☐	☒	☐	☐	☐	**Comments: [See narrative attached]**
4.5 Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments.	☐	☐	☒	☐	☐	
4.6 Manage uncertainty, risk, competing initiatives and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for and outcomes of improvement efforts.	☐	☐	☐	☒	☐	
4.7 Ensure and monitor the implementation of the Florida Educator Accomplished Practices by all instructional personnel.	☐	☐	☒	☐	☐	

Overall Standard Rating: ☐ Distinguished (31-35) ☒ Accomplished (24-30) ☐ Effective (17-23) ☐ Developing (10-16) ☐ Ineffective (<10)

Standard 5: Learning Environment

Effective superintendents cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence (may be adjusted)
5.1 Develop and maintain procedures that foster a safe, respectful, and student-centered learning environment.	☐	☐	☒	☐	☐	☒ Climate Surveys ☒ Safety Protocol Documents ☒ Incident Data ☒ Student Code of Conduct ☒ Observation Feedback ☒ Professional Learning Agendas ☒ Data Dashboards or Reports
5.2 Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair and unbiased manner.	☐	☐	☒	☐	☐	
5.3 Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.	☐	☒	☐	☐	☐	**Comments:** [See narrative attached]
5.4 Provide opportunities for instructional personnel to recognize, understand and respond to student needs to minimize or eliminate achievement gaps.	☐	☒	☐	☐	☐	

Overall Standard Rating: ☐ Distinguished (18-20) ☒ Accomplished (14-17) ☐ Effective (10-13) ☐ Developing (6-9) ☐ Ineffective (<6)

Standard 6: Recruitment and Professional Learning

Effective superintendents build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence (may be adjusted)
6.1 Recruit, hire, develop, support, and retain diverse, effective and caring personnel with the professional capacity to promote literacy achievement and academic success.	☐	☐	☒	☐	☐	☒ Strategic Plan ☒ Recruitment and Retention data ☒ Professional Learning Plans ☒ Impact Review Action Plans ☒ School Improvement Plans ☒ Recruitment Statistics ☒ Professional Development Records ☒ Feedback Forms or Surveys ☒ Inventory of Instructional Technology Tools
6.2 Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking feedback.	☐	☐	☒	☐	☐	
6.3 Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology and data analysis for instructional planning and improvement.	☐	☐	☒	☐	☐	
6.4 Develop personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies.	☐	☐	☒	☐	☐	**Comments: [See narrative attached]**
6.5 Monitor and evaluate professional learning linked to district goals to foster continuous improvement.	☐	☐	☒	☐	☐	
6.6 Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to school-based leaders and instructional personnel that fosters continuous improvement.	☐	☐	☒	☐	☐	
6.7 Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.	☐	☐	☒	☐	☐	

Overall Standard Rating: ☐ Distinguished (31-35) ☐ Accomplished (24-30) ☒ Effective (17-23) ☐ Developing (10-16) ☐ Ineffective (<10)

Standard 7: Building Leadership Expertise						
Effective superintendents cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.						
Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence (may be adjusted)
7.1 Develop and support open, productive, caring and trusting working relationships among leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content.	☐	☒	☐	☐	☐	☒ Professional Development Records ☒ Meeting Agendas ☒ Succession Plans ☒ Performance Reviews ☒ Task Delegation Logs ☒ Accountability Reports
7.2 Cultivate current and potential leaders and assist with the development of a pipeline of future leaders.	☐	☐	☐	☒	☐	
7.3 Develop capacity by delegating tasks to other leaders and holding them accountable.	☐	☒	☐	☐	☐	Comments: [See narrative attached]
7.4 Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	☐	☐	☒	☐	☐	

Overall Standard Rating:　☐ Distinguished (18-20)　☐ Accomplished (14-17)　☒ Effective (10-13)　☐ Developing (6-9)　☐ Ineffective (<6)

Standard 8: Meaningful Parent, Family and Community Engagement

Effective superintendents utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence (may be adjusted)
8.1 Understand, value, and employ the community's cultural, social, and intellectual context and resources.	☐	☐	☒	☐	☐	☒ Listening Tour Analysis ☒ Partnerships ☒ Awards and Recognition Programs ☒ Stakeholder Feedback Surveys ☒ Communication Protocols ☒ Response Documentation ☒ Reports or Newsletters
8.2 Model and advocate for respectful communication practices between leaders, parents, students, and other stakeholders.	☒	☐	☐	☐	☐	
8.3 Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders.	☐	☒	☐	☐	☐	**Comments: [See narrative attached]**
8.4 Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community.	☐	☐	☒	☐	☐	

Overall Standard Rating: ☐ Distinguished (18-20)   ☒ Accomplished (14-17)   ☐ Effective (10-13)   ☐ Developing (6-9)   ☐ Ineffective (<6)

Standard 9: Board Governance and Policy

Effective superintendents work with the school board, exhibits a shared understanding of board and superintendent roles, leads and manages the district consistent with board policies, and demonstrates the skills to work effectively with the board.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence (may be adjusted)
9.1 Offers professional advice to the board with the appropriate recommendations based on a thorough study and analysis.	☐	☒	☐	☐	☐	☒ Timely Board Packets ☒ Strategic Plan ☒ Communication Plan ☒ School Board Operating Procedures Handbook
9.2 Keeps the board regularly informed with data, reports, and information which enables them to make effective timely decisions.	☒	☐	☐	☐	☐	☒ Board Meeting Agendas ☒ Reviews and Audits ☒ Copies of District procedures and publications (e.g., policies, etc.)
9.3 Interprets and executes the intent of more policies and advises the board on the need for new or revised policies.	☐	☒	☐	☐	☐	**Comments: [See narrative attached]**
9.4 Works collaboratively with the board to shape district vision, mission, and goals with measurable objectives of high expectations for student achievement.	☐	☒	☐	☐	☐	
9.5 Makes considerable efforts to have a positive working relationship with the board, treating all board members fairly and respectfully, and attempts to resolve any serious conflicts with board members.	☒	☐	☐	☐	☐	

Overall Standard Rating: ☒ Distinguished (22-25)   ☐ Accomplished (17-21)   ☐ Effective (12-16)   ☐ Developing (7-11)   ☐ Ineffective (<7)

Superintendent Performance Standards Evaluation Summary (Self Assessment Ratings)					
Professional Practice	**Distinguished (5)**	**Accomplished (4)**	**Effective (3)**	**Developing (2)**	**Ineffective (1)**
Standard 1: Professional and Ethical Norms	☒	☐	☐	☐	☐
Standard 2: Vision and Mission	☐	☒	☐	☐	☐
Standard 3: School Operations, Management and Safety	☐	☐	☒	☐	☐
Standard 4: Student Learning and Continuous School Improvement	☐	☐	☒	☐	☐
Standard 5: Learning Environment	☐	☒	☐	☐	☐
Standard 6: Recruitment and Professional Learning	☐	☐	☒	☐	☐
Standard 7: Building Leadership Expertise	☐	☐	☒	☐	☐
Standard 8: Meaningful Parent, Family and Community Engagement	☐	☐	☒	☐	☐
Standard 9: Board Governance and Policy	☒	☐	☐	☐	☐

Overall Self-Assessment Rating: ☐ Distinguished (40-44) ☒ Accomplished (31-39) ☐ Effective (22-30) ☐ Developing (13-21) ☐ Ineffective (<13)

Summary Comments: During my first year as Superintendent, we have significantly enhanced student achievement, operational efficiency, and overall educational quality, reflecting our dedication to maintaining the highest standards of professional conduct and accountability. We have upheld professional and ethical norms by revising policies, creating a new Code of Conduct, and maintaining transparent communication through numerous media inquiries and community engagement messages. Our comprehensive Strategic Plan, supported by Professional Development Plans and Impact Review Action Plans, aligns with district initiatives, and promotes student success.

In school operations, we created a Master Scheduling and Allocations Handbook, standardized event protocols, and secured our financial footing after the sunsetting of ESSER funds. Security measures were upgraded to ensure 100% compliance with safety requirements. For student learning, we adopted new instructional materials, implemented the Literacy for All Plan, and revised the Teacher Evaluation System. We developed assessments to support data-driven instructional decisions. Our focus on fostering a supportive learning environment included implementing a new Code of Conduct and improving attendance rates through proactive teams and truancy court.

We built professional capacity by creating professional learning courses, developing new job descriptions, and implementing the Flamingo Literacy K-2 Small Group Model. We hired over 1,000 staff members and launched initiatives to recognize and retain high-quality staff. Leadership expertise was cultivated by revising the Administrator Evaluation System and creating the Leadership Development Learning Series. Key positions were filled to support strategic goals. Parent, family, and community engagement were enhanced by developing a District Crisis Communication Plan, responding to media inquiries, and launching new communication tools and initiatives. In board governance and policy, we approved a communication plan, settled staff contracts, reviewed and revised district policies, and improved communication with the School Board through newsletters and briefings.

These accomplishments demonstrate our collective efforts to build a foundation for continued success. With the Board's support, I am committed to advancing our strategic goals, fostering innovation, and maintaining the highest standards of professional conduct. Together, we will achieve even greater heights for Sarasota County Schools. Thank you for your collaboration and trust. I look forward to our ongoing partnership and future successes.

Annual Superintendent Objectives [2023-2024]				
Annual Objectives (assigned percent of incentive)	**Evidence of Progress or Completion**	**Goal Met**	**Progress Towards**	**Goal Unmet**
SY 2324: Achieve composite rating of effective or higher on the evaluation performance rubric. (20%)	• **SY 2324:** Evaluation Performance Summary	TBD	N/A	☐
SY 2324: Execute the transition plan to build a comprehensive understanding of the needs for district improvement. (15%)	• **SY 2324:** Transition Plan Tracker • **SY 2324:** Superintendent Status Reports at Board Meetings • **SY 2324:** Transition Plan Findings Report	☒	☐	☐
SY 2324: Develop effective board governance processes to cultivate strong, productive, professional, and child-centric relationships with the School Board. (15%)	• **SY 2324:** Develop a way of work with Board (one-on-ones, communication plan, • **SY 2324:** Board Workshop Forecast calendar • **SY 2324:** Develop a Policy Review Cycle	☒	☐	☐
SY 2324: Develop a system of monitoring school based instructional practice to improve student achievement. (15%)	• **SY 2324:** Focused Framework for Advancing School Performance • **SY 2324:** Impact Review Protocol with Action Plans • **SY 2324:** Progress Monitoring Data	☒	☐	☐
SY 2324: Develop a revised strategic plan that aligns priorities to enhance academic outcomes. (15%)	• **SY 2324:** Revised Strategic Plan Document	☒	☐	☐
SY 2324: Completion of a revised teacher and administrative evaluation system. (10%)	• **SY 2324:** Revised teacher and administrator evaluation documents	☒	☐	☐
SY 2324: Implement a revised organizational structure to align support for increased student achievement. (5%)	• **SY 2324:** Approved Organizational Chart	☒	☐	☐
SY2324: Implement a plan to appropriately sunset ESSER funds that results in a minimum fund balance percentage of at least 7.5%. (5%)	• **SY 2324:** ESSER Closeout Action Plan Summary • **SY2324:** 2024 Annual Financial Report	☒	☐	☐

June 2024

Evaluation Evidence

Superintendent Summative Evaluation

Terry Connor
SARASOTA COUNTY SCHOOLS

Contents

Introduction

I am pleased to present a comprehensive overview of the numerous initiatives and accomplishments achieved during my first year as Superintendent of Sarasota County Schools. This report outlines our significant strides in enhancing student achievement, operational efficiency, and overall educational quality. Through a series of strategic actions, we have implemented robust systems and innovative practices that have directly contributed to our district's success.

Our journey has been marked by a commitment to upholding the highest professional conduct and accountability standards. From adopting new instructional materials and revising evaluation systems to enhancing support for medically fragile students and ensuring the safety and well-being of all school community members, each initiative has been planned and executed to align with our district's strategic goals.

The following provides a detailed account of these accomplishments, illustrating how each initiative has been critical in fostering a culture of continuous improvement and excellence within our schools. These efforts have improved student outcomes and strengthened our operational practices, ensuring that we remain responsive to the evolving needs of our community.

Standard 1: Professional and Ethical Norms

Effective Superintendents act ethically and according to professional norms to promote all students' academic success and well-being.

In my first year as Superintendent, I have demonstrated a firm commitment to holding myself and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, adhering to guidelines for student welfare, the rights of students and parents, and state, local school, and governing board policies.

One of my primary responsibilities has been to ensure that all educational activities and interactions within our district align with the established professional conduct standards. This commitment is reflected in developing and consistently applying policy, clear communication records, thorough student performance reports, and financial reports.

I have overseen revising and creating numerous policies to ensure they are current, compliant, and effective. These policies encompass behavioral expectations, student welfare, and rights, creating a safe and supportive learning environment. For instance, elementary and secondary schools' new Code of Conduct set clear and consistent behavioral expectations, fostering respect and safety.

Transparent and effective communication has been a cornerstone of my approach. Regular updates to staff, parents, and the community through newsletters, social media, and direct communications ensure everyone is informed and engaged. Responding to 295 media inquiries and sending 126 community engagement messages have maintained transparency and trust.

Systematic evaluation of student performance through data-driven assessments, such as the development of curriculum-based assessments and district common assessments, has been

necessary. These tools provide ongoing data to inform instruction and support student learning, ensuring accountability for student outcomes.

Adherence to financial accountability is demonstrated through comprehensive financial reports and receiving awards for financial reporting and budgeting. These reports reflect our commitment to transparency and responsible stewardship of resources.

My leadership consistently aligns with individual freedom principles, promoting an inclusive and equitable educational environment. I have worked diligently to ensure that all policies and practices within the district uphold the principles of equality and individual freedom. This includes fostering an inclusive culture where every student and staff member feels valued and respected.

Accepting accountability for all students involves recognizing and addressing barriers that impact their academic success and well-being. I have initiated several strategies and programs to identify and mitigate these barriers. We have identified specific areas where students need additional support by developing and implementing individualized school-level action plans and grade-level response plans based on data analysis. These plans are tailored to address unique challenges and promote continuous improvement.

Initiatives such as the Literacy for All Plan and the enhancement of the Project 10 platform for increasing graduation rates provide targeted support to ensure all students have the resources and opportunities to succeed. Expanding school-based mental health services and proactive attendance teams further supports student well-being and academic success.

Acting ethically and professionally in all aspects of leadership is fundamental to my role. This commitment extends to personal conduct, relationships with others, decision-making, and the stewardship of the school's resources. I maintain high standards of personal conduct and strive to build positive, professional relationships with all stakeholders. Hosting focus groups for various student support professionals and meeting regularly with the local legislative delegation exemplify my efforts to foster collaboration and mutual respect.

Ethical decision-making is evident in our transparent and inclusive processes, such as approving updated board operating procedures and facilitating comprehensive professional learning courses for teachers. Stewardship of resources is reflected in initiatives like the electronic conversion of employee files and the proactive approach to health and safety screenings.

By holding myself and others accountable to the highest standards of professional conduct, promoting equality and individual freedom, accepting accountability for student success, and acting ethically in all aspects of leadership, I have worked to create a supportive and effective educational environment. These efforts are documented and evidenced through our policy documents, communication records, student performance reports, and financial reports, ensuring that we meet our strategic goals and foster the academic success and well-being of all students in Sarasota County.

Standard 1 Evidence

1. **Executed the 100-Day Transition Plan and Developed a Report of Findings:** This plan ensured my transition efforts were effective in learning and analyzing all aspects of the school district and facilitated the identification of key areas for immediate improvement and long-term planning.

2. **Responded to 295 Media Inquiries:** Timely and accurate responses to media inquiries ensured transparent and effective communication with the public, fostering trust and credibility.

3. **Drafted 167 Messages and Sent 126 Community Engagement Messages:** These communications kept the community informed and engaged with the latest district news and updates, enhancing community involvement and support.

4. **Social Media Engagements (316K), Social Media Impressions (4.2M), Social Media Audience (43.9K):** These metrics demonstrated the effectiveness of our social media strategy in engaging with our community, increasing awareness and participation in district activities.

5. **Approved Updated Board Operating Procedures:** These updated procedures ensured that our practices were effective and compliant, supporting our strategic goals for growth and development by providing clear governance guidelines.

6. **Developed a New Code of Conduct for Elementary and Secondary Schools:** Establishing clear and consistent behavioral expectations will create a safer and more respectful learning environment, directly impacting student behavior and school culture.

7. **Received the Government Finance Officers Association (GFOA) Certificate of Excellence in Financial Reporting for the 10th Year in a Row, Along with the Association of School Business Officials International Certificate of Excellence in Financial Reporting. The Budget Has Also Received the GFOA Distinguished Budget Presentation Award for the Past Four Years:** These awards reflected the quality and effectiveness of our financial practices, supporting our strategic goals for growth and development by ensuring fiscal responsibility and transparency.

8. **Reviewed 330 Policies, Revised 80 Policies, and Created 8 New Policies:** This comprehensive review and update ensured our practices were current, compliant, and effective, supporting our goals by addressing emerging needs and statutory changes.

9. **Supported the Development and Implementation of Individualized School-Level Action Plans to Support Continuous Improvement:** These plans provided a clear roadmap for each school's improvement efforts, ensuring that strategies were tailored to meet specific needs and promote sustained progress.

10. **Drafted and Began Implementation on the Literacy for All Plan to Ensure High-Quality Tiered Instructional Aligned to the Science of Reading:** This plan addressed the diverse literacy needs of our students, ensuring that all students received appropriate support to achieve literacy proficiency.

11. **Completed the Conversion of All Employee Files to Electronic Format with AxiomPro:** This conversion enhanced our capacity to manage and support our workforce, supporting our strategic goals for growth and development by improving efficiency and accessibility.

12. **Hosted Focus Groups for Behavior Specialists, School Counselors, Social Workers, and School Psychologists:** These focus groups provided valuable insights and fostered collaboration among student support professionals, directly impacting student support services and outcomes.

13. **Enhanced the Project 10 Platform to Include Robust, Action-Oriented, Measurable Strategies to Increase Graduation Rates in High Schools:** This enhancement directly contributed to higher graduation rates by providing targeted support for at-risk students, ensuring that they received the necessary interventions and resources to succeed.

Standard 2: Vision and Mission

Effective Superintendents collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission and core values to promote all students' academic success and well-being.

In my first year as Superintendent, I have prioritized developing, communicating, and enacting a shared vision, mission, and core values to promote all students' academic success and well-being. This has involved extensive collaboration with stakeholders, strategic planning, and implementing initiatives aligned with our vision and mission.

Collaborating with district and school leaders, we have aligned the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies. This alignment is reflected in our comprehensive Strategic Plan, which outlines our goals and the steps needed to achieve them. The plan is supported by Professional Development Plans, ensuring our staff have the skills and knowledge necessary to fulfill our vision and mission.

Impact Review Action Plans have been developed to address specific areas for improvement, informed by Progress Monitoring Data that tracks our progress toward these goals. Creating detailed Organizational Charts ensures that roles and responsibilities are clear, facilitating efficient and effective implementation of our initiatives. Our policies are consistently updated to reflect our strategic priorities and ensure state and federal regulations compliance. These efforts have contributed to improvements in Graduation Rates and the percentage of students with a plan after graduation, demonstrating our commitment to student success.

Using academic data, I have collaborated with members of the schools and community to develop and promote a vision focused on successful learning and the academic development of all students. Regular meetings and focus groups with parents, teachers, and community members have been instrumental in shaping our vision. These sessions have provided valuable insights and feedback, ensuring our vision is inclusive and reflects our community's needs and aspirations.

To promote all students' academic success and well-being, I have worked to develop, implement, and model a shared educational vision, mission, and core values within the school community. This has involved clear and consistent communication about our goals and values, ensuring all stakeholders are aligned and working towards the same objectives. Our vision and mission emphasize high academic standards, equity, and the holistic development of each student.

Strategically developing and implementing systems to achieve our vision and mission has been a critical focus. This includes creating data management systems that support data-driven decision-making and continuous improvement. For instance, the development of curriculum-based assessments and district common assessments has provided valuable data to inform instruction and support student learning. We regularly reflect on and adjust our strategies based on this data to ensure we effectively move toward our goals.

Recognizing individuals' contributions to the District's vision and mission is crucial for fostering a positive and motivated school community. We have implemented various recognition initiatives to celebrate the achievements of our students, staff, and community members. These initiatives

include awards, public acknowledgments, and events highlighting the hard work and dedication of those who contribute to our success.

My first year as Superintendent has been marked by a strong commitment to developing, communicating, and enacting a shared vision, mission, and core values. Through collaboration with stakeholders, strategic planning, data-driven decision-making, and the recognition of individual contributions, we are building a school community that promotes the academic success and well-being of all students in Sarasota County. These efforts are documented and evidenced through our strategic plan, professional development plans, impact review action plans, progress monitoring data, organizational charts, recognition initiatives, policies, and improvements in graduation rates and achievement data.

Standard 2 Evidence

14. **Conducted a Listening Tour of 11 Sessions and Spanish-Speaking Session:** This tour ensures that we understand and address the needs and concerns of our community, fostering collaboration with stakeholders.

15. **Visited Every School and District Facility:** These visits ensure that we understand and address the needs and concerns of our schools, fostering collaboration with stakeholders and promoting a shared vision and mission aligned with our strategic goals for growth and development.

16. **Facilitated the Rollout, Assignment, and Drafting of Strategic Plan - Pillar, Priorities, Strategic Actions, Measures of Success, Timeline, etc.:** This rollout ensures that our strategic plan is effectively implemented, promoting a shared vision and mission through clear communication and strategic actions aligned with our goals for growth and development.

17. **Facilitated the Development, Updating, and Publicizing of Department Organizational Charts:** This development enhances our capacity to manage and support our operations, promoting a shared vision and mission by ensuring clarity in roles and responsibilities.

18. **Established Office of Professional Learning:** This office supports our efforts to enhance professional learning, promoting a shared vision and mission through continuous staff development.

19. **Established Office of Strategic Engagement:** This office supports our efforts to enhance strategic engagement, promoting a shared vision and mission by fostering strong connections with stakeholders.

20. **Established Office of Government Affairs:** This office supports our efforts to enhance government affairs, promoting a shared vision and mission by ensuring alignment with educational policies and priorities.

21. **Utilized and Increased Innovative Data Management Structures to Drive Decision Making:** Enhanced data management has improved our ability to make informed decisions

and monitor progress, promoting a shared vision and mission through data-driven strategies aligned with our strategic goals for growth and development.

22. **Conducted an Instructional Impact Review at Every School:** By systematically evaluating instructional practices across all schools, we identified areas of strength and opportunities for improvement, promoting a shared vision and mission through targeted professional development and improved teaching strategies aligned with our strategic goals for growth and development.

Standard 3: School Operations, Management and Safety

Effective Superintendents manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.

In my first year as Superintendent, I have taken significant steps to manage school operations, resources, and safety effectively, contributing to a safe school environment and promoting the academic success and well-being of all students. The creation of the Master Scheduling and Allocations Handbook has standardized scheduling processes across all school levels, optimizing resource allocation and instructional time. This has ensured that every student can access high-quality instruction and that our resources are used efficiently. We coordinated an agreement with Sarasota County to post required notices on their website free of charge, enhancing transparency and ensuring public access to important information. The development of district event protocols has ensured that events are well-organized and align with our strategic goals for growth and development.

A key accomplishment was approving the millage referendum resolution, which was critical in securing additional funding to support our strategic goals. In collaboration with the HR and Finance departments, we facilitated the selection of a new ERP system, scheduled to go live in January 2025, to streamline operations and support our goals for growth and development. We also adopted the Student Data Privacy Agreement from the Florida Student Data Privacy Alliance, ensuring compliance with state and federal regulations to protect student data privacy.

Through eRate funding, we implemented resilient fiber links from the data center to all network hub sites, ensuring continuity of network connectivity. This reliable connectivity is crucial for supporting instructional technology and administrative functions. Additionally, IT collaborated with curriculum teams to develop and deploy "Curriculum HUBs" in Schoology, providing teachers with centralized access to curriculum resources and enhancing instructional practices. Implementing firewall appliances has strengthened our cybersecurity defenses, ensuring a secure and efficient network environment.

We have begun exploring opportunities to leverage AI technologies in collaboration with various district departments and external agencies to improve operational efficiencies and instructional outcomes. Expanding the Computer Home Access Program from high to middle and elementary schools has allowed more students to check out laptops and hotspots, bridging the digital divide.

Our certification in Single Officer Response to Active Shooter situations has enhanced our preparedness to respond to potential safety threats, reflecting our commitment to maintaining a safe learning environment. Upgrading security cameras across the district has improved our ability to monitor and ensure school safety while installing Open Gate weapons detection systems at crucial locations, strengthening our security infrastructure. Achieving 100% compliance with all safety and security statutory requirements underscores our adherence to legal standards and best practices. Implementing training programs for seizure awareness and diabetes management equips staff with the knowledge to support students with these health conditions, ensuring their safety and well-being.

Our coordination and presentation at the 2024 Convocation of Governments have fostered collaboration with local government entities, supporting our strategic goals for growth and

development. We have initiated numerous capital projects, including breaking ground on Wellen Park High School and completing significant upgrades across multiple schools. These projects enhance our facilities and support our student's academic and extracurricular needs.

Our Finance Department's receipt of several prestigious awards, including the Government Finance Officers Association (GFOA) Certificate of Excellence in Financial Reporting, reflects our commitment to financial transparency and operational efficiency.

Finally, our environmental sustainability initiatives, such as the completion of the electric bus infrastructure project and the introduction of three electric buses, support our strategic goals for sustainability and reduce our environmental impact.

These accomplishments collectively demonstrate my commitment to effectively managing school operations and resources, cultivating a safe environment, and promoting the academic success and well-being of all students in Sarasota County.

Standard 3 Evidence

23. **Creation of Master Scheduling and Allocations Handbook for Each School Level:** This resource has standardized scheduling processes that optimize resource allocation and instructional time, ensuring efficient use of resources and promoting the academic success and well-being of all students by providing consistent and high-quality instructional time.

24. **Coordinated an Agreement with Sarasota County to Post Required Notices on Their Website Free of Charge:** This agreement enhances transparency and ensures that required notices are accessible to the public, fostering a safe and informed school environment by keeping stakeholders informed and engaged while saving the District money.

25. **Developed District Events Protocols:** These protocols ensure that our events are well-organized and effective thereby enhancing the school environment and promoting student well-being through structured and safe event management.

26. **Approved the Resolution to Add the Millage Referendum to the Ballot:** This resolution supports our efforts to secure additional funding, crucial for maintaining and enhancing school operations, resources, and safety measures, ultimately promoting the academic success and well-being of all students.

27. **Facilitated the Process of Evaluating, Selecting, and Entering into a Contract with a New ERP System Provider in Collaboration with the HR and Finance Departments Scheduled to "Go-Live" January 2025:** This facilitation ensures that our practices are effective and efficient, supporting our strategic goals for growth and development by streamlining operations and enhancing resource management, which contributes to a well-managed and safe school environment.

28. **In Collaboration with the District's Legal Team, Adopted the Student Data Privacy Agreement from the Florida Student Data Privacy Alliance:** This strategic move ensures

compliance with state and federal regulations concerning student data privacy, protecting student information and contributing to a safe and secure school environment.

29. **Through eRate Funding, Implemented Resilient Fiber Links from the Data Center to All Network Hub Sites Throughout the District:** This implementation ensures continuity of network connectivity, which is crucial for supporting instructional technology and administrative functions, thereby promoting a safe and efficient school environment conducive to academic success.

30. **Collaborated with Elementary, Middle, and High School Curriculum Teams to Assist in the Development and Deployment of "Curriculum HUBs" in Schoology for All Teachers:** This collaboration ensures that our instructional practices are effective and aligned with our goals, providing centralized access to curriculum resources, thereby supporting academic success and operational efficiency.

31. **Implementation of Next-Gen, Robust Firewall Appliances:** These serve as a first line of defense against cyber threats while also providing granular content filtering, enhancing network security and ensuring a safe digital environment for both instructional and administrative activities.

32. **Collaborated with Various District Departments and Outside Agencies to Explore Opportunities to Leverage AI Technologies:** This exploration aims to improve operational efficiencies and instructional outcomes, supporting our strategic goals for growth and development through innovative and effective practices.

33. **Continued the Annual Commitment to Provide Advanced Technology Computing Tools Through the Computer Refresh Program:** This commitment ensures that students, teachers, and schools have access to up-to-date technology, supporting academic success and operational efficiency across all schools.

34. **Completed the Upgrade of All School's Print Servers:** This upgrade ensures seamless printing capabilities across campuses, supporting efficient school operations and resource management.

35. **In Partnership with the Police Department, Ensured Compliance with CJIS (Criminal Justice Information Services) Certifications:** This partnership ensures that our practices are compliant with state and federal regulations, enhancing school safety and supporting a secure learning environment.

36. **Broke Ground on Wellen Park High School:** This new high school provides much-needed capacity, supporting our strategic goals for growth and development, and ensuring a safe and modern learning environment for students.

37. **Completed Rezone of Central County K-8 Property from OUE to GU:** This rezone supports our strategic goals for growth and development, enabling the development of new educational facilities to meet community needs.

38. **Contracted Purchase of Lakewood Ranch Waterside Elementary School Site:** This purchase supports our strategic goals for growth and development by securing a site for future educational facilities, ensuring adequate capacity and resources for students.

39. **Developed 2023-24 Five-Year Capital Improvement Plan:** This plan outlines our priorities for capital projects, supporting our strategic goals for growth and development, and ensuring that facilities are safe, modern, and conducive to academic success.

40. **Developed 2023-24 Five-Year Work Plan with the Finance Department:** This plan outlines our priorities for capital projects, supporting our strategic goals for growth and development, and ensuring effective management of school operations and resources.

41. **Negotiated School Site Within 3H Ranch Master Development Order:** This negotiation supports our strategic goals for growth and development, securing a site for future educational facilities to meet the needs of our growing community.

42. **Coordinated and Presented at the 2024 Convocation of Governments:** This presentation supports our strategic goals for growth and development by fostering collaboration with local government entities, ensuring that school operations and resources are effectively managed.

43. **Initiated Redistricting Process for the New K-8 in Central County:** This process supports our strategic goals for growth and development, ensuring that school boundaries are aligned with community needs and that resources are effectively allocated.

44. **Capital Projects Tour of Every School. Met with Each Principal to Discuss Capital Budget, Small Projects, and Campus Needs:** This tour ensures that our capital projects meet the needs of our schools, supporting our strategic goals for growth and development and ensuring that facilities are safe and well-maintained.

45. **Hired New Planner, GIS, and Technical Analyst:** These hires enhance our capacity to manage and support our capital projects, supporting our strategic goals for growth and development through effective resource management and operational planning.

46. **Reviewed and Approved OEF 208A Forms for the Design of Central County K-8, Wellen Park HS, Goccio Addition, and Booker HS VPA Renovation:** These approvals support our strategic goals for growth and development, ensuring that new and renovated facilities meet the highest standards of safety and functionality.

47. **Completed 4 Large Projects: Englewood ES Building 6 Replacement and Ditch, Oak Park Building 10, Oak Park Building 14, and Pine View Classroom Building:** These projects enhance our facilities, supporting our strategic goals for growth and development and ensuring that our schools are safe and conducive to learning.

48. **Finalizing Construction and Closeout of Booker HS VPA Addition and Renovation:** This project enhances our facilities, supporting our strategic goals for growth and development and ensuring that our schools are well-equipped to meet the needs of our students.

49. **Started 7 Large Projects: K8 at Skye Ranch, Wellen Park HS, Goccio ES Addition and Renovation, Bay Haven Renovation, Booker MS Re-Roof, Sarasota HS Building 13 & 14 Renovation, Oak Park Building 11 Renovation & Special Olympics Track, and The Farm at McIntosh MS:** These projects enhance our facilities, supporting our strategic goals for growth and development and ensuring that our schools are safe and modern.

50. **Began Design of Garden ES Replacement:** This project supports our strategic goals for growth and development by ensuring that our facilities meet the needs of our students and community.

51. **Began AE & CM Selection Process for Venice HS Stadium Improvements:** This process supports our strategic goals for growth and development by ensuring that our athletic facilities are safe and modern.

52. **Completed 17 Small Projects: Alta Vista ES Covered Walkways, Ashton ES Lobby Restrooms, Booker HS Football Field & Track, ESC Transportation Enhancements, Fruitville ES Old Media to Test Labs, Landings Interior Renovations, Laurel Nokomis K8 Pedestrian Access, Laurel Nokomis K8 PE Restrooms, North Port HS Construction Program, Riverview HS Construction Program, Venice HS Construction Program, STC North Port Convert Classroom to Electrical Program, Venice HS Replace Building 31, Taylor Ranch ES Traffic Improvements, Venice HS Locker Room Improvements, Woodland ES Amphitheater, and Woodland MS Motorized Gate:** These projects enhance our facilities, supporting our strategic goals for growth and development and ensuring that our schools are safe and conducive to learning.

53. **Completed Rollout of Comprehensive Mobile Device Management for All District-Owned Cellular Devices to Ensure Full Compliance as Required in Senate Bill 258:** This rollout ensures that our practices are compliant and effective, supporting our strategic goals for growth and development through efficient and secure mobile device management.

54. **Expanded the Computer Home Access Program from High Schools to Middle and Elementary Schools:** This expansion ensures that students have access to the technology they need to succeed, supporting our strategic goals for growth and development by bridging the digital divide.

55. **BTA Training for All Employees:** This training ensures that staff are equipped with the knowledge and skills to effectively support our students and schools, promoting a safe and supportive learning environment.

56. **Certified the Entire Agency in Single Officer Response to Active Shooter (16 hr Course):** This certification ensures that our staff are prepared to respond effectively to potential safety threats, enhancing school safety and promoting the well-being of all students.

57. **Upgraded Cameras Districtwide:** This upgrade enhances our ability to monitor and ensure the safety of our schools, contributing to a secure learning environment.

58. **Implemented Open Gate Weapons Detection at Riverview HS, Triad, and the Board Room:** This system enhances security at key locations, ensuring a safe learning environment by detecting potential weapons.

59. **Implemented Omni Alert at Riverview HS:** This alert system provides timely and effective emergency communication, enhancing school safety and promoting a secure learning environment.

60. **Updated the Districtwide Mapping (G-Sim) CRG:** This update ensures that our facilities are accurately mapped, supporting effective emergency response and promoting school safety.

61. **Implemented Entry Kits, Breaching Tools, Shields, Active Shooter Kits, and Patrol Rifles for All RRUs and Supervisors:** These tools enhance our ability to respond effectively to potential safety threats, ensuring a secure learning environment.

62. **Implemented LEADS in 6 Pilot Schools:** This initiative enhances our ability to monitor and support student behavior, contributing to a positive school climate and promoting the well-being of all students.

63. **Created and Staffed an Afternoon Shift at 5 Traditional High Schools:** This shift ensures that security and support are available during critical after-school hours, enhancing school safety.

64. **Moved 20 Officers to 12 Month from 10 Month Positions:** This change ensures that security staff are available year-round, enhancing school safety and ensuring a secure learning environment.

65. **Received a Perfect Audit at the Law Enforcement Academy:** This audit reflects the quality and effectiveness of our law enforcement training and operations, promoting a safe and secure school environment.

66. **Completed Numerous Audits (CJIS, ELVIS, FDLE):** These audits ensure that our security practices comply with state and federal regulations, supporting a safe learning environment and promoting student well-being.

67. **Certified Numerous Employees as Instructors (General, Firearms, 1st Aid, Vehicle Ops):** These certifications ensure our staff can provide high-quality training and support, promoting a safe and well-prepared school environment.

68. **Added 24 Security Aides and 2 Supervisors:** This increase in security staff enhances our ability to monitor and ensure the safety of our schools, promoting a secure learning environment.

69. **Achieved 100% Compliance with All Safety/Security Statutory Requirements:** This compliance ensures that our safety practices meet all legal requirements, supporting a safe learning environment and promoting student well-being.

70. **Completed FSSATs:** These assessments ensure that our schools meet safety standards, supporting a safe learning environment and promoting the well-being of all students.

71. **Updated Safety/Security Plans (Per Statutes):** These updates ensure that our safety plans are current and effective, supporting a safe learning environment and promoting student well-being.

72. **Launched Vector Training for Seizure Awareness and Diabetes Management Awareness for All SCS Employees:** This training ensures that staff can support students with these health conditions, enhancing their safety and well-being.

73. **Reviewed/Completed Several MOUs:** These agreements enhance our ability to collaborate with external partners, supporting our strategic goals and promoting effective school operations.

74. **Broke Ground on New K-8 School (First New School in 15 Years):** This new school provides much-needed capacity and supports our strategic goals for growth and development, ensuring a safe and modern learning environment.

75. **Started Small Projects: Sarasota HS Final MURT, Booker HS Field House, Lakeview ES Front Office Modifications, Landings Projects:** These projects enhance our facilities, supporting our strategic goals for growth and development and ensuring that our schools are safe and conducive to learning.

76. **Installed 22 New Portables; Installed 12 Leased Portables; Working on Design and Delivery Plans for 10 More New Portables:** These portables provide the necessary capacity to accommodate student growth, supporting our strategic goals for growth and development and ensuring that our schools can meet student needs.

77. **Relocated 30 Existing Portables to New Sites:** This relocation ensures that our facilities meet the needs of our schools, supporting our strategic goals for growth and development and promoting effective resource management.

78. **Coordinated with the County on Regional Fire Training Facility:** This coordination supports our strategic goals for growth and development, partnering with the County to train and prepare candidates to handle emergencies, promoting a safe school environment.

79. **Provided 5 Studies - Landings Condition & Space Analysis, Sarasota HS VPA Master Plan, Portable Infrastructure Analyses (Multiple Sites), Suncoast Polytech HS Cafeteria & Labs Addition, Riverview HS Aquaculture Program Enhancements, and STC North Port Expansion:** These studies provide valuable insights and support our strategic goals for growth and development, ensuring that our facilities are safe and well-maintained.

80. **Revised Department Structure - Eliminated One PM Position, Created an Assistant PM and Senior PM Positions to Improve Efficiency, Hire New Employees, and Train Current Employees for Advancement:** This restructuring enhances our capacity to manage and support our capital projects, supporting our strategic goals for growth and development through effective resource management.

81. **Created a Plan Review, Permit, and Inspection Contract for Outsourcing These Services, which is Currently Being Utilized at Wellen Park HS:** This contract enhances our capacity to manage and support our capital projects, supporting our strategic goals for growth and development and ensuring effective and efficient project management.

82. **Reviewed and Revised Departmental Filing Systems and Researched Utilization of New Software to Improve Workflow and Efficiencies:** This review enhances our capacity to manage and support our capital projects, supporting our strategic goals for growth and development through improved workflow and efficiencies.

83. **Completed 12 Hurricane Ian Projects and Worked with Risk Management, Insurance Carriers, and FEMA to Maximize Claim Amounts for the District:** These projects support our strategic goals for growth and development, ensuring that our facilities are safe and well-maintained following natural disasters.

84. **Ensured All Board Approved Continuing Contract Categories Have the Appropriate Professional Services Selection Committee Qualifications and Are Renewed or Extended Timely:** This process enhances our capacity to manage and support our capital projects, supporting our strategic goals for growth and development through effective contract management.

85. **Worked with Purchasing, IT, and Safety & Security on FFE Budgets for the New Schools to Ensure That They Are Properly Outfitted Upon Completion:** This process ensures that our new schools are equipped with the necessary resources to support student learning.

86. **Updated the Banking Process to Consolidate Accounts and Streamline Processes While Maximizing Interest Earnings:** This update enhances our capacity to manage and support our financial operations, supporting our strategic goals for growth and development through efficient and secure financial management.

87. **The Federal Programs Department Assisted in Writing the Science of Reading Grant and the Stronger Connections Grants:** These grants support our efforts to improve literacy and address other challenges, supporting our strategic goals for growth and development and promoting academic success.

88. **The Federal Programs Division Hosted a Title I Workshop for Our Principals to Kick Off the 2024/25 Budgeting Cycle:** This workshop enhances our capacity to manage and support our Title I programs, supporting our strategic goals for growth and development and promoting effective resource management.

89. **Certificates of Participation Were Issued for $185,975,000 at an All-In Interest Rate of 3.204% to Fund the New High School in Wellen Park:** This funding supports our strategic goals for growth and development, ensuring that our new high school has the necessary resources to provide a safe and modern learning environment.

90. **Facilitated the Researching, Writing, and Submission of the Organizational Excellence Grant Proposal to the Charles and Margery Barancik Foundation:** This proposal supports our efforts to achieve organizational excellence, supporting our strategic goals for growth and development and promoting high quality customer service.

91. **Facilitated the Formation of a Team of District Professionals to Coordinate and Lead the Boundary Advisory Committee/Process for the New K-8 School in Skye Ranch:** This process supports our strategic goals for growth and development, ensuring that school boundaries are aligned with community needs and that resources are effectively allocated.

92. **Completed the Electric Bus Infrastructure Project and Have 3 Electric Buses Currently Transporting Students Daily:** This project supports our efforts to reduce our environmental impact, supporting our strategic goals for sustainability and promoting a safe and modern transportation system.

93. **Relocated Assets to Provide a Designated Dispatch Area in Preparation for Expanding Dispatch Operations from a One to Two Channel Operation:** This relocation enhances our capacity to manage and support our transportation operations, supporting our strategic goals for growth and development and ensuring efficient and effective dispatch operations.

Standard 4: Student Learning and Continuous School Improvement

Effective Superintendents enable continuous improvement to promote the academic success and well-being of all students.

In my first year as Superintendent, my focus on student learning and continuous school improvement has been pivotal in promoting all students' academic success and well-being. One of the key initiatives was the adoption of new Math and Social Studies instructional materials for implementation in the 2024-2025 school year. This initiative ensures that our curriculum remains current and relevant, providing students with up-to-date resources that enhance learning outcomes and prepare them for future academic challenges.

Another significant step was the drafting and early implementation of the Literacy for All Plan, which aims to ensure high-quality tiered instruction aligned with the Science of Reading. This plan addresses the diverse literacy needs of our students, ensuring that all students receive the support they need to achieve literacy proficiency. We created the Literacy Cadre, which comprises all new school-based literacy coaches and literacy interventionists who receive district-led monthly professional learning and job-embedded opportunities for growth, thereby supporting our Literacy for All initiatives.

We revised the Teacher Evaluation System, like the administrator evaluation, to enhance the accuracy and fairness of teacher assessments, encouraging effective teaching practices and professional development. Conducting an Instructional Impact Review at every school allowed us to systematically evaluate instructional practices, identify strengths, and pinpoint improvement opportunities, leading to targeted professional development and improved teaching strategies.

To support continuous improvement, we developed and implemented individualized school-level action plans, providing a clear roadmap for each school's improvement efforts. These plans ensure that strategies are tailored to meet specific needs. Additionally, we developed and supported the implementation of grade-level response plans based on PM 2 data for both Math and ELA, providing targeted support for students and addressing specific areas of need identified through data analysis.

Implementing the Focused Framework for Advancing Student Performance structured our efforts to improve student outcomes, focusing on key areas such as literacy, numeracy, and critical thinking skills. We also developed curriculum-based assessments within Performance Matters to support grades 2-5 in ELA, Math, and Science, providing ongoing data to inform instruction and support student learning.

Furthermore, we developed district common assessments in Math for grades 2-5 and Science for grades 3-5, ensuring consistency in evaluating student progress across the district. High school curriculum maps for assessed courses in ELA, Math, Social Studies, and Science were created to provide clear guidance on curriculum delivery and ensure alignment with standards.

To support high school teachers, we developed toolkits that align standards, instructional resources, Achievement Level Descriptors (ALDs), and test specifications for assessed ELA, Math, Social Studies, and Science courses. These toolkits support teachers in delivering high-quality instruction that meets state standards. We also developed District Common Assessments (DCA)

for assessed high school ELA, Math, Social Studies, and Science courses, implementing a more robust systematic progress monitoring protocol to improve Professional Learning Community (PLC) work and student achievement.

We created the Data Coach Cadre, which comprises all school-based data coaches/testing coordinators who receive district-led monthly professional learning and job-embedded opportunities for growth. This cadre supports data-driven instructional practices, ensuring reliable data inform our instructional decisions.

Additionally, we developed high school content hubs and an elementary teacher hub that align instructional supports to standards, resources, test specifications, and ALDs. These hubs provide centralized resources for teachers, supporting effective instruction and alignment with standards.

Through these comprehensive efforts, I have demonstrated my commitment to enabling continuous improvement, promoting all students' academic success and well-being, and ensuring that our instructional practices are effective and aligned with our strategic goals.

Standard 4 Evidence

94. **Adopted New Math & Social Studies Instructional Materials for Implementation 24-25:** This ensures that our curriculum remains current and relevant, providing students with up-to-date resources that enhance learning outcomes and prepare them for future academic challenges. This process fulfills the settlement agreement made by the School Board before my arrival, promoting continuous improvement in student learning.

95. **Created the Literacy Cadre Comprised of All New School-Based Literacy Coaches and Literacy Interventionists:** This group receives district-led monthly professional learning and job-embedded opportunities for growth, supporting our Literacy for All initiatives and promoting continuous improvement in literacy instruction.

96. **Revised the Teacher Evaluation System:** Similar to the administrator evaluation, this revision has enhanced the accuracy and fairness of teacher assessments, encouraging effective teaching practices and professional development, thereby promoting continuous improvement in teaching quality.

97. **Developed and Supported the Implementation of Grade-Level Response Plans Based on PM 2 Data for Math and ELA:** These plans provide targeted support for students, addressing specific areas of need identified through data analysis, ensuring continuous improvement in student learning outcomes.

98. **Implemented the Focused Framework for Advancing Student Performance:** This framework has structured our efforts to improve student outcomes, focusing on key areas such as literacy, numeracy, and critical thinking skills, promoting continuous improvement in student performance.

99. **Development of Curriculum-Based Assessments within Performance Matters to Support Grades 2-5 in ELA, Math, and Science:** These assessments provide ongoing data

to inform instruction and support student learning, ensuring continuous improvement in instructional practices.

100. **Development of District Common Assessments in Math for Grades 2-5 and Science for Grades 3-5:** These assessments ensure consistency in evaluating student progress across the district, providing valuable data for instructional planning and promoting continuous improvement.

101. **Development of High School Curriculum Maps for Assessed Courses in ELA, Math, SS, and Science:** These maps provide clear guidance on curriculum delivery, ensuring alignment with standards and consistency across schools.

102. **Development of High School Teacher Toolkits that Align Standards, Instructional Resources, ALDs, and Test Specifications for Assessed Courses in ELA, Math, SS, and Science:** These toolkits support teachers in delivering high-quality instruction that meets state standards, promoting continuous improvement in teaching practices.

103. **Development of District Common Assessments (DCA) for Assessed Courses in High School ELA, Math, Social Studies, and Science:** These assessments provide valuable data for monitoring student progress and informing instructional decisions, promoting continuous improvement in student achievement.

104. **Created the Data Coach Cadre Comprised of All School-Based Data Coaches/Testing Coordinators:** This group receives district-led monthly professional learning and job-embedded opportunities for growth, supporting data-driven instructional practices and promoting continuous improvement in data usage.

105. **Development of High School Content Hubs to Align Instructional Supports to Standards, Resources, Test Specifications, and ALDs:** These hubs provide centralized resources for teachers, supporting effective instruction and alignment with standards, promoting continuous improvement in instructional quality.

106. **Development of an Elementary Teacher Hub that Aligns Standards, Instructional Resources, ALDs, and Test Specifications for ELA, Math, Social Studies, and Science:** This hub provides teachers with the resources they need to deliver high-quality instruction aligned with standards, supporting continuous improvement in elementary education.

Standard 5: Learning Environment

Effective Superintendents cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.

In my first year as Superintendent, fostering a caring, rigorous, and supportive school community has been integral to promoting the academic success and well-being of all students. One of our key initiatives was developing a new Code of Conduct for both elementary and secondary schools, establishing clear and consistent behavioral expectations that create a safer and more respectful learning environment.

We enhanced the Project 10 platform to include action-oriented and measurable strategies to increase graduation rates in high schools, providing targeted support for at-risk students and contributing directly to higher graduation rates. Our redesigned partnership with the Acceleration Academy offers alternative pathways for students in danger of not graduating, ensuring that more students complete their education on time.

To address attendance issues, we launched proactive attendance teams at every school and implemented truancy court as an intervention, resulting in a 1% increase in average daily attendance rates. Recognizing the importance of school safety, we transitioned from the Comprehensive School Threat Assessment Guidelines (CSTAG) to the Florida Model. We provided continuous professional learning to over 300 staff members to enhance our ability to assess and respond to school safety threats.

Using stakeholder feedback, we expanded school-based mental health service provider professional learning to include navigation systems of care with community partners, improving our ability to support students' mental health needs. Hosting focus groups for behavior specialists, school counselors, social workers, and school psychologists has fostered valuable insights and collaboration among student support professionals.

We streamlined bullying procedures, updated forms, and launched professional learning to align with new statutes and district policy, strengthening our ability to address bullying and ensure a safe environment for all students. Our proactive approach to high-risk suicide risk assessments and behavioral threats ensures that students in crisis receive timely and appropriate mental health services.

To keep all student services stakeholders informed and engaged, we provided weekly communication via a newsletter, supporting a coordinated approach to student services. We crafted and utilized facilitated meeting structures to help school teams and district focus groups, enhancing collaboration and ensuring productive, goal-oriented meetings.

The launch of the Youth Mental Health First Aid Dashboard provides a centralized resource for tracking mental health training and support efforts, improving our ability to monitor and address student needs. Hosting an annual college fair with over 100 colleges and universities offered students valuable opportunities to explore post-secondary options and plan for their futures.

We utilized and increased innovative data management structures to drive decision-making, improving our ability to make informed decisions and monitor progress toward our goals.

Embedding Appreciative Inquiry into our work on organizational excellence has fostered a positive, strengths-based culture, enhancing our ability to achieve strategic objectives.

Lastly, we created a district PBIS team to align with newly deployed state requirements for model school recognition, supporting the implementation of Positive Behavioral Interventions and Supports (PBIS) and contributing to a positive school climate. These efforts collectively demonstrate my commitment to cultivating a supportive and rigorous school community, ensuring the academic success and well-being of all students in Sarasota County.

Standard 5 Evidence

107. **Redesigned the Partnership with the Acceleration Academy to Support High School Students in Danger of Not Graduating:** This initiative offers alternative pathways for students to complete their education, ensuring more students graduate on time, thereby fostering a caring and supportive school community that promotes academic success.

108. **Launched Proactive Attendance Teams at Every School and Implemented Truancy Court as a Proactive Intervention for Attendance, Resulting in a 1% Increase in Average Daily Attendance Rates:** These initiatives have improved student attendance, which is critical for academic success, creating a rigorous and supportive environment for learning.

109. **Transitioned from the Comprehensive School Threat Assessment Guidelines (CSTAG) to the Florida Model by Providing Continuous Professional Learning to Over 300 Staff Members:** This transition has enhanced our ability to assess and respond to safety threats, ensuring a safe and supportive learning environment for all students.

110. **Using Stakeholder Feedback, Expanded School-Based Mental Health Service Provider Professional Learning to Include Navigation Systems of Care with Community Partners:** This expansion has improved our ability to support students' mental health needs, contributing to their overall well-being and fostering a caring school community.

111. **Streamlined Bullying Procedures, Updated Forms, and Launched Professional Learning to Align with New Statutes and District Policy:** These efforts have strengthened our ability to address bullying and ensure a safe learning environment for all students, promoting a caring and respectful school community.

112. **All High-Risk Suicide Risk Assessments and Behavioral Threats Resulted in a Referral to Mental Health Services:** This proactive approach ensures that students in crisis receive timely and appropriate support, promoting a caring and supportive school environment.

113. **Provided Weekly Communication to All Student Services Stakeholders via Weekly Newsletter:** This communication ensures that all stakeholders are informed and engaged, supporting a coordinated and supportive approach to student services.

114. **Crafted and Utilized Facilitated Meeting Structures to Support School Teams and District Focus Groups:** These structures enhance collaboration and ensure that meetings

are productive and focused on achieving our goals, fostering a supportive and goal-oriented school community.

115. **Created and Launched Youth Mental Health First Aid Dashboard:** This dashboard provides a centralized resource for tracking mental health training and support efforts, enhancing our ability to monitor and address student needs, promoting a caring and supportive environment.

116. **Hosted Annual College Fair for SCS Students and Families with Over 100 Colleges and Universities:** This event has provided students with valuable opportunities to explore post-secondary options and plan for their futures, supporting their academic success and well-being.

117. **Embedded Appreciative Inquiry into the Work of Organizational Excellence:** This approach has fostered a positive and strengths-based culture, enhancing our ability to achieve our strategic goals and promoting a supportive school community.

118. **Created District PBIS Team to Align with Newly Deployed State Requirements for Model School Recognition:** This team supports the implementation of Positive Behavioral Interventions and Supports (PBIS), contributing to a positive and supportive school climate.

Standard 6: Recruitment and Professional Learning

Effective Superintendents build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.

In my first year as Superintendent, I have focused on building school personnel's collective and individual professional capacity through comprehensive support systems and professional learning opportunities, promoting the academic success and well-being of all students. To support effective collaboration in Professional Learning Communities (PLCs), we developed and facilitated professional learning courses that have equipped teachers with the necessary skills and knowledge.

We created new job descriptions for literacy coaches, literacy interventionists, and testing coordinators/data coaches for all schools. These were crucial in supporting our literacy initiatives, data-driven decision-making, and instructional improvement efforts. The development of screening protocols and pools for these positions ensures we have a qualified and prepared workforce to support our educational goals.

The PLC model was updated to include two instructional structures: backward planning and data analysis, refining our practices, and improving instructional quality and student outcomes. We designed a three-layer system for data analysis, supporting data-driven decision-making and strategic progress monitoring. Implementing the Flamingo Literacy K-2 Small Group Model, supported by the Straus Grant, has provided targeted literacy support for our youngest learners, laying a strong foundation for their future academic success.

Professional learning in Youth Mental Health First Aid was provided to 86% of SCS staff, exceeding the state requirement of 80%. This training equips our staff to recognize and respond to mental health issues, ensuring students receive timely and appropriate support. We also developed and implemented new Certified Nursing Assistant (CNA) positions for Oak Park School to support medically fragile students, ensuring they receive the necessary care and attention to succeed academically.

We instituted the Classical Learning Test for all high schools, providing an additional measure of student learning and complementing existing assessments. Middle School Content Hubs were developed for ELA, Math, IR, Science, Social Studies, and ESOL, aligning instructional supports to standards and resources. New instructional resources were purchased and implemented at the middle school level to address the varied needs of ESOL students.

A weekly schedule of instructional supports and school site visits by program specialists, aligned with impact review feedback, site-based administrator requests, and progress monitoring assessment data, ensures consistent and targeted support for high schools. Teacher support was elevated through facilitated half-day planning sessions, customized professional learning, and individualized coaching support, enhancing instructional practices and contributing to improved student outcomes.

We expanded You Are Not Alone (YANA) family and community events to include three events reaching the North, South, and Mid-County regions, fostering community engagement and

providing important resources and support for families. Exceeding the state-required percentage of students screened for hearing, vision, and scoliosis ensures that health issues are identified and addressed early, supporting students' overall well-being and learning ability.

The Proactive Behavior Response Team (PBR) has provided 607 days of intervention, addressing behavioral issues and supporting positive student behavior. Comprehensive School Counseling Plans were implemented at all schools, providing structured support for students' academic, social, and emotional needs. We created and implemented resiliency instruction lessons for grades K-12 aligned to the newly released Florida standards, equipping students with the skills to cope with challenges and thrive academically and personally.

We coordinated the Heiken Vision Bus and the Vision Services Provider Voucher Program to assist students needing follow-up vision care that is critical for their learning. Our SCS School Health Manual was recognized as a statewide exemplar by the Florida Department of Health, reflecting the quality and comprehensiveness of our health services.

We have hired 1,069 staff members, representing the most hired in SCS history, and maintained nearly 100% fill rates for transportation, custodial, and food and nutrition departments. We built a substitute pool of over 1,100 active subs, leading to over 90% substitute fill rates. We also created and implemented a volunteer application for hurricane support, ensuring we have the volunteers needed during emergencies.

Recognition and retention efforts, supported by the Barancik Foundation, included initiatives such as the Ripple Effect Teacher Award, TIME Fellowship, employee engagement groups, affordable housing units at Lofts on Lemon, and other innovative programs. We completed the conversion of all employee files to electronic format with AxiomPro, enhancing our capacity to manage and support our workforce. Additional certification specialist allocations were provided to support charter schools, ensuring they have the resources to succeed.

Collaboration with twenty-eight staffing agencies helped us find quality candidates for hard-to-fill positions. We implemented the Pathways to Health initiative, requiring employees to have an annual physical to access health plans and supporting employee health and well-being. Teladoc services were expanded, and mobile medical unit events were scheduled to increase access to medical services. A new surgery network with Surgery Plus and new benefits with Aflac for hospital indemnity and Standard for short-term disability were also implemented.

Zen Dens were expanded to two additional schools (Glenallen and Alta Vista) with grant dollars, providing spaces for staff to relax and recharge. Online exit surveys provide feedback from departing employees, supporting efforts to improve retention and satisfaction.

A new contract with Skyward as our ERP solution will go live in January 2025, enhancing our capacity to manage and support our workforce. Innovative and successful recruitment initiatives continue to yield excellent results in a challenging labor market. We worked with the Chief of Staff and COO to write the Hardwiring Organizational Excellence Grant, focusing on the Studer Education approach, and offered upskills training opportunities for staff interested in advancing within the district.

The "Building a Bridge for Hire" event allowed high school students to experience jobs within the district, supporting their career readiness. Contract negotiations resulted in competitive and fair compensation for instructional and classified staff. Recognition events, such as the SREOY event with a car lease donation from Sarasota Ford and the return of School Board Retirement Recognition post-COVID, celebrate and reward our staff's contributions.

A screening process for key school-based positions, a nearly one-million-dollar grant from the Barancik Foundation for a paid internship program, a complete rewrite of the SCIP curriculum, and comprehensive training for new teachers in collaboration with the union are among our significant achievements.

These efforts collectively demonstrate my commitment to building professional capacity within our district, supporting all students' academic success and well-being, and ensuring that our staff are well-equipped and motivated to achieve our strategic goals for growth and development.

Standard 6 Evidence

119. **Developed and Facilitated Professional Learning Courses Designed to Support PLC Work for All Teachers to Attend:** These courses have equipped teachers with the skills and knowledge to collaborate effectively in Professional Learning Communities (PLCs), leading to improved instructional practices and promoting academic success.

120. **Created New Job Descriptions for Literacy Coach, Literacy Interventionist, and Testing Coordinator/Data Coach for All Schools:** These roles are crucial in supporting our literacy initiatives, data-driven decision-making, and instructional improvement efforts, enhancing the professional capacity of our staff.

121. **Developed the Screening Protocols and Pool for Potential Literacy Coaches, Interventionists, and Testing Coordinator/Data Coaches:** This ensures a qualified and prepared workforce ready to support our educational goals, promoting the academic success and well-being of all students.

122. **Updated the PLC Model to Include Two Instructional Structures - Backwards Planning and Data Analysis:** This update has refined our PLC practices, making them more effective in improving instructional quality and student outcomes, supporting continuous improvement.

123. **Designed the 3-Layers of Data Analysis:** This targeted system for data analysis supports data-driven decision-making and strategic progress monitoring, ensuring that instructional decisions are based on solid evidence, promoting academic success.

124. **Implemented Flamingo Literacy K-2 Small Group Model Including Job-Embedded Professional Learning Supported by the Straus Grant:** This model has provided targeted literacy support for our youngest learners, laying a strong foundation for their future academic success.

125. **Provided Professional Learning in Youth Mental Health First Aid to 86% of SCS Staff, Exceeding the State Requirement of 80%:** This training has equipped our staff with the

skills to recognize and respond to mental health issues, ensuring that students receive timely and appropriate support, enhancing their well-being.

126. **Developed and Implemented New CNAs Positions for Oak Park School to Support Medically Fragile Students:** This initiative provided specialized support for our most vulnerable students, ensuring they receive the necessary care and attention to succeed academically.

127. **Instituted the Classical Learning Test for All High Schools:** This provides an additional measure of student learning, complementing existing assessments and offering a broader perspective on student achievement, supporting academic success.

128. **Development of Middle School Content Hubs (ELA, Math, IR, Science, Social Studies, ESOL) to Align Instructional Supports to Standards, Resources, Test Specifications, and ALDs:** These hubs provide centralized resources for middle school teachers, supporting effective instruction and promoting academic success.

129. **Purchased and Implemented New Instructional Resources at the Middle School Level to Address the Varied Needs of ESOL Students and Aligned to Specific Courses and Scheduling:** These resources ensure that ESOL students receive the support they need to succeed academically, promoting equity and inclusion.

130. **Implemented a Weekly Schedule of Instructional Support and School Site Visits for High Schools by Program Specialists Aligned to Impact Review Feedback, Site-Based Administrator Requests, and Progress Monitoring Assessment Data:** This schedule ensures that schools receive consistent and targeted support, enhancing instructional quality and student outcomes.

131. **Elevated Teacher Support Provided by Program Specialists, Including Facilitated Half-Day Planning Sessions, Customized Professional Learning, and Individualized Coaching Support:** This support has enhanced teachers' instructional practices, contributing to improved student outcomes.

132. **Expanded You Are Not Alone (YANA) Family and Community Events to Include Three Events Reaching North, South, and Mid-County Regions of Our District:** These events have fostered community engagement and provided important resources and support for families, enhancing the well-being of students and their families.

133. **Exceeded the State Required Percentage (95%) of Students Screened (Hearing, Vision, Scoliosis):** This proactive approach ensures that health issues are identified and addressed early, supporting students' overall well-being and learning ability.

134. **Proactive Behavior Response Team (PBR) Has Provided 607 Days of Intervention to Date:** This team has been instrumental in addressing behavioral issues and supporting positive student behavior, promoting a supportive learning environment.

135. **Implemented Comprehensive School Counseling Plans at All Schools:** These plans provide structured support for students' academic, social, and emotional needs, contributing to overall success and well-being.

136. **Created and Implemented Resiliency Instruction Lessons for Grades K-12 Aligned to the Newly Released Florida Standards:** These lessons equip students with the skills to cope with challenges and thrive academically and personally.

137. **Coordinated the Heiken Vision Bus and the Vision Services Provider Voucher Program to Assist Students in Need of Follow-Up:** These initiatives ensure that students receive necessary vision care, which is critical for their learning and academic success.

138. **SCS School Health Manual Recognized as a Statewide Exemplar by the Florida Department of Health:** This recognition reflects the quality and comprehensiveness of our health services, supporting student well-being and academic success.

139. **Hired 1,069 Staff in 2022-23, Representing Most Employees Hired in SCS History:** These hires ensure that we have the staff needed to support our schools, promoting academic success and the well-being of all students.

140. **Built Substitute Pool to Over 1,100 Active Subs, Leading to Over 90% Sub Fill Rates:** This pool ensures that we have the staff needed to support our schools, supporting academic success and continuity of learning.

141. **Maintained Nearly 100% Fill Rate for Transportation, Custodial, and Food and Nutrition Departments:** This fill rate ensures that we have the staff needed to support our schools, promoting academic success and student well-being.

142. **Created and Implemented Volunteer Application to Serve During Hurricane:** This application ensures that we have the volunteers needed to support our schools during emergencies, promoting safety and continuity of learning.

143. **With Support from the Barancik Foundation, Offered Recognition and Retention Efforts, Including the Ripple Effect Teacher Award, TIME Fellowship, Employee Engagement Groups, Affordable Housing Units at Lofts on Lemon, and Other Innovative Initiatives:** These efforts ensure that we recognize and retain high-quality staff, supporting academic success and the well-being of all students.

144. **Enhanced Communication and Support of Charter Schools with Additional Certification Specialist Allocation:** This support ensures that charter schools have the resources they need to succeed, promoting academic success and the well-being of all students.

145. **Worked with Twenty-Eight Staffing Agencies to Find Quality Candidates for Hard-to-Fill Positions:** This collaboration ensures that we have the staff needed to support our schools, promoting academic success and the well-being of all students.

146. **Implemented Pathways to Health Requires Employees to Have an Annual Physical to Access Health Plans:** This requirement supports employee health and well-being, promoting academic success and the well-being of all students.

147. **Expanded Teladoc Services and Scheduled Mobile Medical Unit Events to Increase Access to Different Medical Services:** These services ensure that employees have access to necessary medical care, supporting their health and well-being.

148. **Successfully Implemented New Surgery Network with Surgery Plus:** This network provides high-quality surgical care for employees, supporting their health and well-being.

149. **Implemented New Benefits with Aflac for Hospital Indemnity with 361 Employees Enrolled:** This benefit supports employee health and well-being, promoting academic success and the well-being of all students.

150. **Implemented New Benefit Provider for Short-Term Disability with Standard with 1,291 Employees Enrolled:** This benefit supports employee health and well-being, promoting academic success and the well-being of all students.

151. **Expanded Zen Dens to Two Additional Schools (Glenallen and Alta Vista) with Grant Dollars:** These Zen Dens provide a space for staff to relax and recharge, supporting their health and well-being.

152. **Offered Online Access to Benefits to All Providers Through Businessolver (Fully Funded by Credits from Providers):** This access ensures that employees can easily manage their benefits, supporting their health and well-being.

153. **Offered Two Health and Benefits Fairs (STC & STC North Port):** These fairs provide valuable information and resources for employees, supporting their health and well-being.

154. **Established Customer Service Survey with Over 97% Sharing an Overall Positive Experience with the HR Department:** This survey ensures that we are meeting the needs of our employees, supporting their satisfaction and well-being.

155. **Established Online Exit Survey:** This survey provides feedback from departing employees, supporting our efforts to improve employee retention and satisfaction.

156. **Worked with Technology and Finance to Secure a New Contract with Skyward as Our New ERP Solution - Will Go Live in January 2025:** This contract enhances our capacity to manage and support our workforce, supporting academic success and the well-being of all students.

157. **Continued to Offer Innovative and Successful Recruitment Initiatives:** These initiatives ensure that we have the staff needed to support our schools, promoting academic success and the well-being of all students.

158. **Worked with the Chief of Staff and COO to Write Hardwiring Organizational Excellence Grant Focused on the Studer Education Approach:** This grant supports our efforts to achieve organizational excellence, promoting academic success and the well-being of all students.

159. **Offered Upskills Training Opportunities for Staff Interested in Advancing Within the District:** These opportunities ensure that staff have the skills needed to advance, supporting their professional growth and our strategic goals for growth and development.

160. **Offering "Building a Bridge for Hire" Event to Provide Opportunities for High School Students to Experience Jobs Within the District:** This event provides valuable career exploration opportunities for students, supporting their career readiness and our strategic goals for growth and development.

161. **With Support from Business Partners, we Recognized Classified Staff at the SREOY Event at Michael's on East and, with a Special Donation from Sarasota Ford, Provided a Two-Year Car Lease for the Winner:** This recognition celebrates and rewards the contributions of our classified staff, supporting their satisfaction and retention.

162. **Brought Back School Board Retirement Recognition Post-COVID:** This recognition celebrates the contributions of our retirees, supporting their satisfaction and well-being.

163. **Worked with the Instructional Team on Implementing the Screening Process for Key School-Based Positions:** This process ensures that we hire high-quality staff, supporting our strategic goals for growth and development.

164. **Secured Grant (Nearly One Million) from Barancik Foundation to Offer Paid Internship Program:** This grant provides valuable opportunities for students, supporting their career readiness and our strategic goals for growth and development.

165. **Completely Rewrote the SCIP Curriculum and Retrained All Mentors:** This rewrite enhances our capacity to support new teachers, supporting our strategic goals for growth and development.

166. **Planned a Comprehensive Four-Day Training This Summer for All New Teachers:** This training ensures that new teachers are equipped with the knowledge and skills to succeed, supporting our strategic goals for growth and development.

167. **Developed and Implemented a New Process for Calculating School Allocations in Collaboration with the Academic Team:** This allocation process ensures that our resources are distributed effectively, supporting our strategic goals for growth and development.

Standard 7: Building Leadership Expertise

Effective Superintendents cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.

In my first year as Superintendent, cultivating and developing leadership expertise within our district has been a top priority. This focus on building leadership capacity is essential for promoting all students' academic success and well-being. One significant action was the revision of the Administrator Evaluation System, ensuring that our administrators are assessed using relevant criteria that reflect their roles and responsibilities. This update fosters accountability and continuous professional growth among our school leaders.

To provide ongoing professional development, we created the Leadership Development Learning Series for each Principal and Assistant Principal meeting, aligning these series to the Florida Educator Accomplished Practices (FEAPs) and a focused framework. These sessions have enhanced the capacity of our school leaders to drive school improvement initiatives effectively. Additionally, we implemented bi-weekly virtual principal meetings to facilitate continuous communication and collaboration, allowing for timely updates and collective problem-solving.

We also instituted Empower Meetings bi-annually with all school principals and level chiefs to provide support and accountability for leadership. These meetings foster collaboration and ensure our school leaders align with district goals. Recognizing the need for specialized roles to support our strategic objectives, we created several key positions, including Chief of Staff, Chief of Middle Schools, Chief of Police, and Chief Operations Officer. These roles enhance our capacity to manage and support our operations, middle schools, safety, and security, contributing to our strategic goals for growth and development.

These efforts demonstrate my commitment to cultivating, supporting, and developing other school leaders. By building a robust leadership infrastructure, we are better equipped to promote the academic success and well-being of all students in Sarasota County.

Standard 7 Evidence

168. **Revised the Administrator Evaluation System:** Updating this system has ensured that our administrators are assessed using relevant criteria that reflect their roles and responsibilities, fostering accountability and continuous professional growth among school leaders, which is essential for promoting academic success and well-being.

169. **Created Leadership Development Learning Series for Each Principal and AP Meeting Aligned to FEAPs and Focused Framework:** These series have provided ongoing professional development for school leaders, enhancing their capacity to drive school improvement initiatives, cultivating leadership expertise.

170. **Development and Implementation of Bi-weekly Virtual Principal Meetings:** These meetings facilitate continuous communication and collaboration, allowing for timely updates and collective problem-solving among school leaders, supporting their development and effectiveness.

171. **Implemented Empower Meetings Bi-annually with All School Principals and Level Chiefs to Provide Support and Accountability for Leadership:** These meetings foster collaboration and accountability among school leaders, ensuring alignment with district goals and enhancing their leadership capacity.

172. **Created Chief of Staff Position:** This position enhances our capacity to manage and support our operations, thereby supporting and developing school leaders to achieve strategic goals for growth and development.

173. **Created Chief of Middle School Position:** This position enhances our capacity to manage and support our middle schools, thereby supporting and developing school leaders to achieve strategic goals for growth and development.

174. **Hired Chief of Police:** This hire enhances our capacity to manage and support our safety and security operations, thereby supporting and developing school leaders to maintain a safe learning environment.

175. **Hired Chief Operations Officer:** This hire enhances our capacity to manage and support our operations, thereby supporting and developing school leaders to achieve strategic goals for growth and development.

Standard 8: Meaningful Parent, Family, and Community Engagement

Effective Superintendents utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students.

In my first year as Superintendent, my focus on meaningful parent, family, and community engagement has been instrumental in promoting all students' academic success and well-being. To enhance our communication capabilities and ensure effective engagement, we facilitated developing, publicizing, and educating the District Crisis Communication Plans & Processes. This initiative strengthens our capacity to manage crises and supports our strategic goals for growth and development.

We responded to 295 media inquiries, ensuring timely and accurate communication with the public, and drafted 167 messages, sending 126 community engagement messages to keep our community informed and engaged. Our social media strategy has been highly effective, with 316,000 engagements, 4.2 million impressions, and an audience of 43,900, demonstrating our commitment to transparent and dynamic communication.

Enhanced website engagement has ensured that our community has access to important information and resources. At the same time, updated equipment in the STC studio has improved our ability to produce high-quality media content. In June, we are launching two new communication tools: a 2-way communication platform called "Rooms" and a new mass communication system to enhance engagement and collaboration between schools and families.

We have released 75 videos this school year, with 25 more slated by the end of June, to showcase our schools and programs. The SCS Cares Recognition Program, which received over 1,000 recognitions and sent 3,000 emails, celebrates staff contributions and fosters a positive culture. Meeting with every member of the local legislative delegation has ensured that our representatives are informed and engaged in supporting our needs.

To better understand the needs and challenges of our staff, I shadowed a bus driver, a school resource officer, a registrar, and a cafeteria manager. These experiences have provided valuable insights supporting our strategic growth and development goals. Additionally, we distributed 64 media outputs (pitches) to enhance our visibility and engagement with the broader community.

We designed and launched new websites for 40 schools, including STC, with enhanced search functionality and developed a new district and school app to improve communication and access to information. Our marketing efforts included a school choice open enrollment plan and a strategy with NICHE for remarketing on Meta and Google. We also created marketing overview flipbooks to provide transparency and engagement regarding our communication and operational strategy.

Innovative communication initiatives such as the "In Tune" podcast series, the "Trading Spaces" video series, and "Senior Spotlights" social media reels have provided new platforms for sharing information and celebrating achievements. The "Teacher Tuesday" social media initiative recognizes and celebrates the contributions of our teachers, fostering a positive culture.

Lastly, the AWN (Weekly Newsletter) creation and implementation ensure that staff are consistently informed and engaged with the latest district news and updates. These efforts collectively demonstrate my commitment to utilizing multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders, ultimately promoting the academic success and well-being of all students in Sarasota County.

Standard 8 Evidence

176. **Facilitated the Development, Publicizing, and Education of the District Crisis Communication Plans & Processes:** This development enhances our capacity to manage crises and communicate effectively, supporting our strategic goals for growth and development while ensuring the well-being of our community.

177. **Updated Equipment in STC Studio:** This update enhances our ability to produce high-quality media content, supporting our communication efforts and engaging our community more effectively.

178. **Launching in June - 2-Way Communication Between Schools and Families "Rooms":** This new communication tool enhances engagement and collaboration between schools and families, promoting reciprocal communication and stronger relationships.

179. **Released 75 Videos to Date This School Year - 25 Slated by the End of June:** These videos enhance communication and engagement with our community, showcasing our schools and programs and celebrating achievements.

180. **SCS Cares Recognition Program - Received Over 1000 Recognitions (Sent 3k Emails):** This program celebrates and recognizes staff contributions, fostering a positive and supportive culture within the school community.

181. **Met with Every Member of the Local Legislative Delegation:** These meetings ensure that our representatives are informed and engaged in supporting our needs, promoting collaboration and advocacy for our strategic goals.

182. **Shadowed Bus Driver:** This experience enhances our understanding of the needs and challenges of our transportation staff, supporting strategic goals and fostering a supportive work environment.

183. **Shadowed School Resource Officer:** This experience enhances our understanding of the needs and challenges of our safety and security staff, supporting strategic goals and ensuring a safe learning environment.

184. **Shadowed Registrar:** This experience enhances our understanding of the specific needs and challenges of our registrars, supporting their roles and promoting efficiency and well-being.

185. **Shadowed Cafeteria Manager:** This experience enhances our understanding of the needs and challenges of our food and nutrition staff, supporting strategic goals and ensuring student well-being.

186. **Distributed 64 Media Outputs (Pitches):** These media outputs enhance our visibility and engagement with the broader community, promoting our district's initiatives and successes.

187. **Designed and Launched a New Website for 40 Schools, Including STC, with Enhanced Searching:** This new website improves communication and access to information for students, parents, and staff, fostering meaningful engagement.

188. **Designed and Launched New App for District and Schools:** This app provides a convenient and accessible platform for communication and engagement with our school community, enhancing connectivity.

189. **Developed and Implemented a Marketing Plan for School Choice Open Enrollment:** This plan promotes school choice options and ensures that families are informed about their choices, fostering engagement and transparency.

190. **Developed and Implemented Marketing Strategy with NICHE - Remarketing on Meta and Google:** This strategy enhances our visibility and engagement with potential students and families, promoting our district's offerings.

191. **Created Marketing Overview Flipbooks - Communications, Operational, 100-Day Transition:** These flipbooks provide a comprehensive overview of our communication and operational strategies, supporting transparency and engagement.

192. **Launched New Podcast Series "In Tune":** This podcast provides a platform for sharing important information and engaging with our community in a new and innovative way, fostering a deeper connection.

193. **Launched New Video Series "Trading Spaces":** This video series highlights our district's diverse and dynamic learning environments, showcasing our schools and programs, and promoting engagement.

194. **Created New Social Media Reels, "Senior Spotlights":** These reels celebrate the achievements of our seniors and enhance our social media engagement, fostering a sense of community and pride.

195. **Developed Employee Engagement Social Media "Teacher Tuesday":** This initiative recognizes and celebrates the contributions of our teachers, fostering a positive and supportive culture within the school community.

196. **Created and Implemented AWN (Weekly Newsletter):** This newsletter ensures that staff are informed and engaged with the latest news and updates across the district, promoting transparency and continuous communication.

Standard 9: Board Governance & Policy

Effective Superintendents work effectively with the school board, exhibit a shared understanding of board and superintendent roles, lead and manage the district consistent with board policies, and demonstrate the skills to work effectively with the board.

In my first year as Superintendent, my efforts have also focused on enhancing board governance and policy, ensuring effective collaboration with the School Board, and leading the district in alignment with board policies. One of my key actions was the approval of the Superintendent and Board Communication Plan and Evaluation, which has ensured that our communication practices are effective and aligned with our strategic goals for growth and development.

We successfully settled contracts for teachers, support staff, and school police, ensuring our compensation practices are competitive and fair. This supports our strategic goals and fosters a positive and collaborative working environment. Additionally, we conducted a comprehensive review of 330 policies, revising 80 and creating eight new policies. This extensive policy review ensures that our practices are current, compliant, and effective in supporting our district's goals.

Developing the 2024 Legislative Platform and meeting with the local delegation was another crucial step. This platform outlines our legislative priorities and ensures that our representatives are well-informed and engaged in supporting our district's needs. We created and implemented a School Board Briefing (monthly newsletter) and School Board Bulletin Communications to enhance communication with the School Board. These initiatives provide timely and relevant information, supporting informed decision-making and ensuring board members are fully engaged.

We also approved updated Board Operating Procedures, which ensure that our practices are effective and compliant, aligning with our strategic goals. Facilitating the development and upkeep of a School Board Agenda, Workshop, and Recognition Forecast Calendar has ensured that our meetings are productive and focused on achieving our goals. This calendar is crucial in maintaining an organized and forward-thinking approach to our governance.

Through these actions, I have demonstrated my commitment to effective board governance and policy, working collaboratively with the school board and leading the district consistently with board policies. These efforts support our strategic goals for growth and development and ensure that we are well-positioned to meet the needs of our students, staff, and community.

Standard 9 Evidence

197. **Approved Superintendent and Board Communication Plan/Evaluation:** This plan ensures that our communication practices are effective and aligned with our strategic goals for growth and development, promoting clear and consistent communication between the Superintendent and the School Board.

198. **Settled Teachers, Support Staff, and School Police Contracts:** These settlements ensure that our compensation practices are competitive and fair, fostering a positive and collaborative working environment and supporting our strategic goals for growth and development.

199. **Developed the 2024 Legislative Platform and Met with Local Delegation:** This platform outlines our legislative priorities and ensures that our representatives are informed and engaged in supporting our district's needs, promoting effective advocacy and alignment with our strategic goals.

200. **Created and Implemented School Board Briefing (Monthly Newsletter):** This briefing provides timely and relevant information to the School Board, supporting informed decision-making and enhancing board governance.

201. **Implemented School Board Bulletin Communications:** This communication ensures that our School Board is informed and engaged with timely updates and follow-up requests, fostering effective collaboration and alignment with strategic goals.

202. **Facilitated the Development and Upkeep of a School Board Agenda, Workshop, and Recognition Forecast Calendar:** This calendar ensures that our School Board meetings are productive and focused on achieving our goals, supporting organized and forward-thinking governance.

203. **Implemented Weekly Communication with Lobbyists to Strengthen Statewide Advocacy:** This communication ensures that our district's interests are effectively represented at the state level, supporting our advocacy efforts and promoting strategic growth and development.

Conclusion

I appreciate the Board's support and collaboration throughout this year. The accomplishments highlighted in this report are a testament to the collective efforts of our dedicated staff, teachers, administrators, and community partners. Together, we have built a strong foundation for continued success, ensuring Sarasota County Schools remains a beacon of excellence.

As we move forward, I remain committed to advancing our strategic goals, fostering innovation, and maintaining the highest standards of professional conduct. I am confident that we will achieve even greater heights with your continued support. Thank you for entrusting me with the responsibility of leading this exceptional district.

I look forward to our ongoing collaboration and the many successes that lie ahead.

Superintendent Evaluation

Karen Rose

	Standard 1: Professional and Ethical Norms					
Effective superintendents act ethically and according to professional norms to promote the academic success and well-being of all students.						
Professional Practice	**Distinguished (5)**	**Accomplished (4)**	**Effective (3)**	**Developing (2)**	**Ineffective (1)**	**Comments**
1.1 Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida and adhere to guidelines for student welfare, the rights of students and parents, and state, local school, and governing board policies.	☒	☐	☐	☐	☐	
1.2 Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom.	☒	☐	☐	☐	☐	
1.3 Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families and local community.	☒	☐	☐	☐	☐	
1.4 Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources and all other aspects of leadership.	☒	☐	☐	☐	☐	

Overall Standard Rating: ☒ Distinguished (18-20) ☐ Accomplished (14-17) ☐ Effective (10-13) ☐ Developing (6-9) ☐ Ineffective (<6)

Standard 2: Vision and Mission

Effective superintendents collaborate with stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
2.1 Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies.	☒	☐	☐	☐	☐	
2.2 Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students.	☒	☐	☐	☐	☐	
2.3 Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students.	☒	☐	☐	☐	☐	
2.4 Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable.	☒	☐	☐	☐	☐	
2.5 Recognize individuals for their contributions toward the school vision and mission.	☒	☐	☐	☐	☐	

Overall Standard Rating: ☒ **Distinguished (22-25)**   ☐ **Accomplished (17-21)**   ☐ **Effective (12-16)**   ☐ **Developing (7-11)**   ☐ **Ineffective (<7)**

Standard 3: School Operations, Management and Safety

Effective superintendents manage district operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
3.1 Manage fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making and accounting practices.	☒	☐	☐	☐	☐	
3.2 Manage resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.	☐	☒	☐	☐	☐	
3.3 Organize time, tasks, and projects effectively to protect personnel's work and learning, as well as their own, to optimize productivity and student learning.	☒	☐	☐	☐	☐	
3.4 Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management.	☒	☐	☐	☐	☐	
3.5 Utilize and coach best practices in conflict resolution, constructive conversations and management for all stakeholders related to school needs.	☐	☒	☐	☐	☐	
3.6 Inform the community of current local, state, and federal laws regulations and best practices to promote the safety, success and well-being of all students and adults.	☐	☒	☐	☐	☐	
3.7 Create and maintain systems and structures that promote school security to ensure that students, school personnel, families and community are safe.	☒	☐	☐	☐	☐	
3.9 Utilize a continuous improvement model to evaluate specific concerns for safety and security.	☐	☒	☐	☐	☐	

Overall Standard Rating: ☒ Distinguished (40-44) [] Accomplished (31-39) ☐ Effective (22-30) ☐ Developing (13-21) ☐ Ineffective (<13)

36-40   28-35   20-27   12-19   12

Standard 4: Student Learning and Continuous School Improvement

Effective superintendents utilize continuous improvement to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
4.1 Create and maintain a climate and culture of high expectations and enable personnel to support the academic growth and well-being of all students.	☒	☐	☐	☐	☐	
4.2 Ensure alignment of the district's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.	☒	☐	☐	☐	☐	
4.3 Develop a structure that enables personnel to work as a system and focus on providing evidence-based intervention, acceleration and enrichment that meet student needs.	☒	☐	☐	☐	☐	
4.4 Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and narrow achievement gaps.	☒	☐	☐	☐	☐	
4.5 Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments.	☐	☒	☐	☐	☐	
4.6 Manage uncertainty, risk, competing initiatives and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for and outcomes of improvement efforts.	☐	☒	☐	☐	☐	
4.7 Ensure and monitor the implementation of the Florida Educator Accomplished Practices by all instructional personnel.	☐	☒	☐	☐	☐	

Overall Standard Rating: ☒ **Distinguished (31-35)** ☐ **Accomplished (24-30)** ☐ **Effective (17-23)** ☐ **Developing (10-16)** ☐ **Ineffective (<10)**

Standard 5: Learning Environment						
Effective superintendents cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.						
Professional Practice	**Distinguished (5)**	**Accomplished (4)**	**Effective (3)**	**Developing (2)**	**Ineffective (1)**	**Possible Evidence (may be adjusted)**
5.1 Develop and maintain procedures that foster a safe, respectful, and student-centered learning environment.	☐	☒	☐	☐	☐	
5.2 Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair and unbiased manner.	☐	☒	☐	☐	☐	
5.3 Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.	☒	☐	☐	☐	☐	
5.4 Provide opportunities for instructional personnel to recognize, understand and respond to student needs to minimize or eliminate achievement gaps.	☒	☐	☐	☐	☐	

Overall Standard Rating: ☒ Distinguished (18-20)　☐ Accomplished (14-17)　☐ Effective (10-13)　☐ Developing (6-9)　☐ Ineffective (<6)

Standard 6: Recruitment and Professional Learning

Effective superintendents build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
6.1 Recruit, hire, develop, support, and retain diverse, effective and caring personnel with the professional capacity to promote literacy achievement and academic success.	☐	☒	☐	☐	☐	
6.2 Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking feedback.	☐	☒	☐	☐	☐	
6.3 Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology and data analysis for instructional planning and improvement.	☐	☒	☐	☐	☐	
6.4 Develop personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies.	☐	☒	☐	☐	☐	
6.5 Monitor and evaluate professional learning linked to district goals to foster continuous improvement.	☐	☒	☐	☐	☐	
6.6 Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to school-based leaders and instructional personnel that fosters continuous improvement.	☐	☒	☐	☐	☐	
6.7 Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.	☐	☒	☐	☐	☐	

Overall Standard Rating: ☐ Distinguished (31-35) ☒ Accomplished (24-30) ☐ Effective (17-23) ☐ Developing (10-16) ☐ Ineffective (<10)

Standard 7: Building Leadership Expertise						
Effective superintendents cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.						
Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
7.1 Develop and support open, productive, caring and trusting working relationships among leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content.	☐	☒	☐	☐	☐	
7.2 Cultivate current and potential leaders and assist with the development of a pipeline of future leaders.	☐	☐	☒	☐	☐	
7.3 Develop capacity by delegating tasks to other leaders and holding them accountable.	☐	☒	☐	☐	☐	
7.4 Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	☐	☒	☐	☐	☐	

Overall Standard Rating: ☐ Distinguished (18-20) ☒ Accomplished (14-17) ☐ Effective (10-13) ☐ Developing (6-9) ☐ Ineffective (<6)

Standard 8: Meaningful Parent, Family and Community Engagement

Effective superintendents utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
8.1 Understand, value, and employ the community's cultural, social, and intellectual context and resources.	☐	☒	☐	☐	☐	
8.2 Model and advocate for respectful communication practices between leaders, parents, students, and other stakeholders.	☒	☐	☐	☐	☐	
8.3 Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders.	☒	☐	☐	☐	☐	
8.4 Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community.	☒	☐	☐	☐	☐	

Overall Standard Rating: ☒ Distinguished (18-20) ☐ Accomplished (14-17) ☐ Effective (10-13) ☐ Developing (6-9) ☐ Ineffective (<6)

Standard 9: Board Governance and Policy

Effective superintendents work with the school board, exhibits a shared understanding of board and superintendent roles, leads and manages the district consistent with board policies, and demonstrates the skills to work effectively with the board.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
9.1 Offers professional advice to the board with the appropriate recommendations based on a thorough study and analysis.	☒	☐	☐	☐	☐	
9.2 Keeps the board regularly informed with data, reports, and information which enables them to make effective timely decisions.	☒	☐	☐	☐	☐	
9.3 Interprets and executes the intent of more policies and advises the board on the need for new or revised policies.	☒	☐	☐	☐	☐	
9.4 Works collaboratively with the board to shape district vision, mission, and goals with measurable objectives of high expectations for student achievement.	☒	☐	☐	☐	☐	
9.5 Makes considerable efforts to have a positive working relationship with the board, treating all board members fairly and respectfully, and attempts to resolve any serious conflicts with board members.	☒	☐	☐	☐	☐	

Overall Standard Rating: ☒ **Distinguished (22-25)** ☐ **Accomplished (17-21)** ☐ **Effective (12-16)** ☐ **Developing (7-11)** ☐ **Ineffective (<7)**

Superintendent Performance Standards Evaluation Summary (Individual Board Member Ratings)					
Professional Practice	**Distinguished (5)**	**Accomplished (4)**	**Effective (3)**	**Developing (2)**	**Ineffective (1)**
Standard 1: Professional and Ethical Norms	☒	☐	☐	☐	☐
Standard 2: Vision and Mission	☒	☐	☐	☐	☐
Standard 3: School Operations, Management and Safety	☒	☐	☐	☐	☐
Standard 4: Student Learning and Continuous School Improvement	☒	☐	☐	☐	☐
Standard 5: Learning Environment	☒	☐	☐	☐	☐
Standard 6: Recruitment and Professional Learning	☐	☒	☐	☐	☐
Standard 7: Building Leadership Expertise	☐	☒	☐	☐	☐
Standard 8: Meaningful Parent, Family and Community Engagement	☒	☐	☐	☐	☐
Standard 9: Board Governance and Policy	☒	☐	☐	☐	☐

Individual Evaluation Rating: ☒ Distinguished (40-44) ☐ Accomplished (31-39) ☐ Effective (22-30) ☐ Developing (13-21) ☐ Ineffective (<13)

Summary Comments: *see attached.*

June 10, 2024
Superintendent Terry Connor Evaluation Summary

In one school year as superintendent, Terry Connor has significantly enhanced student achievement, operational efficiency, and quality of education.

Master Scheduling and Allocations Handbook were created, event protocols were standardized, and financial stability was secured after the sunsetting of ESSER funds (COVID Relief Funds). Security was upgraded to ensure 100% compliance with requirements. New instructional materials were adopted, the Literacy Plan for ALL was implemented, and the Teacher Evaluation System was revised. Assessments were developed to support data-driven instructional decisions. A new Code of Conduct and proactive measures for improving attendance were put in place to support the learning environment.

Professional learning courses were built, new job descriptions were developed, and the Flamingo Literacy K-2 Small Group Model was implemented. Over 1,000 staff members were hired, and initiatives were launched to recognize and retain high quality staff. The Administrator Evaluation System was revised, and a new Leadership Development Learning Series was created. Key positions were filled to support strategic goals. Parent, family, and community engagement were enhanced by developing a District Crisis Communication Plan, responding to media, and launching new communication tools and initiatives. A communication plan for board governance and policy was approved, staff contracts were settled, district policies were reviewed and revised, and communication with the School Board improved greatly with newsletters and briefings. All in all, a foundation has been built for continued success. Strategic goals are in place to foster innovation and maintain the highest standards of professional conduct. A model for continuous improvement is in place that will positively impact every student, every day.

Superintendent Evaluation

Bridget Ziegler

Standard 1: Professional and Ethical Norms

Effective superintendents act ethically and according to professional norms to promote the academic success and well-being of all students.

Professional Norms	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
1.1 Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida and adhere to guidelines for student welfare, the rights of students and parents, and state, local school, and governing board policies.	✓	☐	☐	☐	☐	
1.2 Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom.	✓	☐	☐	☐	☐	
1.3 Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families and local community.	✓	☐	☐	☐	☐	
1.4 Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources and all other aspects of leadership.	✓	☐	☐	☐	☐	

Overall Standard Rating: ☑ Distinguished (18-20) ☐ Accomplished (14-17) ☐ Effective (10-13) ☐ Developing (6-9) ☐ Ineffective (<6)

Standard 2: Vision and Mission

Effective superintendents collaborate with stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
2.1 Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies.	☐	☑	☐	☐	☐	
2.2 Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students.	☐	☑	☐	☐	☐	
2.3 Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students.	☐	☑	☐	☐	☐	
2.4 Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable.	☐	☑	☐	☐	☐	
2.5 Recognize individuals for their contributions toward the school vision and mission.	☐	☑	☐	☐	☐	

Overall Standard Rating: ☐ Distinguished (22-25)   ☑ Accomplished (17-21)   ☐ Effective (12-16)   ☐ Developing (7-11)   ☐ Ineffective (<7)

Standard 3: School Operations, Management and Safety

Effective superintendents manage district operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
3.1 Manage fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making and accounting practices.	☑	☐	☐	☐	☐	
3.2 Manage resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.	☐	☑	☐	☐	☐	
3.3 Organize time, tasks, and projects effectively to protect personnel's work and learning, as well as their own, to optimize productivity and student learning.	☐	☑	☐	☐	☐	
3.4 Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management.	☑	☐	☐	☐	☐	
3.5 Utilize and coach best practices in conflict resolution, constructive conversations and management for all stakeholders related to school needs.	☐	☑	☐	☐	☐	
3.6 Inform the community of current local, state, and federal laws regulations and best practices to promote the safety, success and well-being of all students and adults.	☐	☑	☐	☐	☐	
3.7 Create and maintain systems and structures that promote school security to ensure that students, school personnel, families and community are safe.	☐	☑	☐	☐	☐	
3.8 Utilize a continuous improvement model to evaluate specific concerns for safety and security.	☐	☐	☑	☐	☐	

Overall Standard Rating: ☐ Distinguished (40-44) ☑ Accomplished (31-39) ☐ Effective (22-30) ☐ Developing (13-21) ☐ Ineffective (<13)

36-40   28-35   20-27   12-19   7.2

Standard 4: Student Learning and Continuous School Improvement

Effective superintendents utilize continuous improvement to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
4.1 Create and maintain a climate and culture of high expectations and enable personnel to support the academic growth and well-being of all students.	☑	☐	☐	☐	☐	
4.2 Ensure alignment of the district's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.	☐	☑	☐	☐	☐	
4.3 Develop a structure that enables personnel to work as a system and focus on providing evidence-based intervention, acceleration and enrichment that meet student needs.	☐	☑	☐	☐	☐	
4.4 Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and narrow achievement gaps.	☐	☑	☐	☐	☐	
4.5 Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments.	☐	☐	☑	☐	☐	
4.6 Manage uncertainty, risk, competing initiatives and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for and outcomes of improvement efforts.	☐	☐	☑	☐	☐	
4.7 Ensure and monitor the implementation of the Florida Educator Accomplished Practices by all instructional personnel.	☐	☐	☑	☐	☐	

Overall Standard Rating: ☐ Distinguished (31-35) ☑ Accomplished (24-30) ☐ Effective (17-23) ☐ Developing (10-16) ☐ Ineffective (<10)

Standard 5: Learning Environment

Effective superintendents cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence (may be adjusted)
5.1 Develop and maintain procedures that foster a safe, respectful, and student-centered learning environment.	☐	☐	☑	☐	☐	
5.2 Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair and unbiased manner.	☐	☑	☐	☐	☐	
5.3 Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.	☐	☑	☐	☐	☐	
5.4 Provide opportunities for instructional personnel to recognize, understand and respond to student needs to minimize or eliminate achievement gaps.	☐	☑	☐	☐	☐	

Overall Standard Rating: ☐ Distinguished (18-20) ☑ Accomplished (14-17) ☐ Effective (10-13) ☐ Developing (6-9) ☐ Ineffective (<6)

Standard 6: Recruitment and Professional Learning

Effective superintendents build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
6.1 Recruit, hire, develop, support, and retain diverse, effective and caring personnel with the professional capacity to promote literacy achievement and academic success.	☐	☑	☐	☐	☐	
6.2 Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking feedback.	☐	☑	☐	☐	☐	
6.3 Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology and data analysis for instructional planning and improvement.	☐	☑	☐	☐	☐	
6.4 Develop personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies.	☐	☑	☐	☐	☐	
6.5 Monitor and evaluate professional learning linked to district goals to foster continuous improvement.	☐	☑	☐	☐	☐	
6.6 Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to school-based leaders and instructional personnel that fosters continuous improvement.	☑	☐	☐	☐	☐	
6.7 Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.	☐	☑	☐	☐	☐	

Overall Standard Rating: ☐ Distinguished (31-35) ☑ Accomplished (24-30) ☐ Effective (17-23) ☐ Developing (10-16) ☐ Ineffective (<10)

	Standard 7: Building Leadership Expertise					
	Effective superintendents cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.					
Professional Practice	**Distinguished (5)**	**Accomplished (4)**	**Effective (3)**	**Developing (2)**	**Ineffective (1)**	**Comments**
7.1 Develop and support open, productive, caring and trusting working relationships among leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content.	☐	☑	☐	☐	☐	
7.2 Cultivate current and potential leaders and assist with the development of a pipeline of future leaders.	☐	☐	☑	☐	☐	
7.3 Develop capacity by delegating tasks to other leaders and holding them accountable.	☐	☑	☐	☐	☐	
7.4 Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	☐	☑	☐	☐	☐	

Overall Standard Rating: ☐ Distinguished (18-20) ☑ Accomplished (14-17) ☐ Effective (10-13) ☐ Developing (6-9) ☐ Ineffective (<6)

Standard 8: Meaningful Parent, Family and Community Engagement

Effective superintendents utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
8.1 Understand, value, and employ the community's cultural, social, and intellectual context and resources.	☐	☑	☐	☐	☐	
8.2 Model and advocate for respectful communication practices between leaders, parents, students, and other stakeholders.	☑	☐	☐	☐	☐	
8.3 Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders.	☑	☐	☐	☐	☐	
8.4 Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community.	☐	☑	☐	☐	☐	

Overall Standard Rating: ☑ Distinguished (18-20) ☐ Accomplished (14-17) ☐ Effective (10-13) ☐ Developing (6-9) ☐ Ineffective (<6)

Standard 9: Board Governance and Policy

Effective superintendents work with the school board, exhibits a shared understanding of board and superintendent roles, leads and manages the district consistent with board policies, and demonstrates the skills to work effectively with the board.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
9.1 Offers professional advice to the board with the appropriate recommendations based on a thorough study and analysis.	☑	☐	☐	☐	☐	
9.2 Keeps the board regularly informed with data, reports, and information which enables them to make effective timely decisions.	☑	☐	☐	☐	☐	
9.3 Interprets and executes the intent of more policies and advises the board on the need for new or revised policies.	☑	☐	☐	☐	☐	
9.4 Works collaboratively with the board to shape district vision, mission, and goals with measurable objectives of high expectations for student achievement.	☑	☐	☐	☐	☐	
9.5 Makes considerable efforts to have a positive working relationship with the board, treating all board members fairly and respectfully, and attempts to resolve any serious conflicts with board members.	☑	☐	☐	☐	☐	

Overall Standard Rating: ☐ Distinguished (22-25) ☐ Accomplished (17-21) ☐ Effective (12-16) ☐ Developing (7-11) ☐ Ineffective (<7)

Superintendent Performance Standards Evaluation Summary (Individual Board Member Ratings)					
Professional Practice	**Distinguished (5)**	**Accomplished (4)**	**Effective (3)**	**Developing (2)**	**Ineffective (1)**
Standard 1: Professional and Ethical Norms	☑	☐	☐	☐	☐
Standard 2: Vision and Mission	☐	☑	☐	☐	☐
Standard 3: School Operations, Management and Safety	☐	☑	☐	☐	☐
Standard 4: Student Learning and Continuous School Improvement	☐	☑	☐	☐	☐
Standard 5: Learning Environment	☐	☑	☐	☐	☐
Standard 6: Recruitment and Professional Learning	☐	☑	☐	☐	☐
Standard 7: Building Leadership Expertise	☐	☑	☐	☐	☐
Standard 8: Meaningful Parent, Family and Community Engagement	☑	☐	☐	☐	☐
Standard 9: Board Governance and Policy	☑	☐	☐	☐	☐

Individual Evaluation Rating: ☐ Distinguished (40-44) ☑ Accomplished (31-39) ☐ Effective (22-30) ☐ Developing (13-21) ☐ Ineffective (<13)

Summary Comments:

See attached memo

Board Member Signature: _Bridget Ziegler_   **Date:** _06/06/24_

Annual Review: Superintendent Evaluation

Employee: Terrance Connor
Position: Superintendent
Review Period: 2023-2024 Academic Year

Performance Summary:

Mr. Connor has demonstrated exceptional performance as Superintendent over the course of his first year. His leadership, strategic planning, and operational management skills have been instrumental in achieving significant organizational goals, while ensuring the smooth functioning of the district amid a major transition. Mr. Connor has consistently upheld and demonstrated high standards of professionalism and dedication, earning the respect and admiration of staff, students, parents and community members alike.

Key Achievements:

- Successfully completed a district-wide assessment & action plan in first 100 days
- Identified & executed organizational realignment in critical areas, aimed at improving student performance, teacher recruitment and retention, and budget management
- Demonstrated strong fiscal responsibility by effectively managing the budget during a year with significant changes/challenges (conclusion of ESSR), realigning resources to maximize educational outcomes and targeting areas of need: i.e., K-3+ reading, ESE, etc.
- Completed a Comprehensive Strategic Plan with measurable metrics and a laser focus on academic achievement
- Review, revised & approved district policies to align with current laws and board priorities, and significantly improved the workflow for policy review
- Fostered a positive and professional work environment among staff, promoting collaboration, communication, and high standards.
- Prioritized building strong relationships and partnerships with parents - evaluated and improved ways to increase engagement and participation in the educational process and garnering support for district initiatives.
- Reestablished the district's mission and emphasis on academic achievement, removing unnecessary distractions and evaluating partnerships to ensure proper alignment to the district's mission
- Responded effectively to challenges and crises, while maintaining focus on stated year one goals, demonstrating resilience, adaptability, and sound decision-making under pressure.

Areas for Growth:

Many of the Board's and Superintendent's stated priority areas require a multi- year approach in order to achieve sustained improvements. While Mr. Connor has performed admirably in his role, areas where continued growth and development could further enhance the district's success:

- Continued focus on critical areas such as, reading proficiency, ESE, ELL, and student discipline to further enhance the education environment, educational outcomes, and continue to close the achievement gap.
- Continued focus and refinement in Human Resources - emphasizing the board's priority to invest in our human capital by recruiting, retaining, and developing the best
- Continued emphasis on communication strategies to improve engagement, awareness, and trust among all stakeholders -
- Continued review of operational efficiencies to improve the district's financial position & independence from certain grant funding in the future

Overall Assessment:

Mr. Connor has exceeded expectations in his first year as Superintendent, demonstrating exceptional leadership, strategic thinking, and dedication to the mission of Sarasota County Schools. His achievements this year have laid the foundation to support critical systems which will improve accountability, student achievement, and operational success. In order to accomplish the goals the board and he himself put forward, Mr. Connor took the bold and necessary steps to reorganize his executive leadership team, adding exceptional professionals to the district. They have been instrumental in advancing the goals and objectives of the district, and they are highly valued members of the leadership team.

With continued support and opportunities for growth, Mr. Connor is well-positioned to continue driving positive change for our students, families, and staff and achieving great success. I have never been more excited and optimistic about the future of Sarasota County Schools.

Reviewer: Bridget Ziegler

Date: 06/10/2024

Superintendent Evaluation

Robyn Marinelli

Standard 1: Professional and Ethical Norms

Effective superintendents act ethically and according to professional norms to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
1.1 Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida and adhere to guidelines for student welfare, the rights of students and parents, and state, local school, and governing board policies.	☒	☐	☐	☐	☐	
1.2 Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom.	☒	☐	☐	☐	☐	
1.3 Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families and local community.	☒	☐	☐	☐	☐	
1.4 Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources and all other aspects of leadership.	☒	☐	☐	☐	☐	

Overall Standard Rating: ☒ Distinguished (18-20) ☐ Accomplished (14-17) ☐ Effective (10-13) ☐ Developing (6-9) ☐ Ineffective (<6)

20

Standard 2: Vision and Mission

Effective superintendents collaborate with stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
2.1 Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies.	☒	☐	☐	☐	☐	
2.2 Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students.	☐	☒	☐	☐	☐	
2.3 Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students.	☐	☒	☐	☐	☐	
2.4 Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable.	☒	☐	☐	☐	☐	
2.5 Recognize individuals for their contributions toward the school vision and mission.	☒	☐	☐	☐	☐	

Overall Standard Rating: ☒ Distinguished (22-25)　☐ Accomplished (17-21)　☐ Effective (12-16)　☐ Developing (7-11)　☐ Ineffective (<7)

23

Standard 3: School Operations, Management and Safety						
Effective superintendents manage district operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.						
Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
3.1 Manage fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making and accounting practices.	☒	☐	☐	☐	☐	
3.2 Manage resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.	☒	☐	☐	☐	☐	
3.3 Organize time, tasks, and projects effectively to protect personnel's work and learning, as well as their own, to optimize productivity and student learning.	☒	☐	☐	☐	☐	
3.4 Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management.	☒	☐	☐	☐	☐	
3.5 Utilize and coach best practices in conflict resolution, constructive conversations and management for all stakeholders related to school needs.	☒	☐	☐	☐	☐	
3.6 Inform the community of current local, state, and federal laws regulations and best practices to promote the safety, success and well-being of all students and adults.	☐	☒	☐	☐	☐	
3.7 Create and maintain systems and structures that promote school security to ensure that students, school personnel, families and community are safe.	☒	☐	☐	☐	☐	
3.8 Utilize a continuous improvement model to evaluate specific concerns for safety and security.	☒	☐	☐	☐	☐	

Overall Standard Rating: ☒ Distinguished (40-44) ☒ Accomplished (31-39) ☐ Effective (22-30) ☐ Developing (13-21) ☐ Ineffective (<13)

36-40   38-35   30-27   12-19

Standard 4: Student Learning and Continuous School Improvement

Effective superintendents utilize continuous improvement to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
4.1 Create and maintain a climate and culture of high expectations and enable personnel to support the academic growth and well-being of all students.	☒	☐	☐	☐	☐	
4.2 Ensure alignment of the district's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.	☒	☐	☐	☐	☐	
4.3 Develop a structure that enables personnel to work as a system and focus on providing evidence-based intervention, acceleration and enrichment that meet student needs.	☐	☒	☐	☐	☐	
4.4 Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and narrow achievement gaps.	☐	☒	☐	☐	☐	
4.5 Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments.	☐	☒	☐	☐	☐	
4.6 Manage uncertainty, risk, competing initiatives and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for and outcomes of improvement efforts.	☒	☐	☐	☐	☐	
4.7 Ensure and monitor the implementation of the Florida Educator Accomplished Practices by all instructional personnel.	☐	☒	☐	☐	☐	

Overall Standard Rating: ☒ **Distinguished (31-35)** ☐ Accomplished (24-30) ☐ Effective (17-23) ☐ Developing (10-16) ☐ Ineffective (<10)

31

Standard 5: Learning Environment

Effective superintendents cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence (may be adjusted)
5.1 Develop and maintain procedures that foster a safe, respectful, and student-centered learning environment.	☒	☐	☐	☐	☐	
5.2 Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair and unbiased manner.	☒	☐	☐	☐	☐	
5.3 Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.	☐	☒	☐	☐	☐	
5.4 Provide opportunities for instructional personnel to recognize, understand and respond to student needs to minimize or eliminate achievement gaps.	☐	☒	☐	☐	☐	

Overall Standard Rating: ☒ **Distinguished (18-20)**   ☐ **Accomplished (14-17)**   ☐ **Effective (10-13)**   ☐ **Developing (6-9)**   ☐ **Ineffective (<6)**

18

Standard 6: Recruitment and Professional Learning

Effective superintendents build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
6.1 Recruit, hire, develop, support, and retain diverse, effective and caring personnel with the professional capacity to promote literacy achievement and academic success.	☒	☐	☐	☐	☐	
6.2 Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking feedback.	☐	☒	☐	☐	☐	
6.3 Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology and data analysis for instructional planning and improvement.	☒	☐	☐	☐	☐	
6.4 Develop personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies.	☐	☒	☐	☐	☐	
6.5 Monitor and evaluate professional learning linked to district goals to foster continuous improvement.	☐	☒	☐	☐	☐	
6.6 Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to school-based leaders and instructional personnel that fosters continuous improvement.	☐	☒	☐	☐	☐	
6.7 Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.	☒	☐	☐	☐	☐	

Overall Standard Rating: ☒ **Distinguished (31-35)** ☐ **Accomplished (24-30)** ☐ **Effective (17-23)** ☐ **Developing (10-16)** ☐ **Ineffective (<10)**

31

Standard 7: Building Leadership Expertise

Effective superintendents cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
7.1 Develop and support open, productive, caring and trusting working relationships among leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content.	☒	☐	☐	☐	☐	
7.2 Cultivate current and potential leaders and assist with the development of a pipeline of future leaders.	☐	☒	☐	☐	☐	
7.3 Develop capacity by delegating tasks to other leaders and holding them accountable.	☒	☐	☐	☐	☐	
7.4 Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	☐	☒	☐	☐	☐	

Overall Standard Rating: ☒ **Distinguished (18-20)** ☐ **Accomplished (14-17)** ☐ **Effective (10-13)** ☐ **Developing (6-9)** ☐ **Ineffective (<6)**

18

Standard 8: Meaningful Parent, Family and Community Engagement

Effective superintendents utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
8.1 Understand, value, and employ the community's cultural, social, and intellectual context and resources.	☒	☐	☐	☐	☐	
8.2 Model and advocate for respectful communication practices between leaders, parents, students, and other stakeholders.	☒	☐	☐	☐	☐	
8.3 Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders.	☒	☐	☐	☐	☐	
8.4 Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community.	☒	☐	☐	☐	☐	

Overall Standard Rating: ☒ Distinguished (18-20)   ☐ Accomplished (14-17)   ☐ Effective (10-13)   ☐ Developing (6-9)   ☐ Ineffective (<6)

20

Standard 9: Board Governance and Policy

Effective superintendents work with the school board, exhibits a shared understanding of board and superintendent roles, leads and manages the district consistent with board policies, and demonstrates the skills to work effectively with the board.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
9.1 Offers professional advice to the board with the appropriate recommendations based on a thorough study and analysis.	☒	☐	☐	☐	☐	
9.2 Keeps the board regularly informed with data, reports, and information which enables them to make effective timely decisions.	☒	☐	☐	☐	☐	
9.3 Interprets and executes the intent of more policies and advises the board on the need for new or revised policies.	☒	☐	☐	☐	☐	
9.4 Works collaboratively with the board to shape district vision, mission, and goals with measurable objectives of high expectations for student achievement.	☒	☐	☐	☐	☐	
9.5 Makes considerable efforts to have a positive working relationship with the board, treating all board members fairly and respectfully, and attempts to resolve any serious conflicts with board members.	☒	☐	☐	☐	☐	

Overall Standard Rating: ☒ Distinguished (22-25)   ☐ Accomplished (17-21)   ☐ Effective (12-16)   ☐ Developing (7-11)   ☐ Ineffective (<7)

25

Superintendent Performance Standards Evaluation Summary (Individual Board Member Ratings)					
Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)
Standard 1: Professional and Ethical Norms	☒	☐	☐	☐	☐
Standard 2: Vision and Mission	☒	☐	☐	☐	☐
Standard 3: School Operations, Management and Safety	☐	☒	☐	☐	☐
Standard 4: Student Learning and Continuous School Improvement	☒	☐	☐	☐	☐
Standard 5: Learning Environment	☒	☐	☐	☐	☐
Standard 6: Recruitment and Professional Learning	☒	☐	☐	☐	☐
Standard 7: Building Leadership Expertise	☒	☐	☐	☐	☐
Standard 8: Meaningful Parent, Family and Community Engagement	☒	☐	☐	☐	☐
Standard 9: Board Governance and Policy	☒	☐	☐	☐	☐

Individual Evaluation Rating: ☒ Distinguished (40-44) ☐ Accomplished (31-39) ☐ Effective (22-30) ☐ Developing (13-21) ☐ Ineffective (<13)

Summary Comments: Mr. Connor has done an amazing job as a first year Superintendent. He set academic priorities, restructed district administrators, updated and revised policies to align with new legislation and renewed curriculum. He specifically addressed third grade reading and ESE strategies. He has reached out to the community to discuss his priorities for academic success and school safety. He developed a Strategic Plan to align with academic achievement and set a five year plan. I am extremely pleased with Mr. Conner's accomplishments during his first year as Superintendent.

Board Member Signature: Robyn A. Marinelli   **Date:** 6/10/2024

Superintendent Evaluation

Tim Enos

Standard 1: Professional and Ethical Norms

Effective superintendents act ethically and according to professional norms to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
1.1 Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida and adhere to guidelines for student welfare, the rights of students and parents, and state, local school, and governing board policies.	☑	☐	☐	☐	☐	- obervable Daily Apis - Board meetings/employee interaction - Culture change of accountability
1.2 Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom.	☑	☐	☐	☐	☐	- obervable 365 Days per year - Integrity and consistent values. Towards all parties
1.3 Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families and local community.	☑	☐	☐	☐	☐	- exceptional implementation of Policy change - professor'nt Development - consistory of message - ESE / Code of Conduct
1.4 Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources and all other aspects of leadership.	☑	☐	☐	☐	☐	- observed daily - Interaction with staff - communication + policy Development - procedural changes

Overall Standard Rating: ☑ **Distinguished (18-20)** ☐ **Accomplished (14-17)** ☐ **Effective (10-13)** ☐ **Developing (6-9)** ☐ **Ineffective (<6)**

(20) 20

Standard 2: Vision and Mission

Effective superintendents collaborate with stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
2.1 Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies.	☑	☐	☐	☐	☐	- very effective communication common approach to listen and support
2.2 Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students.	☑	☐	☐	☐	☐	- observable in training different systems and implement them for us - 3rd grade reading/graduation
2.3 Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students.	☑	☐	☐	☐	☐	- eventual communication to address system issues - plc's / additional training
2.4 Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable.	☐	☑	☐	☐	☐	- policy change + evaluation - instructional staff adding
2.5 Recognize individuals for their contributions toward the school vision and mission.	☐	☐	☑	☐	☐	- increased support needed for employee + staff success.

Overall Standard Rating: ☑ **Distinguished (22-25)** ☐ **Accomplished (17-21)** ☐ **Effective (12-16)** ☐ **Developing (7-11)** ☐ **Ineffective (<7)**

(22)   15   4   3

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
Standard 3: School Operations, Management and Safety						
Effective superintendents manage district operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.						
3.1 Manage fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making and accounting practices.	☐	☑	☐	☐	☐	- ESSR Dollas / program implementations / no state $
3.2 Manage resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.	☐	☐	☑	☐	☐	- work in progress / professional dev't / new eval. system
3.3 Organize time, tasks, and projects effectively to protect personnel's work and learning, as well as their own, to optimize productivity and student learning.	☐	☑	☐	☐	☐	- communication is key
3.4 Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management.	☐	☐	☑	☐	☐	- communication / transition exptge / exp.
3.5 Utilize and coach best practices in conflict resolution, constructive conversations and management for all stakeholders related to school needs.	☐	☐	☑	☐	☐	
3.6 Inform the community of current local, state, and federal laws regulations and best practices to promote the safety, success and well-being of all students and adults.	☐	☐	☑	☐	☐	- creating new website - new positions added
3.7 Create and maintain systems and structures that promote school security to ensure that students, school personnel, families and community are safe.	☐	☑	☐	☐	☐	- implementation AND evaluation of security + safety
3.8 Utilize a continuous improvement model to evaluate specific concerns for safety and security.	☐	☐	☑	☐	☐	- 1473 / communication - admin 12-18

Overall Standard Rating: ☐ Distinguished (40-44)   ☐ Accomplished (31-39)   ☑ Effective (22-30)   ☐ Developing (13-21)   ☐ Ineffective (<13)

36-40   28-35   20-27   12-18   12

(27)   12   15

Standard 4: Student Learning and Continuous School Improvement

Effective superintendents utilize continuous improvement to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
4.1 Create and maintain a climate and culture of high expectations and enable personnel to support the academic growth and well-being of all students.	☒	☐	☐	☐	☐	- Personal change - Possi on additions - Growth centered
4.2 Ensure alignment of the district's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.	☐	☑	☐	☐	☐	- policies/procedures - briefs/communication - lesson impacts
4.3 Develop a structure that enables personnel to work as a system and focus on providing evidence-based intervention, acceleration and enrichment that meet student needs.	☐	☑	☐	☐	☐	- PLC's - code of conduct - policy implementation
4.4 Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and narrow achievement gaps.	☐	☒	☐	☐	☐	- Dashboard -
4.5 Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments.	☐	☐	☒	☐	☐	- Training - Systems connection - Accountability
4.6 Manage uncertainty, risk, competing initiatives and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for and outcomes of improvement efforts.	☐	☐	☑	☐	☐	- system connections - Personal Development
4.7 Ensure and monitor the implementation of the Florida Educator Accomplished Practices by all instructional personnel.	☐	☐	☒	☐	☐	- policy impacts - communication

Overall Standard Rating: ☐ Distinguished (31-35) ☑ Accomplished (24-30) ☐ Effective (17-23) ☐ Developing (10-16) ☐ Ineffective (<10)

26   5   12   9

Standard 5: Learning Environment

Effective superintendents cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence (may be adjusted)
5.1 Develop and maintain procedures that foster a safe, respectful, and student-centered learning environment.	☐	☑	☐	☐	☐	– cost of contract – learning trainings – incident data
5.2 Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair and unbiased manner.	☐	☑	☐	☐	☐	– cost of consult – professional development – position creation w/support
5.3 Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.	☐	☑	☐	☐	☐	– data dashboards – new SIS system – staff personnel
5.4 Provide opportunities for instructional personnel to recognize, understand and respond to student needs to minimize or eliminate achievement gaps.	☐	☑	☐	☐	☐	

Overall Standard Rating: ☑ Distinguished (18-20) ☐ Accomplished (14-17) ☐ Effective (10-13) ☐ Developing (6-9) ☐ Ineffective (<6)

(16)   16

Standard 6: Recruitment and Professional Learning

Effective superintendents build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
6.1 Recruit, hire, develop, support, and retain diverse, effective and caring personnel with the professional capacity to promote literacy achievement and academic success.	☐	☑	☐	☐	☐	WIP — new code of conduct — Professnt Dev Op — strategic plan Dev op
6.2 Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking feedback.	☐	☐	☑	☐	☐	— Profess nl learn plan — Professional Dev
6.3 Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology and data analysis for instructional planning and improvement.	☐	☐	☑	☐	☐	— Teacher surveys — Teacher climate Fedback
6.4 Develop personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies.	☐	☐	☑	☐	☐	
6.5 Monitor and evaluate professional learning linked to district goals to foster continuous improvement.	☐	☐	☑	☐	☐	
6.6 Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to school-based leaders and instructional personnel that fosters continuous improvement.	☐	☐	☑	☐	☐	— Devolant by leadr — Profsnl Dvmt PLC's
6.7 Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.	☐	☐	☑	☐	☐	— Dvth t of cultur chang — Teacher gaps + input

Overall Standard Rating: ☐ Distinguished (31-35)   ☐ Accomplished (24-30)   ☑ Effective (17-23)   ☐ Developing (10-16)   ☐ Ineffective (<10)

(22)   4   18

Standard 7: Building Leadership Expertise

Effective superintendents cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
7.1 Develop and support open, productive, caring and trusting working relationships among leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content.	☐	☑	☐	☐	☐	- Professional devlpmnt - PLC's - performance review
7.2 Cultivate current and potential leaders and assist with the development of a pipeline of future leaders.	☐	☐	☐	☑	☐	- staffing decisions - manpower efficiency + allocation
7.3 Develop capacity by delegating tasks to other leaders and holding them accountable.	☐	☑	☐	☐	☐	- staff devlpmnt + position/support by admin
7.4 Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	☐	☐	☒	☐	☐	- HR positions - new sys implementation

Overall Standard Rating: ☐ Distinguished (18-20) ☐ Accomplished (14-17) ☑ Effective (10-13) ☐ Developing (6-9) ☐ Ineffective (<6)

(13)   8   3   2

Standard 8: Meaningful Parent, Family and Community Engagement

Effective superintendents utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
8.1 Understand, value, and employ the community's cultural, social, and intellectual context and resources.	☐	☑	☐	☐	☐	- library TNURES - commit engan + meetings - Conv. of Governts
8.2 Model and advocate for respectful communication practices between leaders, parents, students, and other stakeholders.	☑	☐	☐	☐	☐	- social media + communication thrgh PTO/climate surveys
8.3 Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders.	☐	☑	☐	☐	☐	- timely responses - active engagt to stakeholders - availability
8.4 Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community.	☐	☐	☑	☐	☐	- board mtg's s - scs. - special presentations - social media

Overall Standard Rating: ☐ Distinguished (18-20) ☑ Accomplished (14-17) ☐ Effective (10-13) ☐ Developing (6-9) ☐ Ineffective (<6)

(16)   5   8   3

Standard 9: Board Governance and Policy

Effective superintendents work with the school board, exhibits a shared understanding of board and superintendent roles, leads and manages the district consistent with board policies, and demonstrates the skills to work effectively with the board.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
9.1 Offers professional advice to the board with the appropriate recommendations based on a thorough study and analysis.	☑	☐	☐	☐	☐	- *process / discussions* - *accessibility* - *staff*
9.2 Keeps the board regularly informed with data, reports, and information which enables them to make effective timely decisions.	☑	☐	☐	☐	☐	- *excellent reports* - *no debates* - *open & transparent*
9.3 Interprets and executes the intent of more policies and advises the board on the need for new or revised policies.	☐	☑	☐	☐	☐	- *policy revision* - *consent contracts* - *strategic plan* - *legislative change*
9.4 Works collaboratively with the board to shape district vision, mission, and goals with measurable objectives of high expectations for student achievement.	☑	☐	☐	☐	☐	- *referendum* - *strategic plan*
9.5 Makes considerable efforts to have a positive working relationship with the board, treating all board members fairly and respectfully, and attempts to resolve any serious conflicts with board members.	☑	☐	☐	☐	☐	- *almost* - *consistent & fair*

Overall Standard Rating: ☑ Distinguished (22-25) ☐ Accomplished (17-21) ☐ Effective (12-16) ☐ Developing (7-11) ☐ Ineffective (<7)

20   4

(24)

Superintendent Performance Standards Evaluation Summary (Individual Board Member Ratings)					
Professional Practice	**Distinguished (5)**	**Accomplished (4)**	**Effective (3)**	**Developing (2)**	**Ineffective (1)**
Standard 1: Professional and Ethical Norms	☑	☐	☐	☐	☐
Standard 2: Vision and Mission	☑ (P)	☒	☐	☐	☐
Standard 3: School Operations, Management and Safety	☐	☐	☑	☐	☐
Standard 4: Student Learning and Continuous School Improvement	☐	☑	☐	☐	☐
Standard 5: Learning Environment	☐	☑	☐	☐	☐
Standard 6: Recruitment and Professional Learning	☐	☐	☑	☐	☐
Standard 7: Building Leadership Expertise	☐	☐	☑	☐	☐
Standard 8: Meaningful Parent, Family and Community Engagement	☐	☑	☐	☐	☐
Standard 9: Board Governance and Policy	☑	☐	☐	☐	☐
Individual Evaluation Rating: ☐ Distinguished (40-44) ☑ Accomplished (31-39) ☐ Effective (22-30) ☐ Developing (13-21) ☐ Ineffective (<13)	(36)	15	12	9	0	0

Summary Comments:
- With the Fundamental pieces that have been implemented and the effective communication at all levels the base has been set. This year has been filled with the implementation of new programs, bringing policy + procedures into Florida statute compliance, code of conduct safety + security increases, strategic plan and many other things that have led to the connection of brother parent systems. The future is Bright and Exciting

Board Member Signature: _(signature)_   **Date:** 6/5/24

Superintendent Evaluation

Tom Edwards

Standard 1: Professional and Ethical Norms

Effective superintendents act ethically and according to professional norms to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
1.1 Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida and adhere to guidelines for student welfare, the rights of students and parents, and state, local school, and governing board policies.	☐	☒	☐	☐	☐	
1.2 Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom.	☐	☒	☐	☐	☐	
1.3 Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families and local community.	☐	☒	☐	☐	☐	
1.4 Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources and all other aspects of leadership.	☒	☐	☐	☐	☐	

Overall Standard Rating: ☐ Distinguished (18-20) ☒ Accomplished (14-17) ☐ Effective (10-13) ☐ Developing (6-9) ☐ Ineffective (<6)

Standard 2: Vision and Mission						
Effective superintendents collaborate with stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.						
Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
2.1 Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies.	☐	☒	☐	☐	☐	
2.2 Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students.	☐	☒	☐	☐	☐	
2.3 Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students.	☒	☐	☐	☐	☐	
2.4 Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable.	☒	☐	☐	☐	☐	
2.5 Recognize individuals for their contributions toward the school vision and mission.	☐	☒	☐	☐	☐	

Overall Standard Rating: ☒ Distinguished (22-25) ☐ Accomplished (17-21) ☐ Effective (12-16) ☐ Developing (7-11) ☐ Ineffective (<7)

	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments

Standard 3: School Operations, Management and Safety

Effective superintendents manage district operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
3.1 Manage fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making and accounting practices.	☒	☐	☐	☐	☐	
3.2 Manage resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.	☒	☐	☐	☐	☐	
3.3 Organize time, tasks, and projects effectively to protect personnel's work and learning, as well as their own, to optimize productivity and student learning.	☒	☐	☐	☐	☐	
3.4 Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management.	☒	☐	☐	☐	☐	
3.5 Utilize and coach best practices in conflict resolution, constructive conversations and management for all stakeholders related to school needs.	☐	☐	☒	☐	☐	
3.6 Inform the community of current local, state, and federal laws regulations and best practices to promote the safety, success and well-being of all students and adults.	☐	☐	☒	☐	☐	
3.7 Create and maintain systems and structures that promote school security to ensure that students, school personnel, families and community are safe.	☒	☐	☐	☐	☐	
3.8 Utilize a continuous improvement model to evaluate specific concerns for safety and security.	☐	☒	☐	☐	☐	

Overall Standard Rating: ☐ Distinguished (40-44) ☒ Accomplished (31-39) ☐ Effective (22-30) ☐ Developing (13-21) ☐ Ineffective (<13)

36-40   28-35   20-27   12-19   12

Standard 4: Student Learning and Continuous School Improvement						
Effective superintendents utilize continuous improvement to promote the academic success and well-being of all students.						
Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
4.1 Create and maintain a climate and culture of high expectations and enable personnel to support the academic growth and well-being of all students.	☒	☐	☐	☐	☐	
4.2 Ensure alignment of the district's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.	☒	☐	☐	☐	☐	
4.3 Develop a structure that enables personnel to work as a system and focus on providing evidence-based intervention, acceleration and enrichment that meet student needs.	☐	☒	☐	☐	☐	
4.4 Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and narrow achievement gaps.	☐	☒	☐	☐	☐	
4.5 Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments.	☐	☒	☐	☐	☐	
4.6 Manage uncertainty, risk, competing initiatives and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for and outcomes of improvement efforts.	☐	☐	☒	☐	☐	
4.7 Ensure and monitor the implementation of the Florida Educator Accomplished Practices by all instructional personnel.	☐	☐	☒	☐	☐	

Overall Standard Rating: ☐ Distinguished (31-35) ☒ Accomplished (24-30) ☐ Effective (17-23) ☐ Developing (10-16) ☐ Ineffective (<10)

Standard 5: Learning Environment

Effective superintendents cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence (may be adjusted)
5.1 Develop and maintain procedures that foster a safe, respectful, and student-centered learning environment.	☐	☒	☐	☐	☐	
5.2 Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair and unbiased manner.	☐	☒	☐	☐	☐	
5.3 Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.	☒	☐	☐	☐	☐	
5.4 Provide opportunities for instructional personnel to recognize, understand and respond to student needs to minimize or eliminate achievement gaps.	☐	☒	☐	☐	☐	

Overall Standard Rating: ☐ Distinguished (18-20) ☒ Accomplished (14-17) ☐ Effective (10-13) ☐ Developing (6-9) ☐ Ineffective (<6)

Standard 6: Recruitment and Professional Learning

Effective superintendents build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
6.1 Recruit, hire, develop, support, and retain diverse, effective and caring personnel with the professional capacity to promote literacy achievement and academic success.	☐	☐	☒	☐	☐	
6.2 Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking feedback.	☐	☐	☒	☐	☐	
6.3 Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology and data analysis for instructional planning and improvement.	☐	☐	☒	☐	☐	
6.4 Develop personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies.	☐	☐	☒	☐	☐	
6.5 Monitor and evaluate professional learning linked to district goals to foster continuous improvement.	☐	☒	☐	☐	☐	
6.6 Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to school-based leaders and instructional personnel that fosters continuous improvement.	☐	☐	☒	☐	☐	
6.7 Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.	☒	☐	☐	☐	☐	

Overall Standard Rating: ☐ Distinguished (31-35) ☒ Accomplished (24-30) ☐ Effective (17-23) ☐ Developing (10-16) ☐ Ineffective (<10)

Standard 7: Building Leadership Expertise

Effective superintendents cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
7.1 Develop and support open, productive, caring and trusting working relationships among leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content.	☒	☐	☐	☐	☐	
7.2 Cultivate current and potential leaders and assist with the development of a pipeline of future leaders.	☐	☐	☒	☐	☐	
7.3 Develop capacity by delegating tasks to other leaders and holding them accountable.	☐	☒	☐	☐	☐	
7.4 Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	☐	☐	☐	☒	☐	

Overall Standard Rating: ☐ Distinguished (18-20) ☒ Accomplished (14-17) ☐ Effective (10-13) ☐ Developing (6-9) ☐ Ineffective (<6)

Standard 8: Meaningful Parent, Family and Community Engagement

Effective superintendents utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
8.1 Understand, value, and employ the community's cultural, social, and intellectual context and resources.	☐	☒	☐	☐	☐	
8.2 Model and advocate for respectful communication practices between leaders, parents, students, and other stakeholders.	☐	☒	☐	☐	☐	
8.3 Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders.	☒	☐	☐	☐	☐	
8.4 Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community.	☐	☒	☐	☐	☐	

Overall Standard Rating: ☐ Distinguished (18-20) ☒ Accomplished (14-17) ☐ Effective (10-13) ☐ Developing (6-9) ☐ Ineffective (<6)

Standard 9: Board Governance and Policy

Effective superintendents work with the school board, exhibits a shared understanding of board and superintendent roles, leads and manages the district consistent with board policies, and demonstrates the skills to work effectively with the board.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
9.1 Offers professional advice to the board with the appropriate recommendations based on a thorough study and analysis.	☐	☒	☐	☐	☐	
9.2 Keeps the board regularly informed with data, reports, and information which enables them to make effective timely decisions.	☐	☒	☐	☐	☐	
9.3 Interprets and executes the intent of more policies and advises the board on the need for new or revised policies.	☐	☒	☐	☐	☐	
9.4 Works collaboratively with the board to shape district vision, mission, and goals with measurable objectives of high expectations for student achievement.	☐	☒	☐	☐	☐	
9.5 Makes considerable efforts to have a positive working relationship with the board, treating all board members fairly and respectfully, and attempts to resolve any serious conflicts with board members.	☐	☐	☒	☐	☐	

Overall Standard Rating: ☐ Distinguished (22-25)   ☒ Accomplished (17-21)   ☐ Effective (12-16)   ☐ Developing (7-11)   ☐ Ineffective (<7)

Superintendent Performance Standards Evaluation Summary (Individual Board Member Ratings)					
Professional Practice	**Distinguished (5)**	**Accomplished (4)**	**Effective (3)**	**Developing (2)**	**Ineffective (1)**
Standard 1: Professional and Ethical Norms	☒	☐	☐	☐	☐
Standard 2: Vision and Mission	☒	☐	☐	☐	☐
Standard 3: School Operations, Management and Safety	☐	☒	☐	☐	☐
Standard 4: Student Learning and Continuous School Improvement	☐	☒	☐	☐	☐
Standard 5: Learning Environment	☐	☒	☐	☐	☐
Standard 6: Recruitment and Professional Learning	☐	☐	☒	☐	☐
Standard 7: Building Leadership Expertise	☒	☐	☐	☐	☐
Standard 8: Meaningful Parent, Family and Community Engagement	☒	☐	☐	☐	☐
Standard 9: Board Governance and Policy	☐	☒	☐	☐	☐

Individual Evaluation Rating: ☐ Distinguished (40-44) ☒ Accomplished (31-39) ☐ Effective (22-30) ☐ Developing (13-21) ☐ Ineffective (<13)

Summary Comments:

Board Member Signature: _____   **Date:** _____