

# **CHARTER SCHOOL ACCOUNTABILITY COMMITTEE**

**DELAWARE DEPARTMENT OF EDUCATION**



## **First State Military Academy**

**Charter Renewal**

**Initial Report**

**October 26, 2023**

As is required, First State Military Academy (FSMA) submitted an application to renew its charter for a term of five years. The purpose of the initial meeting is for the Charter School Accountability Committee (CSAC) to review the renewal application in light of the relevant statutory criteria for renewal.

The following were in attendance at the initial meeting of CSAC on October 19, 2023:

**Voting Committee Members**

- Kim Klein, Associate Secretary of Operations Support
- Aimee Beam, Education Associate, School Support
- Gregory Fulkerson, Education Associate, Academic Support
- Tiffany Green, Education Associate, Workforce Support
- Brook Hughes, Education Associate, Operations Support
- Joyce Leatherbury, Education Associate, Academic Support
- April McCrae, Education Associate, Academic Support
- Ted Molin, Community Member

**Ex-Officio Members (Non-voting)**

- Kendall Massett, Executive Director, Delaware Charter School Network
- Deb Stevens, Delaware State Board of Education

**Staff to the Committee (Non-voting)**

- Leroy Travers, Director, Charter School Office
- Alicia Balcerak, Administrative Secretary, Charter School Office
- Faye Schilling, Education Specialist, Charter School Office
- Carla Jarosz, Deputy Attorney General

**Representatives of First Military Academy**

- Scott Kidner, Board Chair
- Blair Newman, Principal
- Reggie Captain, Board Member
- Katie Kubota, Supervisor of Curriculum and Instruction
- Lynette McDuffie, Financial Specialist
- Kathleen Swierzbinski, Supervisor of Operations and School Programs
- Jennifer Tuppeny, Supervisor of Special Education
- Robert Wallace, Commandant, Corps of Cadets

## **FSMA was given time to provide an overview of the school.**

FSMA representatives identified the important cultural elements that define the school such as discipline, respect, and perseverance. School representatives highlighted several components that make FSMA unique, such as participation as a New Tech Network (NTN) school, recognition as a six-time Naval Honors Reserve Officers' Training Corps (ROTC) school, project-based learning, one-to-one technology, an enrichment period built directly into each student's schedule, and an extended school day made possible by equipping all school buses with wireless internet. FSMA shared that students have the skills and character necessary to thrive in future endeavors and to become leaders within their community. Representatives discussed the important role teachers play in creating a culture of excellence at FSMA. Shared leadership and collaboration, which utilizes the teachers' expertise, is valued and necessary in furthering the school's mission. In closing a video, which was solely produced and directed by student cadets, provided additional context, and displayed many academic, athletic, and mission-specific accomplishments, along with accenting student leadership and service.

## **Initial Charter School Accountability Questions and Feedback:**

### **Finance**

1. Questions 51 and 52 are marked "Not Applicable;" however, the fiscal year (FY) 2023 audit did contain an instance of noncompliance, which is considered a "finding." Provide a copy of the finding and its corrective action plan.  
*A - FSMA provided the requested documents (appendix A).*
  
2. The instance of noncompliance identified in the FY23 audit has been a finding in each of the school's prior audits dating back to FY18 or later. The current year audit notes "Failure to comply with debt covenant requirements could result in the note being callable by the United States Department of Agriculture (USDA), which could negatively impact the operations of the Academy." The school responded to the finding as follows: *"The Academy agrees with the finding. Currently, based on cash flow at the Academy the board has chosen not to deposit funds on a monthly basis into two reserve accounts to meet the future debt service payments required under the USDA under the Community Facilities Loans and Grants program. The Academy would like to note that they have not defaulted on the loans. When cash flow permits, the Academy will begin to fund the reserve accounts to meet the future debt service payments."*
  - a. Has the school considered asking the USDA for modifications to the loan covenants so that they are able to comply with the requirements?  
*A – FSMA intends to have conversations with USDA.*
  - b. What are the specific amounts that are supposed to be transferred into the two reserve accounts monthly?  
*A – Three-hundred thousand dollars is the yearly amount required by the USDA. The monthly payment is approximately \$24,000, and that goes into two separate accounts. USDA wants an additional amount of money, approximately one year's worth of principal and interest, set aside in the escrow and that is the specific piece that we have not met.*
  - c. Could the school make any progress towards meeting the loan covenants? For example, if the required monthly amount is \$5,000, could the school make partial

payments (\$1,000, \$2,500, etc.) to the reserve account? This would demonstrate that an attempt to correct the issue rather than choosing to completely ignore it and risk the note being callable by the USDA.

A - At this time, the school does not have an answer. Once the final CSAC meeting takes place the FSMA hopes to have a resolution. The school can front load this payment and it is the hope that in upcoming conversations with USDA, they may reconsider and determine that this is not a problem. The school is taking some actions immediately, and this topic will be discussed at the upcoming board meeting.

3. The FY24 budget reflects a projected ending balance of \$993,234.34, which appears to include the contingency balance. The FY23 audit showed an ending cash balance of \$1,636,424, which was \$328,296 less than the cash balance at the end of FY22. The school was rated “far below standard” on cash flow this year. If the school’s ending cash balance declines again next year, it will likely not only impact the cash flow measure, but also the total margin and days cash measures. How is the school actively managing the budget to ensure that all measures of the financial framework are met?

A - This was provided as appendix C

- a. Is there a plan in place to rebuild cash reserves since cash flow has been negative in the past two fiscal years?

A - FSMA has hired Deb Roberts as a financial consultant. She will manage all the financial aspects of the school and budgeting. A budget was submitted with the renewal application; however, Ms. Roberts has since provided an updated budget after the September 30<sup>th</sup> unit count (appendix B). This updated budget is reflective of some cuts, such as athletic costs (not purchasing new uniforms this year) and a conservative approach to additional building, maintenance, and ground purchases.

4. Overall, the school’s financial performance has declined over the past two years, as measured by the annual financial framework. As compared to the FY22 financial framework report, nearly every individual measure saw a decline at the end of FY23. If the school continues on the current trajectory the FY24 financial framework report will see further declines in the individual measures. Submit a plan for improving the financial performance of the school to ensure that individual measures are meeting standard over the next charter term.

A - This was provided as appendix C

### **CSAC Follow-Up for Finance**

Brook Hughes- Create an updated budget will help improve the school’s financial performance framework. Have any spending controls or any formal internal controls been implemented that ensure that only specific people are approve to purchase on behalf of the school?

A - In order for anyone to purchase something, it first must go to the financial assistant and then it must be signed by Mr. Newman. Ms. Roberts also considers each request. The Citizens Budget Oversight Committee (CBOC) meets every other month and reviews credit card



transactions. If anything comes to the attention of the CBOC, they can ask questions about that transaction and obtain more specific information.

Kim Klein- Is the school's ongoing plan to continue to work with Ms. Roberts? She is held in high regard.

A – The school plans to continue working with Ms. Roberts as she has done a fabulous job with FSMA.

### **Staff / Licensure and Certification / Evaluations**

5. Has goal setting for administrators been completed for the 2023/2024 school year?
  - a. If so, when was it completed? If not, what is the plan for completion?

A - This has been completed as of October 17<sup>th</sup> (see appendix E).

6. FSMA's current professional growth plan completion rates are as follows (the recommended time for completion is October 15<sup>th</sup>):

- professional growth goals – 92%
- student improvement goals – 8%

A - As of October 18<sup>th</sup>, professional growth and student improvement goals are 100% complete.

- a. Share the school's experience with completing professional growth and student improvement goals. Have there been any particular challenges in completing either?

A – FSMA has many new teachers, both to the school and to the profession. As a result, one challenge was ensuring that these goals were done correctly. Consequently, the school decided to add another professional development day to normalize student goals are being formed. This professional development day assisted in addressing faculty concerns. By the end of that week, all student improvement goals were submitted.

- b. Describe FSMA's plan for completing professional growth and student improvement goals.

A - FSMA's plan included professional development at the start of the year to support staff in establishing goals. Most of the staff completed their professional goals immediately following the August professional development all goals were completed (see appendix E).

- c. Have the three Delaware Teacher Growth and Support System (DTGSS) observations been scheduled to ensure that each observation is completed in a timely manner? The recommendation is to complete round one before December 1<sup>st</sup>, round two before March 1<sup>st</sup>, and round three before May 15<sup>th</sup>. Explain the schedule or plan for scheduling and completion.

A - One observation has been completed for every faculty member in the building. In addition, a calendar has been created for the remainder of the school year reflecting all remaining observations, mid-year conferencing, and end of the year summative conferences (see appendix F).

7. According to information in the mentoring center there are two educators in year one of the comprehensive induction program, one educator in year two, four educators in year three, and one educator in year four.

- a. When will year one and two mentees be assigned a mentor for the 2023-2024 school year in the mentoring center?

A – FSMA is actively working with their mentees. The school is part of the pilot program for the new mentorship program. FSMA has been working closely with the office of Licensure and Certification on paperwork for new employees. However, mentor center data is not 100% correct. It is still showing that two teachers are missing. Additionally, two new teachers are on J-1 Visas. Currently there are three year one teachers, one year two teacher, three year three teachers, and one year four teacher. Although they may not be in the mentoring center, they have all informally been assigned to coaches and have started coaching cycles. All mentees in the mentoring center are now currently showing as correct. FSMA is also using the new program, Keano, for all documentation including notes and dates from meetings.

- b. Has mentoring begun for them? The recommendation is that all mentees are assigned within 30 days of employment and that they are all assigned in the mentoring center by October.

A – Mentoring began in August. FSMA has one coach and they have been keeping logs. So far, there have been 15 coaching logs saved. The school has held monthly professional development focusing on one DTGSS standard per month. These meetings have been logged and the first meeting was conducted on October 18<sup>th</sup>. This monthly after-school professional development is mandatory for all year one and year two teachers. Attendance for year three and year four teachers, is not required, but strongly encouraged. This monthly professional learning opportunity is also open to all staff. FSMA has a new counselor, who is not showing in the mentoring center, but is fully credentialed. The counselor has begun the one year of mentoring that is required to be fully certified. The school nurse has also started her year three work. (see appendix G for all mentoring information).

8. Has the lead coach conducted any meetings for the induction coaches this year?

- a. If so, how many?

A – These have begun and have been logged in Keano.

9. Has the building induction team been created?

A – This team has been created.

- a. Have meetings begun?

A – The school had to do some rescheduling. The initial meeting was planned for September; however there was a conflict. The date was moved to October 6<sup>th</sup>; however, due to a staff-wide event, the first official meeting was moved to October 18<sup>th</sup>.

- b. How often has the team met this year?  
A – The team has met once.
  - c. Which building leader is assigned to the team?  
A - Ms. Kubota is assigned to the team.
10. Does FSMA have year-long teacher residences?  
a. If so, how many?  
A - FSMA does not have teacher residencies.
11. Does FSMA have a para-educator to teacher program or pipeline?  
a. If so, have any participants been hired?  
A – Not applicable
12. What is the school’s staff to student ratio?  
A - The student to staff ratio is 15:1.
13. When was the staff recruitment plan last revisited?  
A - The plan was last revisited during the summer of 2023. However, this is an active and on-going process. The school will also continue to revisit the recruitment plan annually during the summer months.
14. How many current vacancies does the school have?  
A - FSMA started the school year fully staff. However, recently the school learned that a staff member will be leaving at the end of the month for a new position within a local district’s central office.
15. Submit a full staff listing with each staff member’s current assignment and current licensure and certification status (including initial or continuing license).  
A - This information is included as appendix H.
16. Submit FSMA’s salary schedule / table.  
A - This information is included as appendix I.

**CSAC follow-up for Staff/Licensure and Certification/Evaluations**

Gregory Fulkerson- Who is the sponsoring organization for teachers on J-1 visas?  
A – The school will supply this information.

Tiffany Green- Thanked the school for all of the work they are doing with the mentoring program.

Kendall Massett- Stated that charters are not required to have a salary schedule. This requirement is not pertinent to a school’s renewal.

Deb Stevens- This request originated after noticing that 25% of the staff left FSMA last year. All schools are experiencing recruitment issues. As a result, the state, through its budgetary process, granted educators a nine percent increase to be competitive with other states. Ms. Stevens is

seeking to determine if the school's salary scale is competitive with districts around the school. Was the school budgetarily able to provide the nine percent increase to teachers this year? The Public Education Compensation Committee will make a recommendation the moves educator starting salaries to \$60,000 per year. This will occur during the school's next charter term. Will FSMA be financially capable of matching those increases to remain competitive with local districts and surrounding states? Staff turnover impacts any organization's culture and training staff for initiatives such as DTGSS and NTN.

A – Mr. Kidner stated that there is a learning curve. The school has gone through a significant leadership change. Mr. Kidner does not believe that pay is the determining factor in teachers staying or leaving; however, it could be for some. Mr. Newman stated that FSMA is competitive with salary scales of the districts within Kent County. The school is on the New Castle County and Kent County border; therefore, traveling 15 minutes north can make a dramatic difference in salaries.

Leroy Travers- Has the school done exist survey with staff or is that a plan for the future?

A – Some have been done; however, the new human resource specialist will look into conducting them with more frequency.

Kim Klein- Clarified that charter schools are not required to follow a salary schedule.

### **Academic Performance and Framework**

17. Submit the New Tech Network (NTN) school success rubric referenced in questions 64 and 65 of the renewal application. It was stated as “attached below” but was not attached. Comment upon the measurability of the goals. Consider connecting the goal measures and the role the leadership team in observing, determining measurement outcomes, and developing action plans aligned with resultant outcomes as part of the considered response.

A – The NTN success rubric has been provided as appendix J. It was created by NTN and is used as a self-assessment tool, designed to help the school administrators reflect on the progress and implementation of the NTN model. It helps identify strengths or areas in need of improvement, which directs the work with the NTN coach. It is not an evaluation instrument, but is a tool to assess the school's growth and development. The rubric has a significant overlap with DTGSS indicators. It includes indicators such as equitable access, supportive environments, asset-based mindsets, and rigorous instruction.

### **Curriculum, Instruction, and Professional Development**

18. Describe, in detail, the enhancements that have been made to the school's multi-tiered systems of support (MTSS) process.

A - Student data review is conducted every two weeks. Data is reviewed collectively based on individual in-class performance and performance with support to determine individual placement. Data points include standardized tests, classroom assessments, and teacher input surveys.

- a. How do students move from tier 1 to tier 2 and from tier 2 to tier 3?

A - Once data is reviewed and a determination is made, supports are then designed from there. FSMA uses Exact Path to determine if students are tier 2. This data ties directly to Star testing and fills specific gaps in which the student is not achieving at grade level.

19. What resources and interventions are used to support students in tier 2 and tier 3?

A – FSMA primarily uses Exact Path for tier 2 support. BASE education is utilized for social and emotional support, which includes specific modules that target student needs. In addition, Khan Academy, Delta Math, small group instruction, tutoring, and workshops help students navigate all the different tools available. The Read & Write program is used for struggling readers.

20. What professional learning is provided to staff to ensure that the policies and procedures outlined in the Individuals with Disabilities in Education Act (IDEA) are followed for students with disabilities?

A - Professional development has been provided to educators in IDEA, and teachers have reviewed information on how to access, read, and implement an individualized education plan (I.E.P). In addition, FSMA is working with Autism Delaware, which provides resources and additional professional development aligned to the school's needs.

21. The school did not meet standard for curriculum in English/Language Arts, Mathematics, Social Studies, Visual and Performing Arts, and World Languages. Continue to work with the Curriculum, Instruction, and Professional Development (CIPD) workgroup to address all expectations.

A - FSMA utilized both early submission windows. After the second round of feedback content leads have met with Delaware Department of Education content evaluators for ELA, math, science, and social studies. The school has discussed steps to improve curriculum and improve in the areas in which the curriculum did not meet the required standards. FSMA is confident that they have a strong plan moving forward to address areas of concern.

### **CSAC follow-up for Academic Performance and Framework and Curriculum, Instruction and Professional Development**

Joyce Leatherbury- Was professional development for IDEA conducted on policies and procedures or ways to support students while in class?

A – Professional development was conducted in both of those areas.

April McCrae- State that it is important to think about metrics, not only the content of the metrics, but the measures of the metrics. This will determine the relevance of the data being collected whether or not it is helping the school reach its goals. FSMA is moving in the right direction.

**The follow items were requested as follow-ups to this meeting:**

1. The outcome of the board discussion about loan covenants.
2. The outcome of the conversation with USDA about modifying loan covenants.
3. A plan for meeting covenants moving forward.
4. The name of the sponsoring organization for J-1 visas.

**Next Steps:**

- An initial public hearing will take place on October 26<sup>th</sup> at 5:00 p.m. (3<sup>rd</sup> Floor Conference Room, DDOE, 401 Federal Street, Dover, DE 19901)
- The applicant will have the opportunity to submit a written response to the CSAC initial report, which is due by close of business November 10<sup>th</sup>.
- A second and final meeting of CSAC will be held on November 21<sup>st</sup>.
- On or before November 28th, CSAC will issue its final report including its recommendation on the renewal.

Appendix A

FIRST STATE MILITARY ACADEMY

SCHEDULE OF FINDINGS AND RECOMMENDATIONS (CONT'D)

**PART B - FINDINGS RELATED TO FINANCIAL STATEMENTS**

STATUS OF PRIOR YEAR FINDINGS

**2018-001**

DEBT COVENANT NONCOMPLIANCE

Condition

During our audit for the year ended June 30, 2018, we noted that the Academy has not been compliant with debt covenant requirements related to the refinancing of outstanding construction loans originally held by NCALL, Inc. with the USDA under the Community Facilities Loans and Grants program. The two covenants state that the Academy must deposit funds on a monthly basis into two reserve accounts to meet the future debt service payments.

Criteria

Management should identify and be compliant with all debt covenant requirements.

Effect

Failure to comply with debt covenant requirements could result in the note being callable by the USDA, which could negatively impact the operations of the Academy.

Questioned Costs

This finding does not result in questioned costs.

Cause

Oversight by the Academy's staff and Board of Directors.

Recommendation

We recommended that the Academy implement policies or procedures that will enable them to comply with the debt covenant requirements listed above and review all agreements to verify that they are in compliance with all other covenants.

Status

During our current year audit, we noted that the transfers were not made to fund the reserve accounts. Therefore, this finding is still applicable for the current year. See current year finding 2023-001.

## Appendix A

FIRST STATE MILITARY ACADEMY  
SCHEDULE OF FINDINGS AND RECOMMENDATIONS (CONT'D)

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

**2023-001**

DEBT COVENANT NONCOMPLIANCE

Condition

During our audit for the year ended June 30, 2022, we noted that the Academy has not been compliant with debt covenant requirements related to the refinancing of outstanding construction loans originally held by NCALL, Inc. with the USDA under the Community Facilities Loans and Grants program. The two covenants state that the Academy must deposit funds on a monthly basis into two reserve accounts to meet the future debt service payments. This is a repeat finding from the prior year.

Criteria

Management should identify and be compliant with all debt covenant requirements.

Effect

Failure to comply with debt covenant requirements could result in the note being callable by the USDA, which could negatively impact the operations of the Academy.

Questioned Costs

This finding does not result in questioned costs.

Cause

Oversight by the Academy's staff and Board of Directors.

Recommendation

We recommend that the Academy implement policies or procedures that will enable them to comply with the debt covenant requirements listed above and review all agreements to verify that they are in compliance with all other covenants.

**PART C - FINDINGS RELATED TO FEDERAL AWARDS**

STATUS OF PRIOR YEAR FINDINGS

None.



# Appendix A

FIRST STATE MILITARY ACADEMY  
SCHEDULE OF FINDINGS AND RECOMMENDATIONS (CONT'D)

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.

Appendix B

First State Military Academy  
Preliminary Budget FY 2024

Description			Budget FY 24	Receipts	Projected Additional Revenue	% of Funds Received
Revenue			Appr			
State	4 hour Driver Training	05109			-	
State	Operations	05213	3,711,639.00		3,711,639.00	0.00%
State	6% Supplement	08900	79,800.00		79,800.00	0.00%
State	Prof Acct Instr Adv Fund	05225	5,000.00		5,000.00	0.00%
State	Charter Exclusions	05313	299,376.00		299,376.00	0.00%
State	Sub Reimburse Family Leave	05389	12,091.00		12,091.00	0.00%
State	Charter Transportation	05177	505,133.00		505,133.00	0.00%
State	Educational Opportunity Grant	05297	52,500.00		52,500.00	0.00%
State	Technology Block Grant	05235	10,733.00		10,733.00	0.00%
State	Educational Sustainment Fund	05289	80,198.00		80,198.00	0.00%
State	Child Safety Awareness	05317			-	
State	CPR Instruction	05302			-	
State	Dual Enrollment (FY 23 Carryover)	05314	3,913.82		3,913.82	0.00%
<b>Total State Funds</b>			<b>4,760,383.82</b>	<b>-</b>	<b>4,760,383.82</b>	<b>0.00%</b>
Local	District Funding	98000	1,156,247.80		1,156,247.80	0.00%
Local	MI Funding	98000	169,066.68		169,066.68	0.00%
Local	FY 23 98000 Carryover	98000	798,782.81		798,782.81	0.00%
Local	Contingency Funds	98079	489,782.81		489,782.81	0.00%
Local	Child Nutrition (includes Carryover)	91100	215,374.78		215,374.78	0.00%
Local	Donations	98159	10,700.00		10,700.00	0.00%
Local	Athletic Funds	98026	8,320.37		8,320.37	0.00%
Local	JROTC	98032	36,407.00		36,407.00	0.00%
Local	Student Activities	98167	7,128.00		7,128.00	0.00%
Local	Facility Rental	98178	8,124.42		8,124.42	0.00%
Local	Summer School	98205	8,194.00		8,194.00	0.00%
Local	School Activities	98231	9,465.00		9,465.00	0.00%
Local	Fund Raising	98220	20,534.66		20,534.66	0.00%
Local	Ed Tech Replacement	98261	20,000.00		20,000.00	0.00%
Local	Ed Tech - fy 23 carover	98261	96,631.55		96,631.55	0.00%
Local	EXC - CSD Settlement	99150	15,000.00		15,000.00	0.00%
<b>Total Local Funds</b>			<b>3,069,759.88</b>	<b>-</b>	<b>3,069,759.88</b>	<b>0.00%</b>
Federal	Reap Funds FY 24	41114	17,000.00		17,000.00	0.00%
Federal	Reap Funds FY 23	41114	16,031.28		16,031.28	0.00%
Federal	IDEA B FY23 Carryover	40564	-		-	
Federal	Title II FY 23 Carryover	40114	-		-	
Federal	Title IV FY 23 Carryover	40532	12,429.00		12,429.00	0.00%
Federal	Title I FY 23 Carryover	40554	5,223.13		5,223.13	0.00%
Federal	ESSERF ARP COVID	40820	91,580.26		91,580.26	0.00%
Federal	Career Tech Perkins FY24	41015	8,500.00		8,500.00	0.00%
Federal	Career Tech Perkins FY23	41015	6,660.52		6,660.52	0.00%
Federal	Title I FY 24	40554	97,193.00		97,193.00	0.00%
Federal	Title II FY 24	40114	22,132.00		22,132.00	0.00%
Federal	Title IV FY 24	40532	11,369.00		11,369.00	0.00%
Federal	IDEA B FY 24	40564	97,052.00		97,052.00	0.00%
<b>Total Federal Funds</b>			<b>385,170.19</b>	<b>-</b>	<b>385,170.19</b>	<b>0.00%</b>
MCI	MCI FY 23	50022	55,288.28		55,288.28	0.00%
MCI	FY 23 Expanded MCI	50022	48,000.00		48,000.00	0.00%
MCI	MCI FY24	50022	72,000.00		72,000.00	0.00%
MCI	School Safety and Security	10171	27,207.27		27,207.27	0.00%
State	Filter Funds	08940	13,864.00		13,864.00	0.00%
<b>Total MCI Funds</b>			<b>216,359.55</b>	<b>-</b>	<b>216,359.55</b>	<b>0.00%</b>
<b>Total Revenue</b>			<b>8,431,673.44</b>	<b>-</b>	<b>8,431,673.44</b>	<b>-</b>
Total State and Local Revenue			7,830,143.70		7,830,143.70	
Total State and Local Budgeted Expenditures			6,300,578.77		-	
Balance			1,529,564.93			
FY 24 Ending Balance			1,039,782.12			
FY 24 Ending Balance Contingency			489,782.81			
FY 24 TOTAL Ending Balance			1,529,564.93			

## Appendix B

### OPERATING BUDGET

Description	Board Approved Budget	Encumbrances	Expenditures	Balance	% Expended
Salaries and Benefits/OEC	4,676,911.86			4,676,911.86	0.00%
Utilities	71,800.00			71,800.00	0.00%
Facility Lease				-	
Facility - Mortgage	299,376.00			299,376.00	0.00%
Transportation	720,757.00			720,757.00	0.00%
Food Service	150,000.00			150,000.00	0.00%
Management Company				-	
Textbooks and Instructional Supplies	145,000.00			145,000.00	0.00%
Building Maintenance and Custodial Supplies	215,900.00			215,900.00	0.00%
Other Expenses	822,618.37			822,618.37	0.00%
<b>Total Operating Expenses</b>	<b>7,102,363.23</b>			<b>7,102,363.23</b>	<b>0.00%</b>



**FIRST STATE MILITARY ACADEMY**  
**EXPENDITURE SUMMARY**  
 FY 2024

Account Code	Description	prg code	Budget FY24	Encumbrances	Expenditures	Balance	% Expended
						-	
51008	Termination-Vacation Leave	96071	22,000.00			22,000.00	0.00%
51009	Termination - Sick Leave	96071	600.00			600.00	0.00%
51100	Teachers	96071	1,879,454.52			1,879,454.52	0.00%
51101	Substitute Teachers	96071	50,000.00			50,000.00	0.00%
51104	Paraprofessionals	96071	152,986.00			152,986.00	0.00%
51109	EPER Athletic	96071	100,000.00			100,000.00	0.00%
51110	EPER Extra Curricula	96071	20,000.00			20,000.00	0.00%
51111	EPER Misc	96071	20,000.00			20,000.00	0.00%
51112	EPER Academic	96071	30,000.00			30,000.00	0.00%
51130	Nurse	96071	69,110.00			69,110.00	0.00%
51152	Suv & Spec -Student Support	96071	52,500.00			52,500.00	0.00%
51165/51166	Administrative Salaries	96071	288,608.00			288,608.00	0.00%
51176	Custodians	96071	162,000.00			162,000.00	0.00%
51185	Secretaries-Central Office	96071	69,540.00			69,540.00	0.00%
51190	Food Service General Workers	96071	52,000.00			52,000.00	0.00%
51194	Clerical	96071	130,000.00			130,000.00	0.00%
						-	
	<b>TOTAL SALARIES</b>		<b>3,098,798.52</b>	-	-	<b>3,098,798.52</b>	<b>0.00%</b>
52001	Pensions/Employee Share (23.04%)	96071	687,593.09			687,593.09	0.00%
52002	Health Insurance Employer Share	96071	571,344.00			571,344.00	0.00%
52005	Workers Compensation .155%	96071	48,031.38			48,031.38	0.00%
52006	Social Security /Employer Share(6.2%)	96071	192,125.51			192,125.51	0.00%
52009	Unemployment Insurance (.11%)	96071	34,086.78			34,086.78	0.00%
52016	Medicare Employer Share (1.45%)	96071	44,932.58			44,932.58	0.00%
	<b>Total: Other Employment Cost (31.93%)</b>		<b>1,578,113.34</b>	-	-	<b>1,578,113.34</b>	<b>0.00%</b>
54001-54105	Milage & Travel Staff.	95482	1,500.00			1,500.00	0.00%
55003	Landscaping Fees	99535	15,000.00			15,000.00	0.00%
55007	Construction Services/ MCI 55022	95442	202,495.55			202,495.55	0.00%
55020	Legal Services	95415	28,000.00			28,000.00	0.00%
55030	Instructional Services	95435	40,000.00			40,000.00	0.00%
55031	Student Support Services	95434	60,000.00			60,000.00	0.00%
55032	Related Services (IEP)	95435	25,000.00			25,000.00	0.00%
55033	Istructional Support Services	95435	30,000.00			30,000.00	0.00%
55034 & 54108	Athletic Services including transportation	95602	55,000.00			55,000.00	0.00%
55035	Central Admin Services/includes audits	95415	40,000.00			40,000.00	0.00%
54107/55036	Transportation Services	95481	720,757.00			720,757.00	0.00%
55052	IT Professional Services	95471	50,000.00			50,000.00	0.00%
55101	Postage	99720	2,000.00			2,000.00	0.00%
55110	SRO & School Security Supplies	99519	45,000.00			45,000.00	0.00%
55125	Telephone Services	99520	11,000.00			11,000.00	0.00%
55126	Telecom Instructional	99520	3,000.00			3,000.00	0.00%
55200	Public Utilities	95419	1,800.00			1,800.00	0.00%
55205	Electricity	95419	52,000.00			52,000.00	0.00%
55206	Natural Gas	95419	18,000.00			18,000.00	0.00%
55370	Scholarship	95000				-	
55373	Tuition	95000	3,913.82			3,913.82	0.00%
55400	Equipment Rental (Copier)	99720	14,000.00			14,000.00	0.00%
55435	Driver's Education Services	95029	1,000.00			1,000.00	0.00%
55452	Insurance	95415	61,959.00			61,959.00	0.00%
55500	Building Ground repair	99535	50,000.00			50,000.00	0.00%
55506	Custodial Services	99535	88,000.00			88,000.00	0.00%
55507	Maintenance ( Pest Control)	99535	23,000.00			23,000.00	0.00%
55610	Advertising	95405	10,000.00			10,000.00	0.00%
55520	Cloud Services	95471	15,000.00			15,000.00	0.00%
55600	Printing and Binding	95415	1,500.00			1,500.00	0.00%
55629	Principal Payment	99559	299,376.00			299,376.00	0.00%
55631	assoc dues	95455	3,000.00			3,000.00	0.00%
55633	permits/certs/lic	99535	1,000.00			1,000.00	0.00%
55647	Student Body Activity	95618	12,000.00			12,000.00	0.00%
55667	Training	95455	250.00			250.00	0.00%
55681	Employee Recognition	95415	1,000.00			1,000.00	0.00%
55692	Sanitary Services	99535	9,000.00			9,000.00	0.00%
	<b>Contracted Services Totals</b>		<b>1,994,551.37</b>	-	-	<b>1,994,551.37</b>	<b>0.00%</b>
56006	Multimedia Supplies	95471	8,000.00			8,000.00	0.00%
56007	Employee Recognition Supplies	95415	1,000.00			1,000.00	0.00%
56011	Promotional Supplies	95405	1,000.00			1,000.00	0.00%
56110	Operating Supplies	99720	15,000.00			15,000.00	0.00%
56111	Food/Child Nutrition/91100	95404	142,000.00			142,000.00	0.00%

Appendix B

56120	Clothing & Linens	99535	1,000.00			1,000.00	0.00%
56128	Medical/Nurse Supplies	95445	5,000.00			5,000.00	0.00%
56141	Custodial Supplies	99531	24,000.00			24,000.00	0.00%
56143	Cafeteria Supplies/91100	95404	8,000.00			8,000.00	0.00%
56144	Computers	95471	60,000.00			60,000.00	0.00%
56145	Computer Supplies	95471	10,000.00			10,000.00	0.00%
56150	Instructional Supplies	99556	40,000.00			40,000.00	0.00%
56151	Student Support Supplies	99556	20,000.00			20,000.00	0.00%
56157	Books and Publications	99556	10,000.00			10,000.00	0.00%
56183	Fuel (gas, Diesel) - Mainteance Only	99535	600.00			600.00	0.00%
56210	Vehicle Materials	99535	300.00			300.00	0.00%
56211	Equipemt Supplies & Maint Materials	99535	8,000.00			8,000.00	0.00%
56220	Building Materials	99535	10,000.00			10,000.00	0.00%
56230	Highway/grounds materials	99535	2,000.00			2,000.00	0.00%
56950	Institutional Equipment	99535	10,000.00			10,000.00	0.00%
56960	Athletic Supplies	95602	55,000.00			55,000.00	0.00%
	<b>Supplies and Materials Total</b>		<b>430,900.00</b>	-	-	<b>430,900.00</b>	<b>0.00%</b>
	<b>TOTAL BUDGET</b>		<b>7,102,363.23</b>	-	-	<b>7,102,363.23</b>	<b>0.00%</b>

**FIRST STATE MILITARY ACADEMY  
EXPENDITURE SUMMARY**

Operating Unit	Account Code	Description	Program Code	Budget FY24	Encumbrances	Expenditures	Balance	% Expended
<b>SALARIES, OEC AND BENEFITS (STATE AND LOCAL FUNDS)</b>								
96070455		State and Local Salaries, Benefits and OEC	96071	4,242,622.95			4,242,622.95	0.00%
<b>TOTAL SALARIES, OEC AND BENEFITS - STATE AND LOCAL FUNDS</b>				<b>4,242,622.95</b>	<b>-</b>	<b>-</b>	<b>4,242,622.95</b>	<b>0.00%</b>
<b>DISTRICT OPERATIONS</b>								
99900300		General	95000	3,913.82			3,913.82	0.00%
99900300		Driver's Education Services	95029	1,000.00			1,000.00	0.00%
99900300		Choice	95405	6,000.00			6,000.00	0.00%
99900300		District Office	95415	133,459.00			133,459.00	0.00%
99900300		Utilities	95419	71,800.00			71,800.00	0.00%
99900300		Student Support Services	95461	60,000.00			60,000.00	0.00%
99900300		Curriculum/Instructional	95435	65,000.00			65,000.00	0.00%
99900300		Medical/Nurse Supplies	95445	5,000.00			5,000.00	0.00%
99900300		Professional Development/conf reg	95455	3,250.00			3,250.00	0.00%
99900300		Technology	95471	173,000.00			173,000.00	0.00%
99900300		Transportation Services	95481	720,757.00			720,757.00	0.00%
99900300		Staff Travel	95482	1,500.00			1,500.00	0.00%
99900300		Athletics	95602	100,000.00			100,000.00	0.00%
99900300		Student Body Activity	95618	12,000.00			12,000.00	0.00%
99900300		SRO & School Security Supplies	99519	45,000.00			45,000.00	0.00%
99900300		Telephone Services	99520	14,000.00			14,000.00	0.00%
99900300		Custodial Supplies	99531	24,000.00			24,000.00	0.00%
99900300		Buildings and Grounds	99535	217,900.00			217,900.00	0.00%
99900300		Instructional Supplies	99556	70,000.00			70,000.00	0.00%
99900300		Principal Payment	99559	299,376.00			299,376.00	0.00%
99900300		Office Supplies	99720	31,000.00			31,000.00	0.00%
<b>TOTAL DISTRICT OPERATIONS</b>				<b>2,057,955.82</b>	<b>-</b>	<b>-</b>	<b>2,057,955.82</b>	<b>0.00%</b>
<b>TOTAL STATE AND LOCAL BUDGET</b>				<b>6,300,578.77</b>				
<b>FEDERAL FUNDS (includes prior year carryover)</b>								
99940500		ESSERF	95423	91,580.26				
99940500		IDEA B	95433	97,052.00				
99940500		Title I	95475	102,416.13				
99940500		Title II	95476	22,132.00				
99940500		Title IV	95478	23,798.00				
99940500		REAP	95808	35,150.00				
99940500		PERKINS		15,160.52				
<b>TOTAL FEDERAL FUNDS</b>				<b>387,288.91</b>	<b>-</b>	<b>-</b>	<b>387,288.91</b>	<b>0.00%</b>
<b>CHILD NUTRITION</b>								
99960000	56111	Food/Child Nutrition/91100	95404	212,000.00			212,000.00	0.00%
<b>MINOR CAPITAL IMPROVEMENT (includes prior year)</b>								
99970200		MCI	95442	175,288.28				
99970200		School Security and Safety	99519	27,207.27				
<b>Total MCI and Security Funds</b>				<b>202,495.55</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>TOTAL BUDGET</b>				<b>7,102,363.23</b>				<b>0.00%</b>

7.102.363.23

(0.00)



First State Military Academy

	2016	2017	2018	2019	2020	2021	2022	2023
Cash	\$ 383,220	\$ 371,878	\$ 673,761	\$ 652,887	\$ 1,316,277	\$ 2,255,670	\$ 1,964,720	\$ 1,636,424
Current Assets	\$ 689,216	\$ 377,371	\$ 687,980	\$ 664,502	\$ 1,323,405	\$ 2,276,797	\$ 2,046,235	\$ 1,693,185
Fixed Assets	\$ 5,736,292	\$ 5,995,893	\$ 5,901,416	\$ 5,838,645	\$ 5,580,103	\$ 5,423,183	\$ 5,433,848	\$ 5,269,567
<b>Total Assets</b>	<b>\$ 6,425,508</b>	<b>\$ 6,373,264</b>	<b>\$ 6,589,396</b>	<b>\$ 6,503,147</b>	<b>\$ 6,903,508</b>	<b>\$ 7,699,980</b>	<b>\$ 7,480,083</b>	<b>\$ 6,962,752</b>
Current Liabilities	\$ 7,130,228	\$ 483,632	\$ 662,909	\$ 787,047	\$ 765,107	\$ 804,686	\$ 984,811	\$ 875,083
Total Liabilities	\$ 7,130,228	\$ 7,413,632	\$ 6,930,000	\$ 7,634,696	\$ 7,499,886	\$ 7,423,855	\$ 7,488,499	\$ 7,253,285
<b>Net Assets</b>	<b>\$ (704,720)</b>	<b>\$ (1,040,368)</b>	<b>\$ (340,604)</b>	<b>\$ (1,131,549)</b>	<b>\$ (596,378)</b>	<b>\$ 276,125</b>	<b>\$ (8,416)</b>	<b>\$ (290,533)</b>
Revenue	\$ 2,347,186	\$ 3,671,751	\$ 5,271,988	\$ 5,618,784	\$ 6,534,623	\$ 7,281,601	\$ 7,319,999	\$ 7,588,163
Expenses	\$ 3,104,124	\$ 4,046,062	\$ 5,235,133	\$ 5,746,820	\$ 5,999,452	\$ 6,409,098	\$ 7,604,540	\$ 7,870,280
<b>Change in Net Assets (Net Income)</b>	<b>\$ (756,938)</b>	<b>\$ (374,311)</b>	<b>\$ 36,855</b>	<b>\$ (128,036)</b>	<b>\$ 535,171</b>	<b>\$ 872,503</b>	<b>\$ (284,541)</b>	<b>\$ (282,117)</b>
Depreciation Expenses	\$ 215,321	\$ 272,454	\$ 282,166	\$ 330,223	\$ 344,045	\$ 330,439	\$ 364,944	\$ 268,808
Principal Payments	\$ -	\$ 7,013	\$ -	\$ -	\$ 82,746	\$ 112,475	\$ 118,777	\$ 122,084
Interest Payments	\$ 248,872	\$ 33,699	\$ 194,468	\$ 190,575	\$ 332,361	\$ 186,901	\$ 183,995	\$ 180,689
Authorized Enrollment	200	325	450	500	475	475	475	475
Actual Enrollment (at 9/30)	202	288	409	436	452	458	456	439
Reenrollment Rate	-	-	-	-	-	-	77%	78%
1.a. Current Ratio	0.10	0.78	1.04	0.84	1.73	2.83	2.08	1.93
1.b. Days Cash	45	34	47	41	80	128	94	76
1.c. Percentage of Authorized	101%	89%	91%	87%	95%	96%	96%	92%
1.d. Debt Default	No	No	Yes	Yes	Yes	Yes	Yes	Yes
2.a. Total Margin	-32.25%	-10.19%	0.70%	-2.28%	8.19%	11.98%	-3.89%	-3.72% *
Aggregated Total Margin	N/A	N/A	-9.69%	-3.20%	2.55%	6.58%	5.31%	1.38% *
2.b. Debt to Asset Ratio	1.11	1.16	1.05	1.17	1.09	0.96	1.00	1.04
2.c. One-Year Cash Flow	\$ 383,220	\$ (11,342)	\$ 301,883	\$ (20,874)	\$ 663,390	\$ 939,393	\$ (290,950)	\$ (328,296) *
Three-Year Cash Flow	N/A	N/A	\$ 290,541	\$ 281,009	\$ 642,516	\$ 1,602,783	\$ 648,443	\$ (619,246) *
2.d. Debt Service Coverage Ratio	-1.18	-1.67	2.64	2.06	2.92	4.64	0.87	0.55
3.a. Financial Mgmt & Oversight	Does Not Meet	Approaching	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Approaching	Meets Standard
Overall Rating	Falls Far Below	Approaching	Approaching	Far Below	Meets Standard	Meets Standard	Approaching	Approaching

Meets Standard  
 Does Not Meet Standard \*\*Discontinued beginning FY17  
 Approaching Standard \*\*New rating beginning FY17  
 Far Below Standard  
 Not Rated

\* Three years of audited income statements are required for this calculation/rating.

\*\*Beginning in FY22 no color is assigned to individual measures; a color is only assigned to the overall rating.

## FSMA Plan for Improving Financial Framework

Below is a plan created by First State Military Academy to improve upon the financial framework for the next charter term.

<b>Indicator</b>	<b>Plan for Improvement</b>
1a. Current Ratio	<ul style="list-style-type: none"> <li>● Increase school assets, primarily cash flow.               <ul style="list-style-type: none"> <li>○ Balanced budget and conservative spending</li> </ul> </li> </ul>
1b. Days Cash	<ul style="list-style-type: none"> <li>● Create a balanced budget that is cash flow positive</li> <li>● Increase enrollment within the school which increases revenue</li> <li>● Increase fundraising and donation opportunities</li> </ul>
1c. Enrollment Variance	<ul style="list-style-type: none"> <li>● Continue with school recruitment efforts to reach 460 student               <ul style="list-style-type: none"> <li>○ Send out mailers to 8th grade students</li> <li>○ Host open houses</li> <li>○ Attend middle school "high school nights"</li> </ul> </li> </ul>
1d. Default, Loan Covenants, & Debt Service Payments	<ul style="list-style-type: none"> <li>● Contact USDA to discuss removal of escrow account obligation               <ul style="list-style-type: none"> <li>○ If unwilling, make monthly contributions to fund accounts, totaling \$300k</li> </ul> </li> </ul>
2a. Total Margin	<ul style="list-style-type: none"> <li>● Increase net income by spending conservatively</li> </ul>
2b. Debt to Asset Ratio	<ul style="list-style-type: none"> <li>● Continue to pay down the USDA loan and front load the principal and interest payment</li> <li>● Not incurring anymore loans for operations or expansion</li> </ul>
2c. Cash Flow	<ul style="list-style-type: none"> <li>● Create a conservative balanced budget and monitor closely throughout the fiscal year.</li> <li>● Increase enrollment</li> <li>● Increase fundraising and donation opportunities</li> </ul>
2d. Debt Service Coverage Ratio	<ul style="list-style-type: none"> <li>● Increase net income by conservatively spending</li> <li>● Increase fundraising and donation opportunities</li> <li>● Increase student enrollment</li> </ul>
3. Financial Management and Oversight	<ul style="list-style-type: none"> <li>● Continue to complete reports in a timely fashion</li> <li>● Continue to meet all requirements related to CBOC</li> <li>● Continue to adhere to policy and procedures of FSF.</li> </ul>



First State Military Academy - Dashboard



Employee	Type	Goal Setting	Mid Year	Summative	Evaluator
<a href="#">Kubota, Catherine</a>	LEA Leader	10/18/2023			<a href="#">Newman, Blair</a>
<a href="#">Newman, Blair</a>	Principal	10/18/2023			<a href="#">Kidner, C. Scott</a>
<a href="#">Swierzbinski, Kathleen</a>	LEA Leader	10/18/2023			<a href="#">Newman, Blair</a>
<a href="#">Tuppeny, Jennifer</a>	LEA Leader	10/18/2023			<a href="#">Newman, Blair</a>

Teacher Forms Detail

Excel Search:

Employee		Prof. Learning	Student Imp.	Mid Year Teacher	Mid Year Eval	Obs Count	Self Rating	Summative	Evaluator
<a href="#">Bekka, Megan</a>	✉	09/25	10/16			1			Kubota, Catherine
<a href="#">Borisova, Anastasiya</a>	✉	08/21	10/14			1			Kubota, Catherine
<a href="#">Carter, Alexander</a>	✉	10/13	10/13			1			Kubota, Catherine
<a href="#">Dizon, Alberto</a>	✉	08/25	10/13			1			Kubota, Catherine
<a href="#">Handschuh, Katy</a>	✉	08/21	10/17			1			Kubota, Catherine
<a href="#">Hollingsworth, Stephanie</a>	✉	08/21	10/06			1			Kubota, Catherine
<a href="#">Jackson, Tasha</a>	✉	08/21	10/12			1			Kubota, Catherine
<a href="#">Johnson, Yasmith</a>	✉	08/21	09/22			1			Kubota, Catherine
<a href="#">Jordan, Thomas</a>	✉	08/21	10/16			1			Kubota, Catherine
<a href="#">Killen, Robert</a>	✉	08/21	10/06			1			Kubota, Catherine
<a href="#">Kincer, Stacy</a>	✉	08/21	10/17			1			Kubota, Catherine
<a href="#">Kroen, William</a>	✉	08/21	10/11			1			Kubota, Catherine
<a href="#">McWilliams, Kayla</a>	✉	09/20	10/06			1			Kubota, Catherine
<a href="#">Mercurio, Ashley</a>	✉	08/21	10/13			1			Kubota, Catherine
<a href="#">Muradalan, Belka</a>	✉	08/21	10/15			1			Kubota, Catherine
<a href="#">Palaisa, Kelly</a>	✉	08/21	10/06			1			Kubota, Catherine
<a href="#">Read, Andrea</a>	✉	10/16	10/13			1			Kubota, Catherine
<a href="#">Sandberg, Robert</a>	✉	08/21	10/13			1			Kubota, Catherine
<a href="#">Stark, Katherine</a>	✉	08/21	10/06			1			Kubota, Catherine
<a href="#">Thomas, Curtis</a>	✉	10/02	10/16			1			Kubota, Catherine
<a href="#">Verdolino, Charles</a>	✉	08/21	10/06			1			Kubota, Catherine
<a href="#">Wetherby, Jaime</a>	✉	08/24	09/17			1			Kubota, Catherine
<a href="#">Woodard, Faith</a>	✉	08/21	10/17			1			Kubota, Catherine
<a href="#">Zebley, John</a>	✉	08/21	10/15			1			Kubota, Catherine

Showing 1 to 24 of 24 entries



### Teacher Forms Detail

Excel Search:

Employee		Prof. Learning	Student Imp.	Mid Year Teacher	Mid Year Eval	Obs Count	Self Rating	Summative	Evaluator
<a href="#">Bekka, Megan</a>		09/25	10/16			1			Kubota, Catherine
<a href="#">Borisova, Anastasiya</a>		08/21	10/14			1			Kubota, Catherine
<a href="#">Carter, Alexander</a>		10/13	10/13			1			Kubota, Catherine
<a href="#">Dizon, Alberto</a>		08/25	10/13			1			Kubota, Catherine
<a href="#">Handschuh, Katy</a>		08/21	10/17			1			Kubota, Catherine
<a href="#">Hollingsworth, Stephanie</a>		08/21	10/06			1			Kubota, Catherine
<a href="#">Jackson, Tasha</a>		08/21	10/12			1			Kubota, Catherine
<a href="#">Johnson, Yasmith</a>		08/21	09/22			1			Kubota, Catherine
<a href="#">Jordan, Thomas</a>		08/21	10/16			1			Kubota, Catherine
<a href="#">Killen, Robert</a>		08/21	10/06			1			Kubota, Catherine
<a href="#">Kincer, Stacy</a>		08/21	10/17			1			Kubota, Catherine
<a href="#">Kroen, William</a>		08/21	10/11			1			Kubota, Catherine
<a href="#">McWilliams, Kayla</a>		09/20	10/06			1			Kubota, Catherine
<a href="#">Mercurio, Ashley</a>		08/21	10/13			1			Kubota, Catherine
<a href="#">Muradalan, Belka</a>		08/21	10/15			1			Kubota, Catherine
<a href="#">Palaisa, Kelly</a>		08/21	10/06			1			Kubota, Catherine
<a href="#">Read, Andrea</a>		10/16	10/13			1			Kubota, Catherine
<a href="#">Sandberg, Robert</a>		08/21	10/13			1			Kubota, Catherine
<a href="#">Stark, Katherine</a>		08/21	10/06			1			Kubota, Catherine
<a href="#">Thomas, Curtis</a>		10/02	10/16			1			Kubota, Catherine
<a href="#">Verdolino, Charles</a>		08/21	10/06			1			Kubota, Catherine
<a href="#">Wetherby, Jaime</a>		08/24	09/17			1			Kubota, Catherine
<a href="#">Woodard, Faith</a>		08/21	10/17			1			Kubota, Catherine
<a href="#">Zebley, John</a>		08/21	10/15			1			Kubota, Catherine

Showing 1 to 24 of 24 entries



<b>TASK TITLE</b>	<b>TASK OWNER</b>	<b>Obsv Date</b>	<b>Debrief</b>
<b>Belka Muradalan</b>	<b>5</b>		
Observation 1	Katie	9/11/23	9/13/23
Observation 2	Katie	12/6/23	12/8/23
Mid year conference	Blair & Katie		1/3/24
Observation 3	Katie	3/7/24	3/8/24
Summative	Blair & Katie		5/1/24
<b>Anastasiya St. Amand</b>	<b>2</b>		
Observation 1	Katie	9/11/23	9/12/23
Observation 2	Katie	12/4/23	12/5/23
Mid year conference	Blair & Katie		1/4/24
Observation 3	Katie	3/4/24	3/5/24
Summative	Blair & Katie		4/30/24
<b>Alberto Dizon</b>	<b>5</b>		
Observation 1	Katie	9/11/23	9/13/23
Observation 2	Katie	12/4/23	12/6/23
Mid year conference	Blair & Katie		1/3/24
Observation 3	Katie	3/5/24	3/8/24
Summative	Blair & Katie		5/1/24
<b>Katy Handschuh</b>	<b>2</b>		
Observation 1	Katie	9/12/23	9/14/23
Observation 2	Katie	11/27/23	11/28/23
Mid year conference	Blair & Katie		1/4/24
Observation 3	Katie	3/13/24	3/14/24
Summative	Blair & Katie		4/30/24
<b>Stephanie Hollingsworth</b>	<b>8</b>		
Observation 1	Katie	9/13/23	9/14/23
Observation 2	Katie	12/7/23	12/8/23
Mid year conference	Blair & Katie		1/4/24
Observation 3	Katie	3/11/24	3/12/24
Summative	Blair & Katie		4/30/24
<b>Tasha Jackson</b>	<b>3, 4</b>		
Observation 1	Katie	9/12/23	9/14/23
Observation 2	Katie	12/5/23	12/8/23

<b>TASK TITLE</b>	<b>TASK OWNER</b>	<b>Obsv Date</b>	<b>Debrief</b>
Mid year conference	Blair & Katie		1/8/24
Observation 3	Katie	3/5/24	3/8/24
Summative	Blair & Katie		4/29/24
<b>Yasmith Johnson</b>	<b>3</b>		
Observation 1	Katie	9/12/23	9/13/23
Observation 2	Katie	12/4/23	12/6/23
Mid year conference	Blair & Katie		1/8/24
Observation 3	Katie	3/4/24	3/4/24
Summative	Blair & Katie		4/29/24
<b>Thomas Jordan</b>	<b>5</b>		
Observation 1	Katie	9/18/23	9/20/23
Observation 2	Katie	12/13/23	12/13/23
Mid year conference	Blair & Katie		1/10/24
Observation 3	Katie	2/26/24	2/28/24
Summative	Blair & Katie		5/8/24
<b>Stacy Kincer</b>	<b>6</b>		
Observation 1	Katie	9/18/23	9/19/23
Observation 2	Katie	12/14/23	12/15/23
Mid year conference	Blair & Katie		1/11/24
Observation 3	Katie	2/26/24	2/27/24
Summative	Blair & Katie		5/9/24
<b>William Kroen</b>	<b>8</b>		
Observation 1	Katie	9/18/23	9/19/23
Observation 2	Katie	11/30/23	12/1/23
Mid year conference	Blair & Katie		1/9/24
Observation 3	Katie	3/13/24	3/14/24
Summative	Blair & Katie		5/2/24
<b>Kayla Wilson</b>	<b>1</b>		
Observation 1	Katie	9/19/23	9/20/23
Observation 2	Katie	11/28/23	11/29/23
Mid year conference	Blair & Katie		1/3/24
Observation 3	Katie	3/12/24	3/13/24
Summative	Blair & Katie		4/29/24

<b>TASK TITLE</b>	<b>TASK OWNER</b>	<b>Obsv Date</b>	<b>Debrief</b>
<b>Ashley Mercurio</b>	<b>4</b>		
Observation 1	Katie	9/18/23	9/19/23
Observation 2	Katie	12/11/23	12/12/23
Mid year conference	Blair & Katie		1/9/24
Observation 3	Katie	2/27/24	2/29/24
Summative	Blair & Katie		4/30/24
<b>Kelly Palaisa</b>	<b>8</b>		
Observation 1	Katie	9/20/23	9/21/23
Observation 2	Katie	12/11/23	12/12/23
Mid year conference	Blair & Katie		1/11/24
Observation 3	Katie	2/26/24	2/27/24
Summative	Blair & Katie		4/30/24
<b>Andrea Read</b>	<b>5</b>		
Observation 1	Katie	9/18/23	9/20/23
Observation 2	Katie	11/27/23	11/29/23
Mid year conference	Blair & Katie		1/10/24
Observation 3	Katie	3/14/24	3/15/24
Summative	Blair & Katie		5/8/24
<b>Robert Sandberg</b>	<b>2</b>		
Observation 1	Katie	9/13/23	9/14/23
Observation 2	Katie	11/28/23	11/30/23
Mid year conference	Blair & Katie		1/9/24
Observation 3	Katie	3/11/24	3/12/24
Summative	Blair & Katie		5/2/24
<b>Katherine Stark</b>	<b>1</b>		
Observation 1	Katie	9/28/23	9/29/23
Observation 2	Katie	11/29/23	11/29/23
Mid year conference	Blair & Katie		1/3/24
Observation 3	Katie	2/27/24	2/28/24
Summative	Blair & Katie		4/29/24
<b>Charles Verdolino</b>	<b>2</b>		
Observation 1	Katie	9/25/23	9/26/23
Observation 2	Katie	12/14/23	12/14/23



<b>TASK TITLE</b>	<b>TASK OWNER</b>	<b>Obsv Date</b>	<b>Debrief</b>
Mid year conference	Blair & Katie		1/9/24
Observation 3	Katie	2/28/24	2/29/24
Summative	Blair & Katie		5/2/24
<b>Jaime Wetherby</b>	<b>8</b>		
Observation 1	Katie	9/25/23	9/26/23
Observation 2	Katie	11/27/23	11/28/23
Mid year conference	Blair & Katie		1/9/24
Observation 3	Katie	2/28/24	2/29/24
Summative	Blair & Katie		5/7/24
<b>Faith Woodard</b>	<b>4, 5</b>		
Observation 1	Katie	9/25/23	9/26/23
Observation 2	Katie	11/30/23	11/30/23
Mid year conference	Blair & Katie		1/9/24
Observation 3	Katie	3/4/24	3/5/24
Summative	Blair & Katie		4/30/24
<b>John Zebley</b>	<b>1</b>		
Observation 1	Katie	9/19/23	9/22/23
Observation 2	Katie	12/12/23	12/13/23
Mid year conference	Blair & Katie		1/8/24
Observation 3	Katie	2/27/24	2/28/24
Summative	Blair & Katie		5/1/24
<b>Robert Killen</b>	<b>2</b>		
Observation 1	Katie	9/28/23	9/29/23
Observation 2	Katie	11/29/23	11/30/23
Mid year conference	Blair & Katie		1/11/24
Observation 3	Katie	3/12/24	3/14/24
Summative	Blair & Katie		5/7/24
<b>Curtis Thomas</b>	<b>7</b>		
Observation 1	Katie	9/28/23	9/29/23
Observation 2	Katie	12/4/23	12/6/23
Mid year conference	Blair & Katie		1/3/24
Observation 3	Katie	3/11/24	3/13/24
Summative	Blair & Katie		4/29/24

## Appendix F

<b>TASK TITLE</b>	<b>TASK OWNER</b>	<b>Obsv Date</b>	<b>Debrief</b>
<b>Megan Bekka</b>	<b>1</b>		
Observation 1	Katie	9/21/23	9/25/23
Observation 2	Katie	12/5/23	12/6/23
Mid year conference	Blair & Katie		1/3/24
Observation 3	Katie	3/14/24	3/15/24
Summative	Blair & Katie		5/1/24
<b>Alex Carter</b>			
Observation 1	Katie	9/21/23	9/25/23
Observation 2	Katie	12/11/23	12/11/23
Mid year conference	Blair & Katie		1/10/24
Observation 3	Katie	3/18/24	3/19/24
Summative	Blair & Katie		5/1/24



23/24 Delaware DOE (...)	Teacher Tools				Help	
Teacher Tools	Tools and Cycles: Submitted				Select Actions	
Tools and Cycles	Sort by Teacher	Dates: 07/31/2023-07/01/2024	Search by Custom Tool Name...	1 Filter Active		
Tools	AR	Andrea Read First State Military Academy	Knowing Teachers (T)	View	Submitted 10/11/2023 Created 09/27/2023	Actions
Cycles		Created by: SH Stephanie Hollingsworth Coach				
Submitted Viewing	WK	William Kroen First State Military Academy	Collaborative Assessment Log	View	Submitted 10/09/2023 Created 10/06/2023	Actions
In Progress		Created by: JW Jaime Wetherby Coach Lead				
Created	BJ	Buster Jordan First State Military Academy	Collaborative Assessment Log	View	Submitted 10/08/2023 Created 10/05/2023	Actions
Deleted		Created by: JW Jaime Wetherby Coach Lead				
Teacher Group Tools	TJ	Tasha Jackson First State Military Academy	Collaborative Assessment Log	View	Submitted 10/08/2023 Created 10/06/2023	Actions
Coach Tools		Created by: JW Jaime Wetherby Coach Lead				
Coach Group Tools	RS	Robert Sandberg First State Military Academy	Collaborative Assessment Log	View	Submitted 10/08/2023 Created 10/06/2023	Actions
Manage Groups		Created by: JW Jaime Wetherby Coach Lead				
Offline Tools	BM	Belka Muradalan First State Military Academy	Collaborative Assessment Log	View	Submitted 10/08/2023 Created 10/06/2023	Actions
Classrooms		Created by: JW Jaime Wetherby Coach Lead				
Time Logs	AD	Alberto Dizon First State Military Academy	Collaborative Assessment Log	View	Submitted 10/06/2023 Created 10/06/2023	Actions
		Created by: JW Jaime Wetherby Coach Lead				
	AM	Ashley Mercurio First State Military Academy	Collaborative Assessment Log	View	Submitted 10/03/2023 Created 09/22/2023	Actions
		Created by: JW Jaime Wetherby Coach Lead				
	AM	Ashley Mercurio First State Military Academy	Collaborative Assessment Log	View	Submitted 10/02/2023 Created 09/05/2023	Actions
		Created by: JW Jaime Wetherby Coach Lead				
	TJ	Tasha Jackson First State Military Academy	Collaborative Assessment Log	View	Submitted 10/02/2023 Created 08/31/2023	Actions
		Created by: JW Jaime Wetherby Coach Lead				
	WK	William Kroen First State Military Academy	Collaborative Assessment Log	View	Submitted 10/02/2023 Created 08/31/2023	Actions
		Created by: JW Jaime Wetherby Coach Lead				
	BJ	Buster Jordan First State Military Academy	Collaborative Assessment Log	View	Submitted 10/02/2023 Created 08/31/2023	Actions
		Created by: JW Jaime Wetherby Coach Lead				
	RS	Robert Sandberg First State Military Academy	Collaborative Assessment Log	View	Submitted 10/02/2023 Created 08/30/2023	Actions
		Created by: JW Jaime Wetherby Coach Lead				
	BM	Belka Muradalan First State Military Academy	Collaborative Assessment Log	View	Submitted 10/02/2023 Created 08/30/2023	Actions
		Created by: JW Jaime Wetherby Coach Lead				
	AD	Alberto Dizon First State Military Academy	Collaborative Assessment Log	View	Submitted 10/02/2023 Created 08/30/2023	Actions
		Created by: JW Jaime Wetherby Coach Lead				



## Appendix H

First Name	Last Name	Current Assignment	Certification Area	Currently License/Certification Status
<i>Carlisle</i>	Jessica	School Counselor	Secondary School Counselor, Secondary ELA 9-12, English Learners, Secondary Social Studies 9-12, Students who are Gifted and Talented	Advanced
<i>Bekka</i>	Megan	ELA	ELA 9-12, Exceptional Children k-12	Continuing
<i>Carter</i>	Alex	Driver's Education	Physical Education, Elementary K-6, Exceptional Children k-12, Driver's Education	Continuing
<i>Handschuh</i>	Katy	Academic Foundations	Secondary ELA 9-12	Continuing
<i>Hollingsworth</i>	Stephanie	Science	Secondary Science (Chemistry, Physics, Physical Science, Biology), Exceptional Children K-12	Continuing
<i>Johnson</i>	Yasmith	World Languages	World Language (Spanish K-12)	Continuing
<i>Killen</i>	Robert	Social Studies	Social Studies 9-12	Continuing
<i>Kincer</i>	Stacy	Marine Instructor	World Language (Spanish K-12)	Continuing
<i>Kubota</i>	Katie	Supervisor Curriculum and Instruction	ELA, Grades 9-12, Teacher of Exceptional Children	Continuing
<i>Newman</i>	Blair	Principal	Physical Education 9-12, Health Education 5-12, Driver's Education, Teacher of Exceptional Children K-12, Principal/Assistant Principal, Central Office Personnel	Continuing
<i>Palaisa</i>	Kelly	Science	Secondary Science 9-12 (Biology)	Continuing
<i>St. Amand (Borisova)</i>	Anastasiya	Social Studies	Secondary Social Studies 9-12	Continuing
<i>Stark</i>	Katie	ELA	ELA 9-12	Continuing
<i>Swierzbinski</i>	Kathleen	Supervisor of Operations and School Programs	ELA, Grades 5-12	Continuing
<i>Tuppeny</i>	Jennifer	Supervisor of Special Education	Middle School Social Studies/ELA, Exceptional Children K-12, Elementary K-6, Exceptional Children (LD, SED, MH), Early Childhood Special Education, Early Childhood/Primary K-4	Continuing
<i>Verdolino</i>	Chuck	Social Studies	Secondary Social Studies 9-12	Continuing
<i>Wetherby</i>	Jaime	Science	Secondary Science (Integrated Science, Physical Science)	Continuing
<i>Wilson (McWilliams)</i>	Kayla	ELA	Secondary ELA 9-12	Continuing
<i>Zebly</i>	John	ELA	ELA 9-12	Continuing
<i>Dizon</i>	Alberto	Mathematics	Secondary Mathematics 9-12	Initial
<i>Jackson</i>	Tasha	Special Education	Exceptional Children K-12	Initial
<i>Jordan</i>	Thomas "Buster"	Mathematics	Mathematics 6-8	Initial



## Appendix H

First Name	Last Name	Current Assignment	Certification Area	Currently License/Certification Status
<i>Kroen</i>	William	Science	Secondary Science 9-12 (Biology), Emergency Certification	Initial
<i>Mercurio</i>	Ashley	Art	Art K-12	Initial
<i>Sandberg</i>	Robert	Social Studies	Secondary Social Students 9-12	Initial
<i>Thomas</i>	Curtis	Physical Education/Health	Physical Education K-12, Driver's Education, School to work Transition	Initial
<i>Woodard</i>	Faith	Special Education	Secondary Mathematics 9-12, Special Education Students with Disabilities K-12	Initial
<i>Wynne</i>	Amy	School Nurse	Nursing Liscence	Initial
<i>Muradalan</i>	Belka	Mathematics	Secondary Mathematics 9-12	Initial
<i>Blevins</i>	Darlene	Para-Educator		Paraeducator Permit
<i>LaFon</i>	Michelle	Para-Educator		Paraeducator Permit
<i>Read</i>	Andrea	Mathematics		
<i>Anderson</i>	Kristin	Administrative Assistant		
<i>Beier</i>	Danel	Marine Instructor		
<i>Braxton</i>	Jeff	Dean of Students		
<i>Brown</i>	Lara	Administrative Assistant		
<i>Castiglione</i>	Morgan	Para-Educator		
<i>Dinuova</i>	Kendra	Para-Educator		
<i>Gibason</i>	Melissa	Cafeteria Manager		
<i>Hammerstrom</i>	Patty	Administrative Assistant		
<i>Jumawan</i>	Erwin, MSgt	Marine Instructor	Marine Instructor Certification	
<i>Massingill</i>	Larry	Cheif Custodian		
<i>McCombs</i>	David, Major	Marine Instructor	Marine Instructor Certification	
<i>McDuffie</i>	Lynette	Financial Assistant		
<i>Stouffer</i>	James	Marine Instructor	Marine Instructor Certification	
<i>Wallace</i>	Robert, COL.	Senior Marine Instructor	Marine Instructor Certification	



# Appendix I

## FSMA SALARY SCHEDULES FY 24

1.03

No Degree					
Step	State	Local	Job Data Salary	Supplement in Addl Pay	Total Pay
0	30,479	10,299	40,778	1,829	42,607
1	30,779	10,476	41,255	1,847	43,102
2	31,053	10,590	41,643	1,863	43,506
3	32,147	10,686	42,833	1,929	44,762
4	33,059	10,908	43,967	1,984	45,951
5	34,183	11,122	45,305	2,051	47,356
6	35,275	11,215	46,490	2,117	48,607
7	36,399	11,372	47,771	2,184	49,955
8	37,492	11,596	49,088	2,250	51,338
9	38,585	11,820	50,405	2,315	52,720
10	39,709	12,040	51,749	2,383	54,132
11	39,709	12,295	52,004	2,383	54,387
12	39,709	12,552	52,261	2,383	54,644
13	39,709	12,807	52,516	2,383	54,899
14	39,709	13,065	52,774	2,383	55,157
15	39,709	13,319	53,028	2,383	55,411
16	39,709	13,574	53,283	2,383	55,666
17	39,709	13,828	53,537	2,383	55,920
18	39,709	14,086	53,795	2,383	56,178
19	39,709	14,342	54,051	2,383	56,434
20	39,709	14,599	54,306	2,383	56,691
21	39,709	15,115	54,824	2,383	57,207
22	39,709	15,373	55,082	2,383	57,465
23	39,709	15,373	55,082	2,383	57,465
24	39,709	15,373	55,082	2,383	57,465
25	39,709	15,373	55,082	2,383	57,465

Bachelor					
Step	State	Local	Job Data Salary	Supplement in Addl Pay	Total Pay
0	31,692	11,374	43,066	1,902	44,968
1	31,997	11,365	43,362	1,920	45,282
2	32,300	11,357	43,657	1,938	45,595
3	33,361	11,451	44,812	2,002	46,814
4	34,183	11,679	45,862	2,051	47,913
5	35,275	11,904	47,179	2,117	49,296
6	36,399	11,997	48,396	2,184	50,580
7	37,492	12,156	49,648	2,250	51,898
8	38,585	12,382	50,967	2,315	53,282
9	39,709	12,600	52,309	2,383	54,692
10	40,866	12,823	53,689	2,452	56,141
11	40,866	13,083	53,949	2,452	56,401
12	40,866	13,338	54,204	2,452	56,656
13	40,866	13,594	54,460	2,452	56,912
14	40,866	13,848	54,714	2,452	57,166
15	40,866	14,101	54,967	2,452	57,419
16	40,866	14,363	55,229	2,452	57,681
17	40,866	14,619	55,485	2,452	57,937
18	40,866	14,876	55,742	2,452	58,194
19	40,866	15,135	56,001	2,452	58,453
20	40,866	15,391	56,257	2,452	58,709
21	40,866	15,651	56,517	2,452	58,969
22	40,866	15,909	56,775	2,452	59,227
23	40,866	16,164	57,030	2,452	59,482
24	40,866	16,164	57,030	2,452	59,482
25	40,866	16,164	57,030	2,452	59,482

Bachelor + 15					
Step	State	Local	Job Data Salary	Supplement in Addl Pay	Total Pay
0	32,905	12,151	45,056	1,974	47,030
1	33,211	12,142	45,353	1,993	47,346
2	33,513	12,134	45,647	2,011	47,658
3	34,575	12,231	46,806	2,075	48,881
4	35,275	12,465	47,740	2,117	49,857
5	36,399	12,687	49,086	2,184	51,270
6	37,492	12,781	50,273	2,250	52,523
7	38,585	12,943	51,528	2,315	53,843
8	39,709	13,164	52,873	2,383	55,256
9	40,801	13,387	54,188	2,448	56,636
10	41,894	13,609	55,503	2,514	58,017
11	43,018	13,836	56,854	2,581	59,435
12	44,173	14,059	58,232	2,650	60,882
13	44,173	14,320	58,493	2,650	61,143
14	44,173	14,577	58,750	2,650	61,400
15	44,173	14,834	59,007	2,650	61,657
16	44,173	15,091	59,264	2,650	61,914
17	44,173	15,350	59,523	2,650	62,173
18	44,173	15,606	59,779	2,650	62,429
19	44,173	15,866	60,039	2,650	62,689
20	44,173	16,119	60,292	2,650	62,942
21	44,173	16,383	60,556	2,650	63,206
22	44,173	16,637	60,810	2,650	63,460
23	44,173	16,895	61,068	2,650	63,718
24	44,173	16,895	61,068	2,650	63,718
25	44,173	16,895	61,068	2,650	63,718

Bachelor + 30					
Step	State	Local	Job Data Salary	Supplement in Addl Pay	Total Pay
0	34,121	12,931	47,052	2,047	49,099
1	34,426	12,923	47,349	2,066	49,415
2	34,727	12,914	47,641	2,084	49,725
3	35,793	13,010	48,803	2,148	50,951
4	36,399	13,250	49,649	2,184	51,833
5	37,492	13,472	50,964	2,250	53,214
6	38,585	13,571	52,156	2,315	54,471
7	39,709	13,724	53,433	2,383	55,816
8	40,801	13,953	54,754	2,448	57,202
9	41,894	14,177	56,071	2,514	58,585
10	43,018	14,967	57,985	2,581	60,566
11	44,111	15,193	59,304	2,647	61,951
12	45,204	15,420	60,624	2,712	63,336
13	46,324	15,648	61,972	2,779	64,751
14	47,473	15,872	63,345	2,848	66,193
15	47,473	16,694	64,167	2,848	67,015
16	47,473	16,953	64,426	2,848	67,274
17	47,473	17,209	64,682	2,848	67,530
18	47,473	17,470	64,943	2,848	67,791
19	47,473	17,725	65,198	2,848	68,046
20	47,473	18,264	65,737	2,848	68,585
21	47,473	18,526	65,999	2,848	68,847
22	47,473	18,782	66,255	2,848	69,103
23	47,473	19,039	66,512	2,848	69,360
24	47,473	19,039	66,512	2,848	69,360
25	47,473	19,039	66,512	2,848	69,360

Masters					
Step	State	Local	Job Data Salary	Supplement in Addl Pay	Total Pay
0	35,942	13,699	49,641	2,156	51,797
1	36,247	13,691	49,938	2,175	52,113
2	36,549	13,683	50,232	2,193	52,425
3	37,614	13,777	51,391	2,257	53,648
4	38,037	14,020	52,057	2,282	54,339
5	39,130	12,246	51,376	2,348	53,724
6	40,253	14,338	54,591	2,415	57,006
7	41,346	14,502	55,848	2,481	58,329
8	44,111	14,680	58,791	2,647	61,438
9	45,204	14,906	60,117	2,712	62,822
10	46,324	16,001	62,325	2,779	65,104
11	47,420	16,232	63,652	2,845	66,497
12	48,541	16,465	65,006	2,912	67,918
13	49,633	16,693	66,326	2,978	69,304
14	50,730	16,925	67,655	3,044	70,699
15	51,850	17,718	69,568	3,111	72,679
16	51,850	17,983	69,833	3,111	72,944
17	51,850	18,246	70,096	3,111	73,207
18	51,850	18,509	70,359	3,111	73,470
19	51,850	18,771	70,621	3,111	73,732
20	51,850	19,317	71,167	3,111	74,278
21	51,850	19,581	71,431	3,111	74,542
22	51,850	19,843	71,693	3,111	74,804
23	51,850	20,109	71,959	3,111	75,070
24	51,850	20,109	71,959	3,111	75,070
25	51,850	20,109	71,959	3,111	75,070

Masters +15					
Step	State	Local	Job Data Salary	Supplement in Addl Pay	Total Pay
0	37,156	14,486	51,642	2,229	53,871
1	37,461	14,477	51,938	2,248	54,186
2	37,762	14,469	52,231	2,266	54,497
3	38,827	14,564	53,391	2,330	55,721
4	39,130	14,815	53,945	2,348	56,293
5	40,253	15,038	55,291	2,415	57,706
6	41,346	15,135	56,481	2,481	58,962
7	42,470	15,294	57,764	2,548	60,312
8	45,204	15,473	60,677	2,712	63,389
9	46,324	15,700	62,024	2,779	64,803
10	47,420	16,809	64,229	2,845	67,074
11	48,541	17,040	65,581	2,912	68,493
12	49,633	17,271	66,904	2,978	69,882
13	50,730	17,504	68,234	3,044	71,278
14	51,850	17,732	69,582	3,111	72,693
15	52,997	18,529	71,526	3,180	74,706
16	52,997	18,793	71,790	3,180	74,970
17	52,997	19,056	72,053	3,180	75,233
18	52,997	19,318	72,315	3,180	75,495
19	52,997	19,580	72,577	3,180	75,757
20	52,997	20,129	73,126	3,180	76,306
21	52,997	20,392	73,389	3,180	76,569
22	52,997	20,651	73,648	3,180	76,828
23	52,997	20,915	73,912	3,180	77,092
24	52,997	20,915	73,912	3,180	77,092
25	52,997	21,996	74,993	3,180	78,173

Masters +30					
Step	State	Local	Job Data Salary	Supplement in Addl Pay	Total Pay
0	38,370	15,274	53,644	2,302	55,946
1	38,674	15,266	53,940	2,320	56,260
2	38,977	15,257	54,234	2,339	56,573
3	40,041	15,354	55,395	2,403	57,798
4	40,495	15,599	56,094	2,430	58,524
5	41,346	15,834	57,180	2,481	59,661
6	42,470	15,928	58,398	2,548	60,946
7	43,563	16,087	59,650	2,614	62,264
8	46,324	16,264	62,588	2,779	65,367
9	47,420	16,496	63,916	2,845	66,761
10	48,541	17,620	66,161	2,912	69,073
11	49,633	17,820	67,453	2,978	70,431
12	50,730	18,082	68,812	3,044	71,856
13	51,850	18,313	70,163	3,111	73,274
14	52,942	18,545	71,487	3,177	74,664
15	54,035	19,343	73,378	3,242	76,620
16	55,150	19,573	74,723	3,309	78,032



FSMA SALARY SCHEDULES FY 23  
CLERICAL

Step	Clerk			Admin Asst			Sr Admn Asst			Financial Adm Asst			Financial Adm Asst II		
	State	Local	Total	State	Local	Total	State	Local	Total	State	Local	Total	State	Local	Total
0	20,395		20,395	22,045	7,381	29,426	22,940	7,385	30,325	23,435	7,463	30,898	24,255	9,199	33,454
1	20,999		20,999	22,647	7,543	30,190	23,495	7,554	31,049	23,995	7,630	31,625	24,823	9,377	34,200
2	21,598		21,598	23,202	7,713	30,915	24,055	7,720	31,775	24,554	7,798	32,352	25,390	9,556	34,946
3	22,203		22,203	23,756	7,880	31,636	24,611	7,888	32,499	25,113	7,964	33,077	25,956	9,732	35,688
4	22,766		22,766	24,310	8,047	32,357	25,167	8,058	33,225	25,674	8,130	33,804	26,589	9,842	36,431
5	23,301		23,301	24,865	8,215	33,080	25,725	8,225	33,950	26,260	8,299	34,559	27,228	9,977	37,205
6	23,832		23,832	25,419	8,386	33,805	26,314	8,391	34,705	26,892	8,463	35,355	27,872	10,144	38,016
7	24,364		24,364	25,971	8,556	34,527	26,945	8,561	35,506	27,524	8,633	36,157	28,510	10,320	38,830
8	24,898		24,898	26,593	8,727	35,320	27,573	8,728	36,301	28,155	8,803	36,958	29,152	10,493	39,645
9	25,431		25,431	27,219	8,895	36,114	28,201	8,898	37,099	28,786	8,974	37,760	29,791	10,671	40,462
10	25,963		25,963	27,844	9,070	36,914	28,829	9,074	37,903	29,421	9,151	38,572	30,431	10,852	41,283
11	26,560		26,560	28,469	9,248	37,717	29,456	9,254	38,710	30,052	9,332	39,384	31,070	11,038	42,108
12	27,160		27,160	29,094	9,431	38,525	30,085	9,436	39,521	30,682	9,526	40,208	31,712	11,228	42,940
13	27,763		27,763	29,721	9,865	39,586	30,715	9,878	40,593	31,315	9,968	41,283	32,351	11,674	44,025
14	28,363		28,363	30,347	10,314	40,661	31,341	10,327	41,668	31,949	10,416	42,365	32,990	12,126	45,116
15	28,965		28,965	30,974	10,761	41,735	31,970	10,775	42,745	32,577	10,867	43,444	33,634	12,570	46,204
16	29,567		29,567	31,597	11,048	42,645	32,600	11,063	43,663	33,208	11,154	44,362	34,273	12,852	47,125
17	30,170		30,170	32,224	11,007	43,231	33,229	11,021	44,250	33,842	11,112	44,954	34,912	12,805	47,717
18	30,770		30,770	32,848	10,965	43,813	33,857	10,979	44,836	34,471	11,070	45,541	35,553	12,752	48,305
19	31,372		31,372	33,475	10,924	44,399	34,483	10,938	45,421	35,107	11,028	46,135	36,193	12,705	48,898
20	31,971		31,971	34,099	10,882	44,981	35,112	10,896	46,008	35,738	10,986	46,724	36,832	12,656	49,488
21	32,586		32,586	34,739	10,839	45,578	35,754	10,853	46,607	36,384	10,942	47,326	37,487	12,603	50,090
22	33,218		33,218	35,394	10,795	46,189	36,411	10,810	47,221	37,042	10,899	47,941	38,154	12,551	50,705
23	33,864		33,864	36,063	10,750	46,813	37,081	10,765	47,846	37,714	10,854	48,568	38,838	12,495	51,333
24	34,524		34,524	36,743	10,706	47,449	37,767	10,719	48,486	38,401	10,808	49,209	39,537	12,438	51,975
25	34,524		34,524	36,743	10,706	47,449	37,767	10,719	48,486	38,401	10,808	49,209	39,537	12,438	51,975

**FSMA SALARY SCHEDULES FY 24  
CUSTODIAL AND MAINTENANCE**

1.03  
1

Step	Custodian		
	State	Local	Total
0	22,952	6,150	29,102
1	23,361	6,246	29,607
2	23,770	6,339	30,109
3	24,178	6,435	30,613
4	24,588	6,529	31,117
5	24,995	6,622	31,617
6	25,407	6,716	32,123
7	25,847	6,807	32,654
8	26,310	6,899	33,209
9	26,769	6,989	33,758
10	27,230	7,079	34,309
11	27,689	7,115	34,804
12	28,159	7,152	35,311
13	28,640	7,186	35,826
14	29,130	7,220	36,350
15	29,630	7,253	36,883

Step	Fire Fighter		
	State	Local	Total
0	24,198	6,594	30,792
1	24,620	6,688	31,308
2	25,041	6,782	31,823
3	25,464	6,878	32,342
4	25,883	6,971	32,854
5	26,302	7,064	33,366
6	26,781	7,154	33,935
7	27,258	7,246	34,504
8	27,730	7,338	35,068
9	28,204	7,428	35,632
10	28,678	7,518	36,196
11	29,156	7,554	36,710
12	29,644	7,587	37,231
13	30,144	7,623	37,767
14	30,655	7,658	38,313
15	31,172	7,689	38,861

Step	Night Supervisor		
	State	Local	Total
0	24,482	7,553	32,035
1	24,903	7,648	32,551
2	25,325	7,742	33,067
3	25,744	7,841	33,585
4	26,168	7,929	34,097
5	26,621	7,990	34,611
6	27,098	8,085	35,183
7	27,571	8,184	35,755
8	28,046	8,277	36,323
9	28,519	8,374	36,893
10	28,995	8,465	37,460
11	29,471	8,504	37,975
12	29,958	8,542	38,500
13	30,458	8,577	39,035
14	30,970	8,613	39,583
15	31,489	8,646	40,135

Step	Maintenance		
	State	Local	Total
0	26,124	9,382	35,506
1	26,651	9,545	36,196
2	27,206	9,718	36,924
3	27,753	9,906	37,659
4	28,235	10,048	38,283
5	28,855	10,190	39,045
6	29,409	10,332	39,741
7	29,959	10,481	40,440
8	30,511	10,629	41,140
9	31,059	10,780	41,839
10	31,613	10,939	42,552
11	32,060	11,097	43,157
12	32,726	11,135	43,861
13	33,302	11,177	44,479
14	33,888	11,213	45,101
15	34,487	11,247	45,734

Step	Craftsperson		
	State	Local	Total
0	26,619	9,349	35,968
1	27,256	9,504	36,760
2	27,887	9,673	37,560
3	28,519	9,855	38,374
4	29,153	9,988	39,141
5	29,786	10,128	39,914
6	30,417	10,265	40,682
7	31,049	10,408	41,457
8	31,683	10,551	42,234
9	32,316	10,696	43,012
10	32,948	10,850	43,798
11	33,582	11,002	44,584
12	34,232	11,034	45,266
13	34,896	11,071	45,967
14	35,577	11,101	46,678
15	36,272	11,128	47,400

Step	Maintenance Supervisor		
	State	Local	Total
0	26,619	13,683	40,302
1	27,256	13,853	41,109
2	27,887	14,029	41,916
3	28,519	14,216	42,735
4	29,153	14,353	43,506
5	29,786	14,497	44,283
6	30,417	14,638	45,055
7	31,049	14,786	45,835
8	31,683	14,936	46,619
9	32,316	15,086	47,402
10	32,948	15,241	48,189
11	33,582	15,394	48,976
12	34,232	15,429	49,661
13	34,896	15,465	50,361
14	35,577	15,498	51,075
15	36,272	15,524	51,796



**FSMA SALARY SCHEDULES FY 24  
PARA EDUCATORS**

**1.03  
1**

Step	ND			ASSOCIATES		
	State	Local	Total	State	Local	Total
0	23,835	6,523	30,358	26,822	4,584	31,406
1	24,740	6,603	31,343	27,859	4,536	32,395
2	25,684	6,687	32,371	28,943	4,484	33,427
3	26,671	6,771	33,442	30,074	4,428	34,502
4	27,700	6,861	34,561	31,254	4,371	35,625
5	28,776	6,950	35,726	32,486	4,309	36,795
6	29,899	7,046	36,945	33,776	4,244	38,020
7	31,074	7,141	38,215	35,121	4,174	39,295
8	32,299	5,973	38,272	36,524	2,833	39,357
9	33,577	4,752	38,329	37,991	1,429	39,420
10	33,577	6,041	39,618	37,991	2,718	40,709
11	33,577	6,063	39,640	37,991	2,740	40,731
12	33,577	7,407	40,984	37,991	4,084	42,075
13	33,577	7,428	41,005	37,991	4,105	42,096
14	33,577	7,449	41,026	37,991	4,126	42,117
15	33,577	7,470	41,047	37,991	4,147	42,138
16	33,577	7,490	41,067	37,991	4,166	42,157
17	33,577	7,510	41,087	37,991	4,186	42,177
18	33,577	7,531	41,108	37,991	4,207	42,198
19	33,577	7,551	41,128	37,991	4,227	42,218
20	33,577	7,572	41,149	37,991	4,248	42,239

**FIRST STATE MILITARY ACADEMY  
ADMINISTRATIVE SALARY SCHEDULE  
FY 2024**

Index	Position	A	B	C	D	E 100%
1.25	Assistant Principal	97,823	100,268	102,775	105,344	107,978
1.10	Supervisor	86,084	88,236	90,442	92,703	95,020
1.00	Supervisor II	78,258	80,214	82,220	84,275	86,382
0.67	Specialist A	52,433	53,744	55,087	56,464	57,876
0.6	Specialist B	46,955	48,129	49,332	50,565	51,829

Base

78,258 Master 45 / 25 year FY 23





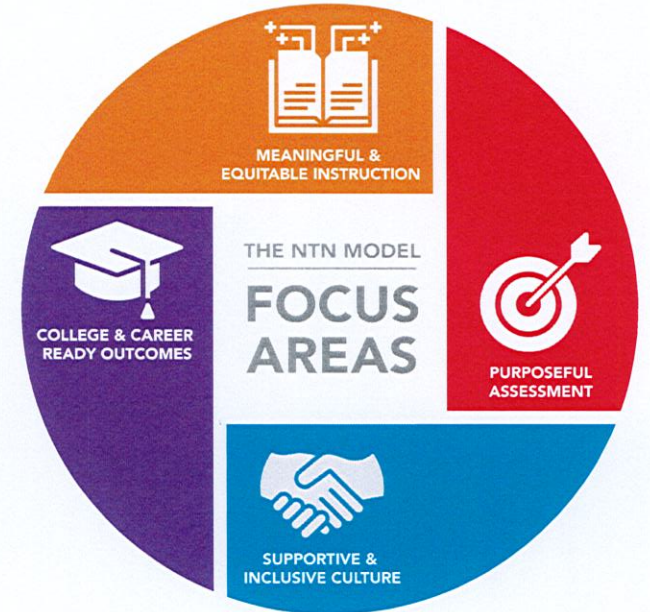
# SCHOOL SUCCESS RUBRIC

## OVERVIEW

The NTN School Success Rubric is intended to help both elementary and secondary schools reflect on their implementation of the New Tech Network model and to move towards a more meaningful, equitable, and inclusive learning environment for all students. The rubric is organized around four focus areas: Outcomes, Culture, Instruction, and Assessment. Each focus area in the rubric includes both high-level domains and more specific subdomains that make up the key attributes of the focus area. Indicators for each subdomain are mapped across developmental phases (shown below).

## HOW TO USE THIS RUBRIC

NTN recommends school leadership teams use the rubric as a self-assessment tool to reflect on their progress and implementation of the New Tech Network model. In collaboration with their NTN coach, teams should identify areas for improvement and set specific and actionable goals. Those goals should inform adult learning plans and cycles of improvement. This rubric is not intended to be evaluative, but rather a tool to support ongoing growth and development.



## DEVELOPMENTAL PHASES

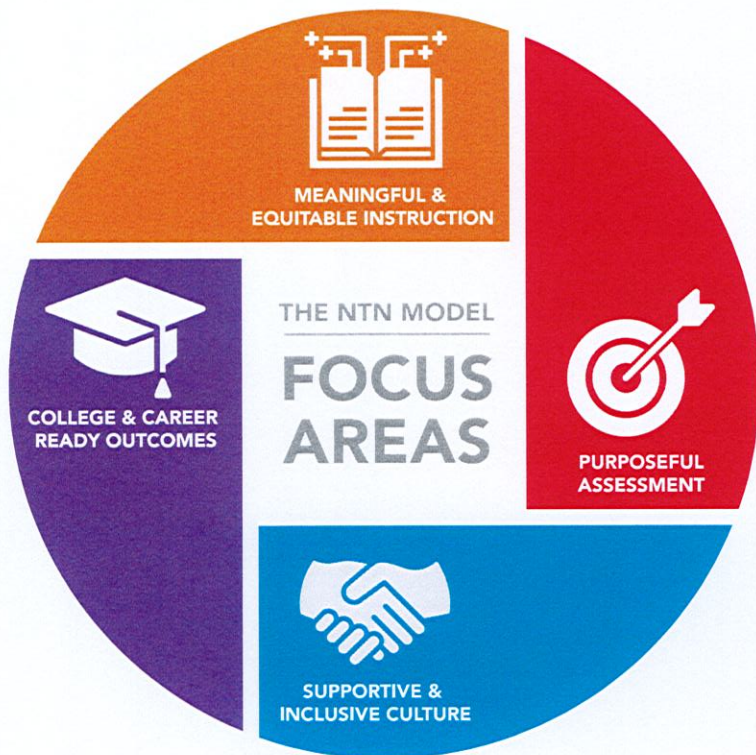






# NTN MODEL: FOCUS AREAS

New Tech Network's decades of experience guiding schools through comprehensive transformation is guided by these four Focus Areas. NTN developed the Focus Areas to align the work of whole school transformation and to help school communities understand the overarching goals that impact the work through all phases of our school development process.



- 
**MEANINGFUL & EQUITABLE INSTRUCTION**  
 Center the instructional approach on authentic, complex thinking, and problem-solving. Based on our experience, high-quality, relevant project-based learning (PBL) is the best way for students to experience deep, contextual, and shared learning and acquire and demonstrate proficiency in college and career ready outcomes.
- 
**PURPOSEFUL ASSESSMENT**  
 Cultivate shared, school-wide understandings of equitable, purposeful assessment and grading practices that inform teacher instruction, emphasize individual student growth, and demonstrate progress towards college and career readiness. These include performance assessments for students to demonstrate their learning in age-appropriate ways.
- 
**SUPPORTIVE & INCLUSIVE CULTURE**  
 Foster a school-wide culture of belonging, care, community, and growth for adults and students. This type of culture helps ensure that students and teachers alike have ownership over the learning experience and school environment.
- 
**COLLEGE & CAREER READY OUTCOMES**  
 Prepare each student for postsecondary success with the knowledge, skills, and mindsets to be ready for college and career: Collaboration, Knowledge and Thinking, Written Communication, Oral Communication, and Agency.



SCHOOL SUCCESS RUBRIC

COLLEGE AND CAREER READY OUTCOMES

	INITIATING	IMPLEMENTING	REFINING	SUSTAINING	
SHARED PURPOSE	<b>VISION</b>	Build/refine a vision for student success centered on equity and college and career readiness for all students <sup>1</sup> ; assess alignment of policies and structures to that vision	Implement a process to reflect on the school's vision and improve the alignment of policies and structures to the vision; begin to build stakeholder support and ownership of the vision	Improve alignment of policies and structures to the school's vision based on input from key stakeholders; continue to build broad stakeholder support and ownership of the vision	Ownership of the school's vision is shared among key stakeholders; policies and structures are well-aligned to the vision; processes for ongoing reflection and alignment are in place
	<b>FAMILY AND COMMUNITY PARTNERSHIPS</b>	Develop a shared commitment to building meaningful family and community partnerships that leverage the assets of the community in service of student success	Implement practices that build meaningful family and community partnerships that leverage the assets of the community in service of student success	Refine practices for building meaningful family and community partnerships based on feedback and analysis of data, disaggregated by subgroups	Family and community partnerships are well-established and contribute to the success of students; staff continue to build meaningful partnerships with families and community members
READINESS AND ACCESS	<b>LEARNING OUTCOMES</b>	Establish a shared commitment to a broad set of learning outcomes focused on the knowledge, skills, and mindsets for college and career	Implement a set of learning outcomes across all courses/grade levels focused on the knowledge, skills, and mindsets for college and career	Engage in regular analysis of student progress on the learning outcomes, disaggregated by subgroups to inform targeted supports for students	Targeted supports for students on the learning outcomes are implemented school-wide and continuously improved upon, resulting in growth across all subgroups
	<b>EQUITABLE ACCESS AND INCLUSION</b>	Build a shared understanding of policies and practices to support equitable access and inclusion (de-tracking, restorative discipline, student-led initiatives) <sup>2</sup>	Implement policies and practices to support equitable access and inclusion for all students (de-tracking, restorative discipline, student-led initiatives)	Refine policies and practices to support equitable access and inclusion based on analysis of data, disaggregated by subgroups	Policies and practices to support equitable access and inclusion are well-established; staff regularly seeks ways to further support equitable access and inclusion
	<b>COLLEGE AND CAREER READINESS</b>	Build a shared mindset of the importance of ensuring that all students are supported to be prepared, aware, confident, and eligible for college and career <sup>3</sup>	Implement age-appropriate strategies and structures to support all students to be prepared, aware, confident, and eligible for college and career; begin to track key academic readiness indicators	Refine strategies and structures to support all students to be prepared, aware, confident, and eligible for college and career; disaggregate data by subgroups to identify targeted supports for students	Strategies and structures for supporting all students to be prepared, aware, confident, and eligible are well-established and continuously improved upon; evidence of closing gaps between subgroups

NOTES



SCHOOL SUCCESS RUBRIC

SUPPORTIVE AND INCLUSIVE CULTURE

		INITIATING	IMPLEMENTING	REFINING	SUSTAINING
STUDENT CULTURE	CONNECTEDNESS AND BELONGING	Create a shared commitment to fostering a relationship-rich environment focused on connectedness and belonging <sup>4</sup>	Implement culture practices that support a relationship-rich environment focused on connectedness and belonging	Refine culture practices to further support a relationship-rich environment focused on connectedness and belonging	All subgroups report a sense of connectedness and belonging; effective practices implemented school-wide and continuously improved upon
	CULTURALLY AFFIRMING	Build a shared commitment to affirm the cultural identities of students and cultivate understanding of the diverse identities of others <sup>5</sup>	Implement culture practices that affirm the cultural identities of students and cultivate understanding of the diverse identities of others	Refine culture practices to further affirm the cultural identities of students and deepen understanding of the diverse identities of others	All subgroups report feeling their identities are affirmed; effective practices implemented school-wide and continuously improved upon
	LEARNING COMMUNITY	Build a shared commitment to cultivating a learning community focused on collaboration and student voice	Implement culture practices that foster a learning community focused on collaboration and student voice	Refine culture practice to foster a learning community focused on collaboration and student voice based on student feedback and needs	All subgroups report a sense of a learning community; effective practices implemented school-wide and continuously improved upon
	SOCIAL EMOTIONAL WELL-BEING	Establish a shared commitment to supporting the social emotional well-being of all students <sup>6</sup>	Implement culture practices that support the social emotional well-being of all students	Refine culture practices that support students' social emotional well-being based on student feedback and needs	Effective practices for supporting students' social emotional well-being are implemented school-wide and continuously improved upon
ADULT CULTURE	ASSET-BASED MINDSETS	Establish a shared commitment to an asset-based mindset and belief that all students can achieve at high levels; begin to build internal awareness and empathy <sup>7</sup>	Support the development of an asset-based mindset and the belief that all students can achieve at high levels; build internal awareness and empathy	Refine strategies that support an asset-based mindset and the belief that all students can achieve at high levels; deepen internal awareness and empathy	Staff consistently demonstrates an asset-based mindset and belief that all students can achieve at high levels; continue to deepen internal awareness and empathy
	SUPPORTIVE ENVIRONMENT	Establish a shared commitment to a supportive environment focused on relational trust <sup>8</sup> , risk-taking, and collaboration in service of student success	Implement practices for a supportive environment focused on relational trust, risk-taking, and collaboration in service of student success	Refine practices to continue to build a supportive environment based on staff feedback and needs	Practices for a supportive environment are well-established and continuously improved upon; staff report high levels of support and satisfaction
	PROFESSIONAL GROWTH	Build a shared commitment to support both individual growth and shared learning <sup>9</sup>	Implement practices and structures to support both individual growth and shared learning	Refine practices and structures to support individual growth and shared learning based on the needs of the staff	Practices and structures for individual growth and shared learning are well-established; all staff demonstrate growth
	SHARED LEADERSHIP	Establish the need for shared leadership <sup>10</sup> across the school to increase responsibility for student success, including a focused leadership team	Implement structures and processes to support shared leadership across the school; a focused leadership team establishes and reflects on school goals	Refine structures and processes to support shared leadership; begin to build internal capacity to onboard new staff and continue to set and reflect on school goals	Opportunities for shared leadership are well-established, including an effective and focused leadership team and the capacity to onboard new staff

NOTES



New Tech Network

For more information and resources, visit the NTN Help and Learning Center  
Version 1 • © 2022 New Tech Network



SCHOOL SUCCESS RUBRIC

MEANINGFUL AND EQUITABLE INSTRUCTION

		INITIATING	IMPLEMENTING	REFINING	SUSTAINING
INSTRUCTION	PROJECT/PROBLEM-BASED LEARNING	Build a shared understanding of the role of project/problem-based learning to support deep learning rooted in inquiry; develop a shared commitment to school-wide implementation <sup>11</sup>	Design and implement project/problem-based learning to support deep learning rooted in inquiry across all core disciplines/grade levels; consider interdisciplinary learning opportunities	Refine project/problem-based units and tasks based on collaborative analysis of student work and task quality; deepen implementation of projects/problems across the school	Project/problem-based learning is deeply embedded as the core instructional approach school-wide, and projects/problems continue to improve in quality
	LEARNER-CENTERED PRACTICES	Develop a shared commitment to learner-centered practices that are responsive to student needs, actively support growth on learning outcomes, and foster positive academic self-concept <sup>12</sup>	Implement learner-centered practices across all courses/grade levels; begin to embed practices within projects to be responsive to student needs, scaffold growth on learning outcomes, and foster positive academic self-concept	Refine the use of learner-centered practices as the approach to daily instruction within projects to improve responsiveness to student needs, scaffold growth on learning outcomes, and foster positive academic self-concept	Learner-centered practices are well-established as the approach to daily instruction within projects - with evidence of improved responsiveness, growth on learning outcomes, and positive academic self-concept
	CULTURALLY RESPONSIVE AND SUSTAINING PRACTICES	Build a shared understanding of students' cultural assets to build on and sustain; audit curriculum to identify whether materials represent diverse voices, especially those of historically marginalized groups; build an understanding of how to support students to analyze local or global issues from a variety of perspectives <sup>13</sup>	Implement practices that build on and sustain students' cultural assets; include diverse resources with an emphasis on centering the joy and experience of historically marginalized groups; provide age-appropriate opportunities for students to analyze local or global issues from a variety of perspectives and engage in positive change	Refine practices to further build on and sustain students' cultural assets; regularly embed diverse resources that center the joy and experience of historically marginalized groups in projects; refine age-appropriate opportunities for students to analyze local or global issues from a variety of perspectives and engage in positive change	Students across all subgroups report feeling their cultural assets are valued and sustained; evidence of students able to understand diverse experiences and perspectives, as well as the ability to analyze local or global issues and engage in positive change
LITERACY	ELEMENTARY LITERACY	Audit literacy curriculum and practices to ensure alignment with a focus on foundational literacy school-wide and space for PBL implementation <sup>14</sup>	Implement research-based literacy practices school-wide; focus on foundational literacy (phonics) alongside projects and scaffold literacy performance tasks within projects	Refine literacy practices based on analysis of student work; adapt curriculum to further embed and support literacy within projects	Evidence of improvement across all subgroups in literacy and students being on-track to leave ready to produce middle school level work
	SECONDARY LITERACY	Build commitment to supporting disciplinary literacy skills school-wide <sup>15</sup> ; audit literacy curriculum to ensure alignment with PBL and support of foundational skills as needed	Implement project-embedded disciplinary literacy tasks school-wide; support foundational literacy skills as needed	Refine disciplinary literacy tasks and implement scaffolding based on analysis of student work; continue to support foundational literacy skills as needed	Evidence of improvement across all subgroups in literacy and students being on-track to graduate ready to produce college-level work

NOTES

---



---



---



New Tech Network

For more information and resources, visit the NTN Help and Learning Center  
Version 1 • © 2022 New Tech Network



SCHOOL SUCCESS RUBRIC

**PURPOSEFUL ASSESSMENT**

	INITIATING	IMPLEMENTING	REFINING	SUSTAINING
ASSESSMENT				
FORMATIVE	Establish a shared understanding of assessment practices that inform teacher instruction and emphasize student growth, including the use of rubrics to assess growth on the learning outcomes <sup>16</sup>	Implement equitable assessment and grading practices that inform teacher instruction and emphasize student growth; begin to use rubrics to assess growth on the learning outcomes	Refine assessment practices to increasingly inform teacher instruction and emphasize student growth; refine the use of rubrics and calibrate staff on learning outcome rubric indicators	Assessment practices that inform teacher instruction and emphasize growth are consistently implemented and continuously improved upon; use of rubrics is well-established
ASSET-BASED FEEDBACK	Build a shared commitment to asset-based feedback <sup>17</sup> that builds student strengths and provides opportunities for growth on learning targets	Implement asset-based feedback practices that builds on student strengths and provides opportunities for growth on learning targets	Refine asset-based feedback practices to further build on student strengths and support student growth on learning targets	Asset-based feedback practices are consistently implemented and continuously improved upon; evidence of students using feedback to improve
EQUITABLE GRADING	Establish a shared understanding of equitable grading practices that are transparent, support student growth, and help to build intrinsic motivation	Implement equitable grading practices that are transparent, support student growth, and help to build intrinsic motivation	Refine grading practices to increasingly support student growth and intrinsic motivation	Equitable grading practices are consistently implemented across all courses/grade levels with evidence of improved intrinsic motivation in students
PERFORMANCE-BASED	Develop a shared commitment to the use of varied performance assessments that allow students to demonstrate learning and progress towards college and career readiness	Implement curriculum embedded and varied performance assessments that allow students to demonstrate learning and progress towards college and career readiness	Create system for students to demonstrate learning and growth towards college and career readiness (portfolios, senior projects, defenses, student-led conferences)	A system for students to demonstrate learning and growth towards college and career readiness is well-established and continuously improved upon

NOTES

---



---



---



---



New Tech Network

For more information and resources, visit the NTN Help and Learning Center  
Version 1 • © 2022 New Tech Network





# REFERENCES

## COLLEGE AND CAREER READY OUTCOMES

1. Perez, W.Y., Knox, J., & Wilkerson, E. (2021). Expanding the equity pathways to college: A literature review of college access and readiness research 2014-2021. Metropolitan Center for Research on Equity and the Transformation of Schools.
2. Boccanfuso, C., & Kuhfeld, M. (2011). Multiple Responses, Promising Results: Evidence-Based, Nonpunitive Alternatives to Zero Tolerance. Research-to-Results Brief. Publication# 2011-09. Child Trends.; Mukuria, G. (2002). Disciplinary challenges: How do principals address this dilemma? Urban education, 37(3), 432-452.; Milner, R. (2020). Fifteenth Annual AERA Brown Lecture in Education Research: Disrupting Punitive Practices and Policies: Rac(e)ing Back to Teaching, Teacher Preparation, and Brown. Educational Researcher, 49(3):147-160.
3. Convertino, C., & Graboski-Bauer, A. (2018). College readiness versus college worthiness: Examining the role of principal beliefs on college readiness initiatives in an urban US high school. The Urban Review, 50(1), 45-68.; Bosworth, K., Convertino, C., & Hurwitz, J. T. (2014). Common purpose and different approaches to support college-going in five southwestern districts. American Secondary Education, 4-24.

## SUPPORTIVE AND INCLUSIVE CULTURE

4. Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. Social and personality psychology compass, 5(1), 88-103.; Donohoo, J., Hattie, J., & Eells, R. (2018). The power of collective efficacy. Educational Leadership, 75(6), 40-44.; DuFour, R., & Eaker, R. (1998). Professional learning communities. Bloomington, IN: National Educational Service, 230.; Frattura, E. M., & Capper, C. A. (2007). Leading for social justice: Transforming schools for all learners. Corwin Press.; Fullan, M. (1992). Successful school improvement: The implementation perspective and beyond. McGraw-Hill Education (UK).; McGee Banks, C.A. & Banks, J.A. (1995). Equity pedagogy: An essential component of multicultural education. Theory into practice, 34(3), 152-158.
5. Carter, P.L. (2016). Educational Equality Is a Multifaceted Issue: Why We Must Understand the School's Sociocultural Context for Student Achievement. RSF: The Russell Sage Foundation Journal of the Social Sciences 2(5), 142-163. <https://www.muse.jhu.edu/article/633740>.; Ladson-Billings, G. (2009). The dreamkeepers: Successful teachers of African American children (2nd ed.). San Francisco: Jossey-Bass.; Paris, D. (2012). Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice. Educational Researcher, 41(3), 93-97.
6. Collaborative for Academic, Social, and Emotional Learning (CASEL), 2021. Interactive CASEL SEL Framework. Available: <https://casel.org/fundamentals-of-sel/>
7. Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. American Educational Research Journal, 32, 465-491.; Ladson-Billings, G. (2009). The dreamkeepers: Successful teachers of African American children (2nd ed.). San Francisco: Jossey-Bass.; Muhammad, G. (2020). Cultivating genius: An equity framework for culturally and historically responsive literacy. New York, NY: Scholastic. ; Paris, D. (2012). Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice. Educational Researcher, 41(3), 93-97.
8. Edmondson, A. (2011). Psychological Safety, Trust, and Learning in Organizations: A Group-level Lens. Trust and Distrust in Organizations: Dilemmas and Approaches.
9. Coggshall, J. G. (2012). Toward the Effective Teaching of New College- and Career-Ready Standards: Making Professional Learning Systemic.
10. Lambert, L. (2002) A framework for shared leadership. Educational Leadership, 58 (8), 37-40; Lambert, L. (1998) Building leadership capacity in schools. Alexandria, VA: ASCD; Galloway, M.K. & Ismaru, A.M. (2017) Equitable leadership on the ground: Converging on high-leverage practices. Education Policy Analysis Archives, 25 (2).

## MEANINGFUL AND EQUITABLE INSTRUCTION

11. Duke, N. K., Halvorsen, A. L., & Strachan, S. L. (2016). Project-based learning not just for STEM anymore. Phi Delta Kappa.; Hinnant-Crawford, B., Virtue, E., & Bergeron, L. (2019, April). Equity Pedagogy and Project-based Learning as Instructional Weapons in a Post-Truth Era. Paper presentation at the annual conference of the American Educational Research Association, Toronto, Canada, 98(1), 14-19.
12. Hammond, Z. (2015). Culturally Responsive Teaching & The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students. Thousand Oaks, CA: Corwin.; Gorski, P. C. (2017). Reaching and teaching students in poverty: Strategies for erasing the opportunity gap. Teachers College Press.; Gibbons, P. (2002). Scaffolding language, scaffolding learning. Portsmouth, NH: Heinemann.; Walqui, A., & Van Lier, L. (2010). Scaffolding the Academic Success of Adolescent English Language Learners: A Pedagogy of Promise. WestEd. 730 Harrison Street, San Francisco, CA 94107-1242.
13. Education Justice Research and Organizing Collaborative (EJ-ROC) at the NYU Metropolitan Center for Research on Equity and the Transformation of Schools, 2020. Culturally Responsive Curriculum Scorecards. Retrieved from: <https://steinhardt.nyu.edu/metrocenter/ejroc/culturally-responsive-curriculum-scorecards>.; Hammond, Z. (2015). Responsive Teaching & The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students. Thousand Oaks, CA: Corwin.; Paris, D. (2012). Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice. Educational Researcher, 41(3), 93-97.; Ladson-Billings, G. (2009). The dreamkeepers: Successful teachers of African American children (2nd ed.). San Francisco: Jossey-Bass.; Muhammad, G. (2020). Cultivating genius: An equity framework for culturally and historically responsive literacy. New York, NY: Scholastic
14. Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. Remedial and Special Education, 7, 6-10.; Adams, M.J. (1994). *Beginning to read*. Cambridge, MA: The MIT Press.; Christena, Karol and Lynch, Mary Ann. (2000). A Guide to Beginning Reading for Teachers and Parents. Westminster, CA: Teacher Created Materials, Inc.; Moats, L. and Tolman, C. The development of phonological skills. Reading Rockets. <http://www.readingrockets.org/article/development-phonological-skills>.; Sheedy, R. and Crist, N. (2004) Phonological Chipper Chat. Greenville, SC: Super Duper Publications; Snow, C., Burns, M. and Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, D.C.: National Academy Press.; Whitehurst, G. and Lonigan, C. (2002). Emergent literacy: Development from prereaders to readers. In S.B. Neuman and D.K. Dickenson (Eds), *Handbook of early literacy research*. New York: The Guilford Press.; Yopp, H. and Yopp R. (2000). Supporting phonemic awareness development in the classroom. *The Reading Teacher*, 54 (2): 130-143.
15. Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. Harvard educational review, 78(1), 40-59.

## PURPOSEFUL ASSESSMENT

16. Feldman, J. (2018). Grading for equity: What it is, why it matters, and how it can transform schools and classrooms. Corwin Press.
17. Hammond, Z. (2015). Culturally Responsive Teaching & The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students. Thousand Oaks, CA: Corwin.



**New Tech Network**

For more information and resources, visit the NTN Help and Learning Center  
Version 1 • © 2022 New Tech Network





# GLOSSARY

**Academic Self-concept** - Composite view of one's academic self formed through experiences with the environment among other factors/influences; perceptions of their ability to attain academic success; academic facet of general self-concept.

**Asset-based** - Focusing on student strengths and viewing diversity in thought, culture, and traits as positive assets. Valuing students for what they bring to the classroom rather than being characterized by what they may need to work on or lack.

**Aware** - Students expect to attend college; have thoroughly researched postsecondary options, financial aid, and career paths; and have applied to several organizations that meet their learning and career objectives.

**Belonging** - An individual's sense of being accepted, valued, included, and encouraged by others.

**College Access** - The ways in which educational institutions and their policies aim to ensure students have equitable opportunities to take full advantage of their education and potential.

**College & Career Readiness** - The knowledge, skills, and dispositions needed to be successful in post-secondary education and/or training.

**Confident** - Students develop a positive academic self-concept around college and career, including seeing oneself in college and believing they can be successful in college and beyond.

**Connectedness** - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals.

**Cultural Identity** - To identify with a particular group based on various cultural categories, including nationality, ethnicity, race, gender, and religion.

**Culturally Responsive and Sustaining** - A cultural view of learning and human development in which multiple expressions of diversity are recognized and regarded as assets for teaching and learning (NY State Education Dept.)<sup>1</sup>

**Disciplinary Literacy** - The skills (particular to a specific discipline) required to both process information and create comprehensible output of information.

**Disciplinary Literacy Task** - A performance assessment that allows students to develop and demonstrate their disciplinary literacy skills. Often occurs as an individual written performance task focused on disciplinary literacy skills.

**Educational Equity** - A balanced approach to learning where all students receive whatever they need that all students receive whatever they need every day to develop to their full academic and social potential and thrive (Elena Aguilar).

**Eligible** - Students meet course requirements needed for four-college eligibility and therefore have a variety of options for postsecondary learning.

**Equitable Access** - The removal of any barriers that might prevent some students from equitable participation in certain courses, academic programs, resources, or supports.

**Equitable Grading** - Assessment that is mathematically correct, gives all students the opportunity to succeed regardless of their background and resists grader biases, and motivates students by encouraging growth over time.<sup>2</sup>

**Foundational Literacy** - Early literacy skills that need to be taught explicitly and systematically, specifically: phonological awareness, alphabetic basics, and phonics (decoding and encoding).

**Historically Marginalized** - Individuals or social groups who, by virtue of their race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status, have historically been placed on the margins or periphery of the mainstream social and economic hierarchy.

**Inclusion** - The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized.

**Interdisciplinary Learning** - Using learning from different subjects and disciplines to explore a theme or an issue, meet a challenge, solve a problem or complete a final project.

**Inquiry** - Instructional approach that elicits student questions, wonder, and curiosity and supports them in learning based on those questions.

**Internal Awareness** - Examining and recognizing the deeply held beliefs, behaviors, and practices that influence instructional design and interactions with others.

**Learner-centered** - Instruction that puts the majority of the work of finding and processing information and developing and using skills on the learner (with teacher support and being responsive to student needs).

**Learning Outcomes** - A broad set of knowledge, skills, work habits, and character traits that are believed to be critically important to success in college and career.

**Literacy Performance Task** - A performance assessment (see Purposeful Assessment) that allows students to develop and demonstrate their literacy skills. Often occurs as an individual written performance task.

**Performance Assessment** - An assessment/task that requires learners to show applied understanding of knowledge and skills. Goes beyond simple regurgitation of memorized or known facts.

**Prepared** - Students have the knowledge, skills, and attributes needed to be successful in college without having to take remedial courses.

**Problem-based Learning** - A student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem.

**Project-based Learning** - A student-centered approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around an authentic challenge, problem, or need.

**Relational Trust** - The belief that members of a school community will support one another and uphold expectations.

**Restorative Discipline** - A relational approach to building school climate and addressing student behavior.

**Rubric** - A set of leveled criteria for assessing a learners' product or performance. Rubrics include dimensions (rows), indicators (bullets) and score levels (column titles).

**Scaffolding** - The temporary structures that assist learners in doing something they're not able to do on their own - yet. Quality scaffolding is purposeful, interactive, collaborative, supports academic discourse, and is either differentiated or has access points for learners at a variety of levels.

**Shared Leadership** - The creation of leadership roles outside of formal roles and titles, including expanded decision-making opportunities for teachers, staff members, students, parents, and community members.

**Social Emotional Well-being** - The knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.<sup>3</sup>

**Stakeholders** - Anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, families, community members, and district personnel.

**Subgroup** - Any group of students who share similar characteristics, such as gender identification, racial or ethnic identification, socioeconomic status, physical or learning disabilities, language abilities, or school-assigned classifications.

1. Paris, D., & Alim, H. S. (Eds.). (2017). Culturally sustaining pedagogies: Teaching and learning for justice in a changing world. Teachers College Press; Gay, G. (2010). Culturally responsive teaching: Theory, research, and practice. Teachers College Press; Ladson-Billings, G. (2009). The dreamkeepers: Successful teachers of African American children. John Wiley & Sons.
2. Feldman, J. (2018). Grading for equity: What it is, why it matters, and how it can transform schools and classrooms. Corwin Press.
3. <https://casel.org/fundamentals-of-sel/>



**New Tech Network**

For more information and resources,  
visit the NTN Help and Learning Center  
Version 1 • © 2022 New Tech Network