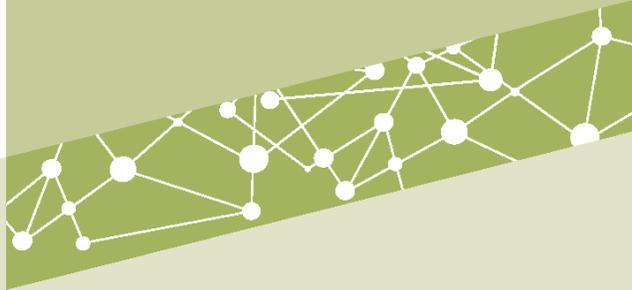


October 22-23, 2018



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

» **Results for:**

Berkley Accelerated Middle School
5316 Berkley Road
Auburdale, FL 33823

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Introduction

AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution’s performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions which helps to focus and guide each institution’s improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution’s effectiveness based on AdvancED’s Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Results are reported within four ranges identified by the colors. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

Leadership Capacity Domain

The capacity of leadership to ensure an institution’s progress toward its stated objectives is an essential element of organizational effectiveness. An institution’s leadership capacity includes the fidelity and commitment to its purpose and direction; the effectiveness of governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.	Exceeds Expectations
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.	Exceeds Expectations
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Exceeds Expectations
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	Exceeds Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Exceeds Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Meets Expectations
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Exceeds Expectations
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Exceeds Expectations
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Meets Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Exceeds Expectations

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Needs Improvement
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Meets Expectations
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Exceeds Expectations
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.	Exceeds Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Meets Expectations
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Exceeds Expectations

Learning Capacity Standards		Rating
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Meets Expectations
2.8	The institution provides programs and services for learners' educational futures and career planning.	Meets Expectations
2.9	The institution implements processes to identify and address the specialized needs of learners.	Needs Improvement
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Meets Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Exceeds Expectations
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Meets Expectations

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Exceeds Expectations
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Exceeds Expectations
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Meets Expectations
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction	Exceeds Expectations
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Exceeds Expectations
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Exceeds Expectations
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Exceeds Expectations
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Exceeds Expectations

Effective Learning Environments Observation Tool® (eleot®)

Results

The AdvancED eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. Classroom observations are conducted for a minimum of 20 minutes. Trained and certified observers take into account the level of embeddedness, quality, and complexity of application or implementation; number of students engaged and frequency of application. Results from the eleot are reported on a scale of one to four based on the students' engagement in and reaction to the learning environment. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning.

The insights eleot data provide are an invaluable source of information for continuous improvement planning efforts. Although averages by eleot Learning Environment are helpful to gauge quality at a higher, more impressionistic level, the average rating for each item is more fine-grained, specific and actionable. Institutions should identify the five to seven items with the lowest ratings and examine patterns in those ratings within and across environments to identify areas for improvement. Similarly, identifying the five to seven items with the highest ratings also will assist in identifying strengths within and across eleot Learning Environments. Examining the eleot data in conjunction with other institution data will provide valuable feedback on areas of strength or improvement in institution's learning environments.

eleot® Observations		
Total Number of eleot® Observations	22	AIN
Environments	Rating	
Equitable Learning Environment	2.81	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.31	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	2.83	3.74
Learners are treated in a fair, clear and consistent manner	3.10	3.77
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	3.00	2.06
High Expectations Environment	2.80	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.69	3.17
Learners engage in activities and learning that are challenging but attainable	2.93	3.14
Learners demonstrate and/or are able to describe high quality work	2.72	2.83
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.83	3.06
Learners take responsibility for and are self-directed in their learning	2.83	2.89
Supportive Learning Environment	3.09	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.34	3.66
Learners take risks in learning (without fear of negative feedback)	2.90	3.49

eleot® Observations		
Total Number of eleot® Observations	22	AIN
Environments	Rating	
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.00	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.10	3.66
Active Learning Environment	2.86	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.55	3.34
Learners make connections from content to real-life experiences	2.72	2.80
Learners are actively engaged in the learning activities	3.10	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	3.07	2.74
Progress Monitoring and Feedback Environment	2.75	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.69	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.97	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	2.86	3.37
Learners understand and/or are able to explain how their work is assessed	2.48	2.63
Well-Managed Learning Environment	3.41	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.62	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.72	3.83
Learners transition smoothly and efficiently from one activity to another	3.03	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.24	3.54
Digital Learning Environment	2.09	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.28	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	2.10	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.90	1.46

Assurances

Assurances are statements accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances			
Met	X	Unmet	
Unmet Assurances			

AdvancED Continuous Improvement System

AdvancED defines continuous improvement as “an embedded behavior rooted in an institution’s culture that constantly focuses on conditions, processes, and practices to improve teaching and learning.” The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team will be organized by the Levels of Impact within i3: Initiate, Improve and Impact. The organization of the findings is based upon the ratings from the Standards Diagnostic and the i3 Levels of Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs within the institution. Implementation is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Standards identified within Initiate should become the focus of the institution’s continuous improvement journey to move toward the collection, analysis and use of data to measure the results of engagement and implementation. A focus on enhancing the capacity of the institution in meeting the identified Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results represents the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and using results over time to demonstrate the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact** where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within the culture of the institution. Institutions should continue to support and sustain these practices that are yielding results in improving student achievement and organizational effectiveness.

Findings

The findings in this report represent the degree to which the Accreditation Standards are effectively implemented in support of the learning environment and the mission of the institution. Standards which are identified in the **Initiate** phase of practice are considered Priorities for Improvement that must be addressed by the institution to retain accreditation. Standards which are identified in the **Improve** phase of practice are considered Opportunities for Improvement that the institution should consider. Standards which are identified in the **Impact** phase of practice are considered Effective Practices within the institution.

i3 Rubric Levels	STANDARDS
Initiate Priorities for Improvement	Standards 2.1, 2.9
Improve Opportunities for Improvement	
Impact Effective Practices	Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10 Standards 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.11, 2.12 Standards 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8

Accreditation Recommendation and Index of Education Quality® (IEQ®)

The Engagement Review Team recommends, to the AdvancED Global Commission that the institution earns the distinction of accreditation for a five-year term. AdvancED will review the results of the Engagement Review to make a final determination, including the appropriate next steps for the institution in response to these findings.

AdvancED provides the Index of Education Quality® (IEQ®) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within the Initiate level. An IEQ in the range of 225-300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Institution IEQ	364.50	AIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs and practices and provide direction for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team's analysis of the practices, processes, and programs of the institution from the levels of Initiate, Improve, and Impact. The Insights from the Review narrative should provide next steps to guide the improvement journey of the institution in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team identified key themes and findings that support the continuous improvement process. These identified themes are designed to provide high level feedback and present strengths as well as opportunities to guide the school's improvement journey.

The organization's mission, vision and beliefs are deeply ingrained within the school's culture and protected throughout the school, which was decidedly apparent during a series of interviews with stakeholders. Parents and staff indicated a transparent operation of the institution and common expectations are "what we are about" at Berkley. The school's culture is characterized by a commitment to provide an academic environment where teachers, students, parents and community members are partners in progress. The theme "We Are BAMily," a play on the term, we are family, became the school's mantra, and the school's leadership masterfully branded the organization through the unwavering expectation of respect and care for the students and families served. Students, teachers, and community embraced the "We Are BAMily" motto, which is clearly stated in all correspondence, prominently displayed in every classroom throughout the school, and presented on the school's website. This family culture is the foundation of the entire organization. As Engagement Review Team members visited classrooms, students were observed reciting the mantra and displaying the key beliefs that clearly define the way they do business. The team found that leadership conscientiously and inclusively developed a strategic plan with measurable goals that are monitored closely by the stakeholders who helped create it. Interviews with the parent advisory board helped the team establish the presence of an active relationship and ongoing involvement with the school's continuous improvement process. Board members reported high levels of trust in the school's leadership and cited the strategic plan's initiatives as the driving force fueling continuous improvement and budgetary priorities. The board shared how they strategically invite community and/or local business leaders to partner with Berkley Accelerated Middle School (BAMS) in an effort to offer ongoing support to the school for projects, such as the annual Veteran's Day program and school related reward systems.

The school maintains consistent communication protocols to ensure stakeholder engagement and secure stakeholder feedback to make thoughtful decisions. Internal and external stakeholders raved about the two-way communication methods used to ensure everyone connected to the school remains informed. Parents commended the school for creating family email addresses and using these addresses to keep students and families engaged. Students, community partners, and parents stay involved through surveys sent annually to solicit feedback and recommendations for the upcoming school term. During interviews, students mentioned that they can walk into the principal's office to share ideas because "she is always easy to talk to." Results from stakeholder input are used to help frame improvement priorities, tweak programs, and ensure parents, who are not often able to come to meetings held at the school, the opportunity to engage in meaningful ways. The school

provided evidence to show consistent solicitation of ideas and feedback at all stakeholder levels and shared how the parent advisory group, board of directors, student government, and national honor society remain highly involved in the decision-making process.

Stakeholders in all groups are actively engaged and clearly articulated value in having a voice in the school. For example, stakeholders expressed an interest in expanding the school to better meet the demand of the population. Students shared “we should let more kids in so we can have more diversity and get to know more people.” Despite this cry to expand, the school’s leadership indicated they value the current framework and are not interested in adjusting the school’s enrollment limits at this time. Stakeholders suggested utilizing land grant opportunities and other partnerships to expand which will allow more students to attend the school and to increase the diversity of the student body population.

Parents indicated they are “thankful for a spot in the school” and strive to meet the school’s high expectations for parental engagement and student achievement. Parents shared that their children are very well prepared when they go on to high school. Although there is no formal system or process in place at this time to quantify, track, or validate this claim, there are over 600 people on the school’s waiting list. Although there is no formal system at this time, school leaders indicated an interest in finding a formal process to determine the impact on student performance long-term. Students and teachers credit the school’s rigorous curriculum, high expectations, and high student engagement for achieving and maintaining the school’s superior grade. They believe the school’s track record is what keeps the community interested in applying and “trying to get in the doors.”

The institution makes a conscious effort to engage in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice, because students are learning. The focus on fostering a learning culture that promotes creativity, innovation, and collaborative problem-solving was observed during the team’s classroom observations. Students worked in groups and were active in problem solving in many of the classrooms visited. Activities, such as the mining exhibition and the poetry rewrite, required students to work together to assess, problem solve, and enhance their learning. Students were able to show how they track their own data, set personal goals, and monitor their progress as part of the school’s overall progress monitoring program. The high level of engagement in challenging assignments observed in many classrooms validated the Engagement Review Team’s idea that pockets of excellence are found in the school, but in some areas project-based learning opportunities were not available. As the organization continues to grow and improve, it is recommended that the school incorporates additional metrics to provide multiple measures of student learning to add to the data and course grades, currently analyzed by teachers, to measure performance. Standards’ mastery and other academic goal attainment data could provide insight to instructional and professional development decisions for continuous improvement. The team did determine, however, that the student data collection process is more formalized, while the use of concrete measures to establish training and instructional priorities for all students is less developed. The school’s elite results support the assertion that learners strive to meet and can articulate the high expectations established by themselves and their teachers. This was also evident in the interviews with students and instructional staff.

As part of the school’s continuous improvement journey, teachers participate in ongoing professional development and a form of professional learning communities. Staff members participate in a schoolwide summer institute where sharing of best practices among teachers is the norm. The principal recognizes and celebrates teacher success by sharing pictures of best practices gathered as classroom walkthroughs are completed. The staff is very comfortable with sharing and supporting each other’s growth through peer observations and common planning periods. Shared grade level minutes, department meeting minutes, and agendas allow staff to share ideas and best practices across all grade levels and departments. This assists the staff in vertical articulation and helps to provide a less time-consuming method of exposing staff to the great things happening in the school.

Data are systematically collected and reported to measure progress toward each of the strategic plan’s academic and social goals. The review team, through the examination of reporting methods and monitored data, found that growth was demonstrated in most areas in the school, which has been the school’s goal since inception. Review of the data indicated that the very limited population of low performing students and students with disabilities need

to become a larger part of the school's focus. Little evidence was provided to indicate how the school is meeting the needs of special education students, English for Speakers of Other Languages (ESOL) students, and low performing students. When asked, teachers and leaders both shared that they differentiate instruction and employ a complete Multi-tiered System of Support (MTSS) process, but the level of targeted instruction was not evident in many classrooms visited. Scores obtained from the eleot data showed that classrooms are very well managed and learners receive and respond to feedback to improve understanding and revising work in most classrooms. In other classrooms, students were completing the same assignments and learning in whole group settings with little or no differentiation evident. Students shared they are often allowed to remediate or retake exams using a proof of study form and the targeted strength and conditioning program. Many of these practices afforded the school to remain an A-rated school as designated by the state, and the school was recognized as a School of Excellence by the Florida Department of Education for meeting or exceeding school goals.

Much of the success recognized in the school was attributed to the quality of teachers, students, and the school's consistent leadership. Stakeholders expressed a concern for the school's ability to remain high performing and to focus on the continuous use of proven institutional practices when the school's leadership changes. The school's leadership, having opened the school and obtaining such a high level of excellence, holds a great deal of institutional knowledge. Parents and students shared that they are worried about the principal leaving. The leadership team indicated that processes and procedures are embedded in the school's culture and are no longer connected to one person. Although evidence indicates that many of the processes are embedded at a high level, the review team recommends that the school formalize the processes, so that they are duplicable and replicable in the event of a shift in leadership.

The Engagement Review is a process along the journey of continuous improvement designed for an institution or organization to focus, grow, and better serve all stakeholders. The Engagement Review Team presents these findings for consideration and contemplation. As the school continues to reach for the stars, the success of students must remain the focus. Schools succeed when people are committed to the work they do and the students they serve.

Next Steps

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Priorities for Improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue the improvement journey

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and elect certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Dr. Catherine Barnes, Lead Evaluator	Dr. Barnes joined AdvancED in 2006 and serves as a member of the AdvancED/SACS CASI Florida Council. Since becoming affiliated with AdvancED, she has been afforded many opportunities, including leading the accreditation process for Schools, School Systems, Charter Schools, Corporations, Early Learning Programs and Consortiums throughout the United States. She is a trainer for AdvancED. Dr. Barnes’ professional career spans over 25 years. During that time she served the students and families of Duval County and Alachua County as a secondary teacher, literacy coach, middle and high school assistant principal, and middle and high school principal. She currently serves as Executive Director of Schools supervising 30 district and charter schools as well as the early learning programs in Gainesville, Florida. She also serves on the Executive Board of the Early Learning Coalition and works with Aspiring Leaders as an Adjunct Professor at Jacksonville University. Dr. Barnes earned degrees from the University of Florida, Nova Southeastern University and Jacksonville University.
Antonio R. Cejas, M.Ed	Antonio R. Cejas is the current principal of Academir Charter Schools. Mr. Cejas enjoys a rich history of academic and cultural excellence within the South Florida educational community. His twenty four years of academic success are a result of collegial partnerships between school communities, faculty, staff and parents, who provide a diversity of experiences for the students, under Mr. Cejas’ leadership. During his tenure in the private Catholic sector, Mr. Cejas implemented and supervised many innovative educational programs, including the creation of an inclusive special education program. Principal Cejas was paramount in transforming schools to meet the needs of the Twenty 21 st Learners through technology and the developmental strategies for creating a positive school climate and culture.
Renee Sarmiento	Renee Sarmiento is a Catholic School administrator in the Archdiocese of Miami. She taught in a K-8 setting for eight years and moved to an administrative capacity three years ago. As the curriculum coordinator, Mrs. Sarmiento oversees the implementation of a challenging curriculum that follows state, Archdiocesan, AdvancED, and Florida Catholic Conference (FCC) standards for excellence in Catholic Schools. In addition to these administrative responsibilities, Mrs. Sarmiento runs the robotics club at her school and is in charge of implementing a Coding and Computational Thinking curriculum in grades K-8. Mrs. Sarmiento chaired FCC and AdvancED accreditation processes at her school and has served as a team member in previous AdvancED, reviews.

Team Member Name	Brief Biography
Tracy Bennett-Joseph	Tracy Bennett-Joseph is the Superintendent of Rite for Rite of Passage for 42 programs across 16 different states. She holds a MS in Education Leadership and a BA in Political Science from the University of Central Florida. She is currently pursuing her Doctorate Degree in Education. She is a transformational leader that looks forward to developing other leaders and assisting them in meeting their goals. In her current capacity as the National Director of Education/Superintendent, she oversees the education division within her organization and development of school leaders. Under her leadership the organization was awarded Corporation Systems Accreditation through AdvancED.

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About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

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